



**ATLANTA METROPOLITAN COLLEGE**

**Academic Advisement  
Handbook**

**2008 – 2009**

*Believe \* Begin \* Become*

# TABLE OF CONTENTS

<b>SECTION I – ADVISING DEFINITIONS AND GOALS</b> .....	3
Philosophy.....	3
Advising Mission Statement .....	3
What is Academic Advising?.....	3
Why is Advising so Important? .....	4
The Critical Need for Advisement.....	4
Five Keys to Academic Advising .....	4
Defining Academic Advising and Advising Goals.....	4
Integrating Advising with Institutional Support Services.....	5
Integrating Advising with Career Exploration.....	5
Advising: Reaching Out to Students.....	6
Advising: Student Retention Persistence .....	6
Who Are Our Students? .....	7
Traditional Student.....	7
Gifted Student .....	7
Non-directed or Unmotivated Student .....	7
Under-Prepared Student.....	8
Adult/Returning Student .....	8
<b>SECTION II: COMPREHENSIVE ADVISING PLAN</b> .....	9
Faculty Training.....	9
Faculty Roles and Responsibilities in Advising .....	9
Student Roles and Responsibilities in Advising .....	10
Academic Advisement Follow-Up Sessions.....	12
Basic Strategies of Advisement .....	12
Do’s of Advising.....	13
Don’ts of Advising.....	13
Advisor Checklist.....	14
Assessment.....	15
Legal Issues.....	15
<b>SECTION III: EFFECTIVE REFERRAL SKILLS AND INFORMATION</b> .....	16
Tips for Effective Referrals .....	16
Quick Referral List .....	17
<b>SECTION IV: ADVISING PROCESS AND PROCEDURES</b> .....	18
Advisee Assignments.....	18
Changing Majors and Advisors .....	18
When is an Advisee Required to see an Advisor? .....	18
Withdrawal Process .....	18
Course Withdrawal Without Failing.....	19
Course Withdrawal Failing .....	19
Hardship Withdrawal .....	19

Advising Specifics for Degree Programs.....	19
Admission/Testing Requirements .....	19
College Preparatory Curriculum Requirements (CPC).....	20
Learning Support Requirements .....	21
Regents' Test Reading and Writing Requirements.....	25
Questions Concerning Transfer Credits.....	28
Prerequisites for Learning Support and Credit Courses .....	29
<b>SECTION V: WORKING WITH BANNER .....</b>	<b>30</b>
Student Course Registration Information .....	30
Accessing Class Schedule.....	30
Accessing Semester Information .....	30
Registering for Classes .....	30
Student Degree Evaluations.....	31

## **SECTION I – ADVISING DEFINITIONS AND GOALS**

### ***Philosophy***

The primary purpose of academic advising at Atlanta Metropolitan College (AMC) is to support students as they complete programs of study in pursuit of life goals. We believe that formal course work coupled with effective academic advising increases the likelihood for successful completion of the academic program. The coupling of the two, (academic course work and effective advising) also enhances personal development and promotes an understanding of the relationship between the collegiate experience and one's life and career goals. Moreover, the advisor links the college with its students, articulating its mission and giving meaning to the assumptions that are the foundation for the curriculum. An effective advising process can significantly influence students' educational and personal growth as they seek to acclimate themselves to the collegiate environment and society as a whole. The objectives of Academic Advisement at Atlanta Metropolitan College are two-fold:

1. To improve the quality of advisement that students receive at the college.
2. To improve retention, graduation and transfer rates among students.

### ***Advising Mission Statement***

In support of Atlanta Metropolitan College's mission and goals, academic advising is a collaborative effort between faculty and students. Specific goals of academic advising at AMC are :

1. To explore academic and career options and choices.
2. To set realistic educational goals.
3. To improve retention by increasing the rate at which students progress toward graduation.
4. To learn and to apply decision-making strategies.
5. To encourage mentoring relationships between students and faculty.

### ***What is Academic Advising?***

The function of academic advisement is to help students reap the full benefits of the college experience. It involves recognizing students' particular educational needs and aspirations and helping them to become aware of available resources. Effective advising involves not only an introduction to the new environment; but it also promotes ongoing relationships through which students grow to understand themselves, their capacities, and their limitations.

Academic advising is an integral part of the offerings of higher education. By working with the student on an individual basis, the advisor can help the student clarify values, set priorities, and achieve self-understanding. The advisor assists the student in the development of an

educational plan that incorporates educational resources appropriate to the students' needs. This process encourages interpersonal communication between the faculty member and student with the aim of developing a student who is able to matriculate satisfactorily.

The benefits of a good advisement program emanate campus-wide. Both student and advisor receive great satisfaction. A strong advisement program increases student retention, progress toward graduation and eventual transfer. The student, first and foremost, moves toward career goals with an improved grade point average. Effective academic advising richly repays the extra commitment in time and effort that the process demands.

### ***Why is Advising so Important?***

Although advising was once viewed as a scheduling process and a set of procedures, it is now recognized as a comprehensive and necessary component of student success, persistence and development.

### **The Critical Need for Advisement**

Student involvement in the institution, especially with regular faculty-student interaction, increases student academic success, satisfaction, and retention. Student contact with faculty outside the classroom enhances college experiences in the following areas: academic and personal development, overall student achievement, and overall satisfaction with the college experience.

### ***Five Keys to Academic Advising***

#### **Defining Academic Advising and Advising Goals**

Faculty advisors must understand the essentials of the advising process. They must:

- Ensure that all students have access to effective academic advising.
- Assist in implementing and maintaining effective student advising.
- Promote academic advising as an ongoing process.
- Assist in institutionalizing the student advising program.

## **Goals of Academic Advising:**

**The National Academic Advising Association (NACADA) has set the following recommended the following Goals for Advising Programs:**

1. Assisting students in self-understanding and self-acceptance (clarifying values, understanding abilities, interests and limitations).
2. Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
3. Assisting students in developing an educational plan consistent with life goals and objectives (alternate course of action, alternate career considerations, and selection of courses).
4. Assisting students in developing decision-making skills.
5. Providing accurate information about institutional policies, procedures, resources, and programs.
6. Making referrals to other institutional or community support services.
7. Assisting students in the evaluation or reevaluation of progress toward established goals and educational plans.
8. Providing information about students to the institution, colleges, and/or academic departments.

## **Integrating Advising with Institutional Support Services**

Academic advising requires cooperation from various departments of the institution. Advisors must understand “who does what for whom” at the college. Advisors must be aware of their own personal comfort level with respect to developmental and career issues. They must feel comfortable about the scope, the breadth of topics that can or cannot be covered in an individual advising session. Academic advising must be integrated with Admissions, the Registrar’s Office, Financial Aid, Counseling, Student Activities, and the Academic Support Center.

## **Integrating Advising with Career Exploration**

Because students are increasingly interested in the career options available to college graduates, advisors are called upon to assist with career exploration issues. The choice of career, program of study, and courses are not separate functions. They should be components of a continuous, comprehensive advising process.

The more traditional view of advising as primarily a matter of course selection and registration, is based on the erroneous assumption that all students have completed necessary research, made a reasoned decision and are committed to the specific major they have listed. However, many students suffer from indecisiveness when it comes to choosing a career path or major. Often advisors can begin the career exploration process by asking two simple questions.

- ❖ **Why did you choose this area of concentration?**
- ❖ **What do you plan to do after graduating with this area of concentration?**

The selection of programs of study, appropriate courses, and an effective course schedule are vital steps in realizing life goals. Thus, It is impossible to separate academic advising from the exploration of life and career/educational goals. Thus, academic advising is crucial for long-term success and student retention.

### **Advising: Reaching Out to Students**

Advisors must reach out to students through “intrusive advising.” Intrusive advisors must be available, when and where students are involved in educational decision making.

Harmful side-effects of passive advising and passive advisors are:

1. If advisors are passive, advisees may seek information from unreliable sources.
2. If advising is passive, problems may linger and remain unresolved. It is easier to anticipate a problem than it is to solve one – intrusive advising and reaching out to students is the most effective manner of anticipating problems and helping students to find their solutions.

### **Advising: Student Retention Persistence**

When properly delivered and supported, academic advising can exert a powerful influence on student growth and development and; thereby, becoming a potent retention force on campus. Without adequate advising, the responsibility for student persistence rests disproportionately the shoulders of students.

Effective advising is facilitated by the advisor’s knowledge of common facts and myths related to student persistence:

Myths about student persistence

- Students drop out primarily due to financial reasons
- Retention means lowering academic standards
- Students drop out because they are failing

Reasons for Student Attrition

- Academic under preparedness and boredom rank high on students’ reasons for leaving college.
- Difficulty in adjusting to a new environment
- Student’s lack of commitment to what is required to complete their education
- Students are unclear about their future, their goals, their area of concentration, and have received poor or no academic advising

Facts related to Student Persistence

- A positive campus climate created by caring faculty and staff encourages student persistence
- Consistent high quality teaching and advising retain students
- Access to adequate financial aid programs can keep students at an institution

- Encouraging student involvement on campus through advising can create a connection to the campus and thus, enhance persistence

## **WHO ARE OUR STUDENTS?**

Atlanta Metropolitan College serves a very diverse student population. Our students represent various age groups, educational backgrounds, cultures and ethnicities. They are in pursuit of a vast array of career and life goals. The characteristics of our students include:

### **The Traditional Student**

- Recent high school graduate
- Wants to go to school
- May or may not be certain of area of concentration or career path
- No decision as to whether plan is to transfer or graduate
- Works at least part time
- Infrequently asks for advising assistance other than help with scheduling
- May have financial aid as well as parental assistance available

### **The Gifted Student**

- Recent high school graduate
- Considers AMC an inexpensive stepping stone to a four-year institution
- Generally a degree student interested in transfer or graduating before transferring
- May have a tendency to overload when first scheduling
- Plans to be an AMC student only one or two semesters
- "Catches on fast" to policies, procedures and services
- Could need more advising than he or she admits

### **The Non-directed or Unmotivated Student**

- Completes most everything at the last minute
- Under prepared for expectations of college
- May be at AMC because it was somebody else's idea
- May miss several classes and expect to be able to catch up or may drop out often and return.
- Has little understanding of career decision-making process or has decided on career path with little information.
- May not understand the need for advising
- Unaware of services on campus and unmotivated to find or use them

## **The Under-Prepared Student**

- May be any age or background
- Educational experience either dated or insufficient for college
- Uncertain of skill levels and/or may need skills diagnosed
- Has many needs but not always sure what questions to ask or of whom to ask them
- Likely to require continuous support
- Often underestimates self in numerous situations
- Is unaware of services on campus to help them

## **The Adult/Returning Student**

- Early to late twenties and up
- Often making a career change or job change – sometimes not by choice
- Often making a life change such as divorce, death of spouse, “empty-nest syndrome”
- Varied degree of background, both experiential and educational
- Often has family, job, and/or community responsibilities
- May be a part-time student with tuition reimbursement through work
- May be a full-time student working with agency for funding
- May tend to be uncomfortable asking for help – feel they should know

## **SECTION II: COMPREHENSIVE ADVISING PLAN**

Advisement sessions are mandatory for all students at the point of entry into the college and before each registration after earning 15, 30, and 45 credit hours, respectively. Advisement sessions are scheduled each semester at which time students consult with their advisors. In advance of each advising session, students should obtain an updated degree audit from the AMC website. Instructions for obtaining a degree audit are included in the Academic Advisement Handbook. During advisement, advisors will help students complete a degree plan using degree audits and the program maps specific to their program of study. The degree plan and program map will also assist students in understanding which courses are required and how courses should be sequenced to complete the program of study in a timely manner. Program maps can also be obtained from the website. During subsequent advisement sessions, the advisee with guidance from the advisor, will confirm course selections, and address any problems related to their matriculation at the college. When a student is within one semester of graduating, the advisor will assist the student in preparing an application for graduation which includes an updated degree plan.

Students experiencing problems related to unsatisfactory academic performance are referred to the Coordinator of Academic Advisement for assistance. The advising coordinator will work with them in establishing an academic improvement plan.

### ***Faculty Training***

The Coordinator of Academic Advisement provides training for implementing guidelines, ideas, and changes regarding advisement at the beginning of each academic year. ALL FACULTY ARE REQUIRED TO ATTEND MANDATORY TRAINING SESSIONS AT LEAST ONCE EACH ACADEMIC YEAR. During these sessions, training is provided in these areas: (1) completing degree plans, (2) changes in various programs of study and (3) the do's and don'ts of advising. New faculty hired after formal training has been completed, are provided individual or small group instruction by the Coordinator of Academic Advisement on an as-needed basis.

### ***Faculty Roles and Responsibilities in Advising***

A broad range of concerns should be addressed in advisory situations. As academic advisors, faculty members serve as the "academic navigator" for the student. The advisor helps the student to clarify the relationship between the academic program, college regulations and guidelines as well as career expectations.

Key to the advisor-advisee relationship is developing a genuine rapport, keeping appointments, and being accessible. The advisor provides the student with information on policies, procedures and academic programs. Thus, the advisor should have ready access to current resource materials. In addition to assisting students in choosing educational and career objectives commensurate with the student's abilities and interests, the advisor should discuss career options related to the student's major.

The advisor and advisee should also complete a Degree Worksheet, identifying courses that lead to graduation. An academic advisement file should be developed for each student. This file should include (a) a **Transfer Degree Worksheet** (b) an up-to-date **Student Transcript** (c) a **Degree Evaluation**, (d) a detailed list of **Graduation Requirements** and (e) **Additional Information** reports (e.g., program requirements for the junior and senior years).

During the registration period, when advisees are seeking assistance in preparing class schedules, advisors may need to increase office hours. Along with available times, advisors should post appointment schedules that are ample and varied enough to accommodate students enrolled in day, evening and weekend classes.

Listed below are attributes of an effective advisor:

- Personal and professional interest in being an advisor
- Listens constructively, attempting to hear all aspects of the advisee's expressed problems/concerns
- Sets aside enough regularly scheduled time to meet the advising needs of the advisee
- Knows college policies and procedures in sufficient detail to provide students with accurate, usable information
- Refers advisee to other sources of information and assistance when referral seems to be the best student-centered response
- Attempts to understand student concerns from a student point of view
- Views long-term planning, as well as immediate problem solving and decision making as an essential part of advising
- Continually attempts to improve both the style and substance of advising
- Makes regular announcements in classes regarding the advisement period and aggressively encourages all students to schedule a time for proper advisement
- Willingly and actively participates in advisor-training programs

## ***Student Roles and Responsibilities in Advising***

### **Clarify Personal Values and Goals**

It is the responsibility of the advisee to clarify personal values and establish academic and career goals. When students make good decisions, they empower themselves and prepare for productive post-graduation lives.

### **Accept Responsibility for Decisions**

Students are actively responsible for their college experiences and decisions. Although an advisor may assist in providing advice, encouragement, or support, ultimately each decision rests with the student. As a result, students must accept the consequences of these decisions.

### **Know College Policies and Procedures**

Students must be familiar with the AMC College Catalog. The catalog contains policies and procedures, as well as all requirements and regulations, such as academic standing issues, graduation deadlines, and financial aid regulations and deadlines.

### **Prepare for Academic Advising Conferences**

Students are expected to come to each advising session. Students should contact advisors with concerns affecting their educational goals, such as academic progress in a class.

## **Preparing for Your First Academic Advisement Session**

Students should prepare to confer with a faculty advisor by following the procedures below. Adequate preparation will help to ensure more productive advisement conferences.

### **Gather relevant decision-making information.**

- \_\_\_ **Read the AMC catalog**
- \_\_\_ **Visit web sites** of potential transfer institutions for **catalog information.**
- \_\_\_ **Define your career goals** and select an appropriate program of study/major.
- \_\_\_ **Obtain a copy of class schedule** from the website.
- \_\_\_ **Go to your division bulletin board** and locate **your advisor's name, phone number, office location, and office hours.**
- \_\_\_ **If you expect to receive scholarships, grants, and/or loans, check with the Financial Aid Office** to verify your aid. Remember that you must **re-apply for financial aid** each new school year.

### **Familiarize yourself with policies, procedures and requirements.**

- \_\_\_ **Make an appointment** with the AMC Coordinator of Academic Advisement if you have general questions.
- \_\_\_ **Familiarize yourself with the Semester Core Curriculum** (See Areas A-E in the printed catalog or at the AMC Website. )

### **Sign Up.**

- \_\_\_ **Make an appointment** with your advisor prior to early registration or regular registration dates.

### **Prepare for your meeting with your advisor.**

- \_\_\_ **Use a degree plan worksheet**
- \_\_\_ **Choose alternative course selections** in case times or courses are not available when you register.
- \_\_\_ **Write down specific questions** that you want to ask your faculty advisor.
- \_\_\_ **Bring to your appointment all necessary materials** (catalog or lists of courses, tentative schedule, pencil, paper, an unofficial transcript, a class schedule, and Degree evaluations.) Degree Evaluations can be obtained at the AMC website. Under the current student heading, click on Degree Evaluation instructions. Follow the instructions to print out your unofficial transcript which should also be taken to your advisor.
- \_\_\_ **Be on time.** (Faculty advisors have a full schedule because of the number of students that need advisement.)

### **Referrals**

- \_\_\_ **Follow through on any referrals** suggested by your advisor.

## **Academic Advisement Follow-Up Sessions**

Each semester following the initial advisement session, students should ideally schedule an appointment to meet with their academic advisor for a 10 or 15 minute **follow-up session**. During the follow-up sessions, it is suggested that students review and modify degree plans, if necessary. At the end of each follow-up session, students should be aware of courses completed, remaining courses in addition to the courses that should be taken the next semester.

**Be sure to ask the following questions during your follow-up academic advisement Sessions:**

- Do you have Learning Support requirements that you have not met?
- Have you taken all required College Preparatory Courses (CPC's) as indicated by the admissions office?
- If you substituted courses, did you select the acceptable substitutions as required by your major/program of study?
- If you have earned 45 or more credit hours, are you presently enrolled in a Regent's Exam course and have you registered to take the Regents' Exam?
- If you have not taken the Regents' Exam, when should you register to take it?
- Are there any courses that you should repeat?

### ***Basic Strategies of Advisement***

As a result of a review of the advisement process at Atlanta Metropolitan College, the following strategies for faculty advisors are recommended.

- Attempt to become acquainted with the advisee in as many ways as possible. Get to know the advisee outside the formality of advisement when possible. Review an advising folder that may contain a degree plan, transcript(s) and transfer credits and grades, and present academic status. This information is essential in assessing an advisee's abilities, strengths and weaknesses.
- Explore the objectives, interests and motivation of the advisee. Discuss the advisee's goals, objectives and non-academic background. From these discussions, you can provide better advisement.
- Develop a positive rapport with advisees. The advisement process becomes more beneficial for both the advisor and advisee when rapport develops. In order for the advisee to reach goals, encourage him/her to be acquainted with other faculty.
- Become knowledgeable concerning university rules, policies, regulations, and procedures that affect academic programs and activity. An advisor must be well informed about current academic policies and procedures. You will become a

knowledgeable advisor if you review the catalog, participate in training, and discuss advisement issues with your colleagues.

Also, the advisor must develop a familiarity with BANNER to remove students' hold(s) and understand the meaning of the hold (s) in order to direct the advisees to the appropriate office.

In addition to being familiar with BANNER, an advisor must be able to inform advisees on how to obtain a transcript, prepare a degree plan, and access information from the website such as course(s) selection and completion of the course selection form.

- Match course selection with the advisee's academic strengths, interests and background. Assist the advisee in selecting courses that will help him/her build on previous success as opposed to those that are more likely to result in failure.

### **Do:**

- Obtain a list of your advisees
- Ask clarifying questions
- Listen to advisees
- Post scheduled office hours for advising
- Require advisees to sign-up for advising or to email for an appointment
- Request advisees to bring completed course selection form and degree evaluation
- Review degree evaluation and prepare degree plan
- Discuss and review **PROGRAM MAP (Program Maps are available at the website)**
- Discuss academic and career goals
- Explain to advisees the importance of retention and graduation
- Encourage student to complete all requirements for their program of study before transferring.

### **Do Not:**

- make assumptions about advisees
- criticize other staff or faculty to advisees
- betray an advisee's confidence on personal matters
- complete course selection form (show advisees how to complete)
- look-up courses for advisees (show advisees how to access courses via website)
- try to solve personal issues for the advisees (direct the advisees to the appropriate office on campus)
- encourage advisees to just drop by your office for advising without an appointment
- break an appointment with an advisee without notification
- make decisions for advisees but assist advisees in making the decision for themselves

## Advisor Checklist

This checklist provides a general guide for advisors when meeting with advisees and assists in covering pertinent areas and topics to be reviewed with each student.

### The student has been advised in the following areas:

- \_\_\_ Identifying career goals and selecting an appropriate major
- \_\_\_ Exiting Learning Support classes (if applicable)
- \_\_\_ Satisfying College Preparatory Curriculum Requirements (if applicable)
- \_\_\_ A Review of the Student's Program Map (available under advising at [www.atlm.edu](http://www.atlm.edu))
- \_\_\_ Regents' Reading and Writing Skills requirements and guidelines
- \_\_\_ AREA "A" Requirements for the selected Program of Study (Essential Skills)
- \_\_\_ AREA "B" Requirement (Institutional Requirement)
- \_\_\_ AREA "C" Requirements for the selected Program of Study (Humanities and Fine Arts)
- \_\_\_ AREA "D" Requirements for the selected Program of Study (Science, Math and Technology)
- \_\_\_ AREA "E" Requirements for the selected Program of Study (Social Sciences)
- \_\_\_ AREA "F" Requirements for the selected Program of Study
- \_\_\_ Additional Requirements (Orientation, Physical Education Lecture, and Activity Courses)
- \_\_\_ Selecting courses that lead to graduation
- \_\_\_ Identifying Academic Support Services
- \_\_\_ Opening and maintaining an Atlanta Metropolitan College Email account
- \_\_\_ Participating in the Advisement Process according to schedule and guidelines

## **Assessment**

An advisement assessment tool (<http://www.atlm.edu/irpa/index.html>) has been developed to allow advisees to evaluate the advising process. This instrument provides information which may be useful in assessing the performance of faculty in their roles as academic advisors.

## ***Legal Issues***

Faculty advisors should seek to understand the legal issues related to advising. Such an understanding will ensure a responsible attitude toward students and protect student rights, and ultimately the best interests of the advisor. By following current legal parameters and by practicing the “golden-rule,” the advisor will implement policies and practices that demonstrate regard for the worth and dignity of each advisee. This will reduce the chances for legal procedures while respecting the rights, freedoms, and responsibilities of all.

Academic advisors are on the front line in their dealings with students. It is a critical position and responsibility. The success or failure of students’ education and growth is directly influenced greatly by the quality of advising provided. In fact, in today’s litigious climate, the advising process becomes even more critical.

Academic advising is considered an academic activity. The courts have hesitated to enter into the academic arena and substitute their judgment for that of an academician. In doing so, they have recognized academic freedom which normally protects academic decisions, including advising. They have also realized that their repeated presence in the academic community could possibly deteriorate the otherwise beneficial student/faculty relationship.

Therefore, if academic advisors do not abuse their discretion in working with students, they need not fear judicial intervention. However, courts are quick to intervene if evidence exists of arbitrary or negligent treatment of students or denial of a protected right. The growing number of court decisions dealing with classroom and academic matters attests to the sensitivity to students’ rights in academic affairs.

Thus, it is imperative that advisors keep accurate and detailed notes of advising sessions that state the facts of the session and avoid personal judgment statements or beliefs.

## SECTION III: EFFECTIVE REFERRAL SKILLS AND INFORMATION

### *Tips for Effective Referrals*

Advisors are a resource for students, and in some instances, someone they feel comfortable talking to. Thus, it is not unusual for students to come to advisors for non-academic concerns.

Academic advising depends a great deal on all campus personnel including the support and referral services available to serve advisees. Listed below are tips for making effective referrals that can result in higher achievement rates:

1. Become more knowledgeable of campus resources, paying particular attention to the names of contact persons and the chain of command in various offices.
2. Make use of the AMC **Information Guide** distributed to all faculty and staff. This directory provides the names, phone numbers, and locations for units on campus.
3. When talking to students, pay particular attention to their expressed and implied needs. Often students will not ask for referrals although they may need assistance, which you may be unable to provide.
4. Do your best to make the right referral. Sometimes the students may focus their concerns in an area that is less crucial or inappropriate for their actual needs. For example, students want to go see the registrar about dropping the course when in reality they should begin with their instructor who could help them determine options other than withdrawing.
5. Often students are very reluctant or uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the person or office to which you are referring them. If possible, walk them over to the referral, introduce them and help them set up the appointment. If this is not possible, at least make a phone call on their behalf while they are in your office.
6. Keep the chain of referrals as simple as possible. Avoid at all costs having students go from office- to- office and person- to- person for help. Students feel they are getting the “runaround” and sometimes they are!
7. Help students develop an agenda or list of items or questions to take to the referral appointment. This will help the appointment go well, help the student clarify why they are going, and will ensure a more positive interaction with the referral source. Also, make notes in your advisee file about the referral and why they were sent. Put a copy of students’ agenda or items of discussion which the student has created in the file.
8. Follow up with the student and referral source on the outcome of the referral appointment. If a student didn’t follow through with the referral, find out why and discuss the reasons. See if you need to make a different referral or if you need to become more involved in making the contact. **Don’t take over the process from the students. It is their responsibility to see that their needs are met. You are simply helping them identify their needs and facilitating the referral assistance.**

9. Check records regularly to get a sense of the referrals you have made. Student development is an ongoing process, and patterns of need and growth can be extrapolated from a record of referrals.

### Quick Referral List

Admission/Readmission to the college	Contact Admissions office
Drop/Add/Withdrawal prior to midterm	Get form from your division office
Withdrawal after last day to withdraw (hardship)	Academic Advisement Coordinator
Academic Standing Issues	Academic Advisement Coordinator
Graduation requirements	Catalog
CPC Deficiencies	Catalog, transcript, and BANNER
Learning Support Issues	LS Advisor and LS Coordinator
Tutoring assistance in academic areas Learning or physical disabilities	Academic Support Center Coordinator of Disability Services
Study skills workshops	Academic Support Center
Grade Disputes	See instructor of class first, then Division Chair
Credit by Examination (CLEP)	Check college catalog and Division Chair
Scholarships	Financial Aid Office
Loans, PELL, HOPE	Financial Aid Office
Sexual Harassment	Division Chair
Computer Use for Students	Academic Support Center AMC Library, 2 <sup>nd</sup> Floor
Lost ID	Campus Safety Office
Parking Decals	Campus Safety Office
Emergencies	Campus Safety Office

## **SECTION IV: ADVISING PROCESS AND PROCEDURES**

### ***Advisee Assignments***

During the advisement/early registration period, look for the name of your assigned advisor posted near your division chairperson's office. For example, if your major/course of study is English, your name, along with your assigned advisor, will be posted outside the Office of Humanities and Fine Arts Division. Then, look for your advisor's office and place your name on the advisor's schedule, which will be posted outside the advisor's door. If you find that you have not been assigned an advisor, contact the Office of Academic Advisement (Academic Building, Room 249) for assistance.

### ***Changing Majors and Advisors***

If you decide to change your program of study, contact the Office of Academic Advisement. Once a new program of study has been selected, you will be assigned an advisor in your discipline. You will then go to your new division for an approval signature from the advisor and Division Chairperson. When you have submitted the completed form to the registrar's office, your program of study will be officially changed.

### ***When is an Advisee Required to see an Advisor?***

Advisees should meet regularly with advisors to discuss long-term educational goals and plans as well as their academic progress. They should also seek assistance in other aspects of their educational pursuits, including career advisement. Additionally, advisees are required to see their advisors at the following points:

- Students must see their advisors to register for all classes at the point of entry into the college and again at the point where they have earned 15, 30, and 45 hours, respectively. This includes pre-registration, regular registration, or late registration. If for some reason, a student's advisor is not available during one of these times, the student should see the advisor designated to assist students by the Division Chair.
- Students should consult an advisor before dropping, adding, or withdrawing from a course. If a student with financial aid withdraws from a course, the last day of attendance is needed.
- Students must see their advisor if they are close to completing the number of credit hours necessary for graduation or if they are applying for graduation.

### ***Withdrawal Process***

There may be times when unexpected occurrences in the lives of students require changes in class schedules or disruptions in matriculation. The college offers several options in addressing such situations.

## **Course Withdrawal Without Failing**

Withdrawing from one class or several classes before mid-semester will permit you to withdraw without failing. Notification of the last day for withdrawal without failing will be posted on monitors across the campus. When you first realize that you need to withdraw from a class, talk with your instructor about other alternatives that may enable you to complete the class. If after meeting with your instructor you decide to withdraw from the class, obtain a Course Withdrawal Form from the division office of your program of study/major. Complete the form, obtain the necessary signatures, and submit it to the registrar's office. **KEEP A COPY OF ALL SIGNED PAPER WORK.**

## **Course Withdrawal Failing**

After the "Withdrawal Without Failing" period has ended, if you withdraw from a class, you will receive a grade of "WF," withdraw failing, on your transcript. Therefore, after careful consideration of your circumstances, you may reconsider withdrawing from the course. It may be better to stay in the class and attempt to earn the highest grade possible. Withdrawing failing from a class will negatively impact your semester and cumulative Grade Point Average.

## **Hardship Withdrawal**

If you find it necessary to withdraw from courses because of an emergency, a crisis, or unavoidable circumstances that impede your academic progress, you may be granted a Hardship Withdrawal. Circumstances warranting a Hardship Withdrawal may include death of a family member, a personal illness, illness of immediate family members, a personal injury, a fire, or some other disaster. Documentation verifying the hardship must be submitted in support of the request for withdrawal. Before mid-semester, students may withdraw from classes without penalty through the college's regular withdrawal procedure. Students who are experiencing a hardship after the last day to withdraw without penalty should consider applying for a Hardship Withdrawal through the Office of Academic Advisement. **KEEP A COPY OF ALL SIGNED PAPER WORK.**

## ***Advising Specifics for Degree Programs***

### **Admission/Testing Requirements**

The Office of Admissions at Atlanta Metropolitan College is the beginning point for all applicants seeking to enroll. Admissions personnel review and evaluate all required documents submitted by applicants to determine eligibility for admission. Admission Office Staff assess credentials and determine admission status including provisional or conditional enrollment.

## College Preparatory Curriculum Requirements (CPC)

First-time freshmen as well as transferring freshmen who have not earned the equivalent of thirty (30) semester hours of college credit are required to meet College Preparatory Curriculum (CPC) requirements. Students who have not completed sixteen units of the CPC and who intend to enroll in degree programs leading to a baccalaureate degree must take additional courses to make up for the CPC deficiencies. Students who enter with a Technology/Career diploma, students from private high schools or from other states, students with a Georgia Department of Education (DOE) General Education Diploma (GED), and home-schooled students must be evaluated for CPC completion and must take additional courses as necessary, in accordance with USG policy.

### **English Deficiency**

Students graduating with fewer than four units of English will be required to take the COMPASS Tests in English and Reading, regardless of SAT or ACT scores. Students who do not score satisfactorily on the COMPASS test must register for in Learning Support English and/or Reading courses.

### **Mathematics Deficiency**

Students graduating with fewer than four units of mathematics will be required to take the COMPASS Test in Mathematics. Students who do not score satisfactorily on the COMPASS Test must register for Learning Support Mathematics course at an appropriate level, in accordance with COMPASS Test scores.

### **Science Deficiency**

Students graduating with fewer than three units of science will be required to complete designated lecture and laboratory science courses with a grade of "C" or better.

### **Social Science Deficiency**

Students graduating with fewer than three units of social science will be required to complete a designated three (3) credit-hour social science course with a grade of "C" or better.

### **Foreign Language Deficiency**

Students graduating with fewer than two units of the same foreign language will be required to complete one additional three (3) credit-hour, introductory-level foreign language course.

The following provisions apply to science, social science, and foreign language requirements:

- These additional required courses represent course work beyond the requirements for the program in which the student is enrolled. Although the student receives credit in the grade point average for these courses, the credit hours do not count toward hours required for a degree. These courses are aimed at expanding the student's previous exposure to the disciplines.
- To remove the CPC deficiency, the student must earn a "C" or better in the course.
- Beginning freshmen must remove all CPC deficiencies by the time they have earned thirty semester hours of degree credit.

- Transfer students must take these courses immediately upon entering System institutions or as soon as possible thereafter.
- Courses taken to meet College Preparatory Curriculum requirements cannot be repeated for degree credit.

Students who accumulate thirty (30) degree-credit hours and have not successfully completed CPC requirements may enroll only in CPC courses until all CPC requirements are successfully met.

### **Conditional Acceptance**

If an extreme circumstance beyond applicant's control prevents them from submitting all admission materials to the Office of Admissions prior to the published deadline, the Director of Admissions may grant a conditional acceptance. The student must present substantial evidence that the extreme circumstance warrants an exception that will permit the student to enroll temporarily, pending the Office of Admission receiving all required documents. No credit may be recorded and no grades may be released to a student attending the College under a conditional acceptance, until the required documents are received by the Office of Admissions.

The burden of proof rests with the applicant to establish that his/her failure to submit required credentials or information is a result of circumstances beyond his/her control.

## **Learning Support Requirements**

The Atlanta Metropolitan College Learning Support program serves students who need additional preparation in English, Reading, and Mathematics, by providing courses in these three areas. Learning Support English and reading courses are offered through the Division of Humanities and Fine Arts. Learning Support mathematics courses are offered through the Division of Business, Mathematics, and Computer Science. In addition full-time counseling services are available to assist students.

### **Learning Support Placement Requirements**

Screening and placement into the three areas of Learning Support English, Reading and Mathematics are implemented according to current Board of Regents Policy (Policy 303.02). Although neither SAT scores nor ACT scores are required for admission to Atlanta Metropolitan College, students who have recent ACT or SAT scores that meet the following criteria may be exempted from Learning Support placement testing: An ACT English score of 17 or a SAT Verbal score of 430 and completion of the high school College Preparatory Curriculum (CPC) in English and an ACT Math score of 17 or a SAT Math score of 400 and completion of the high school CPC in mathematics. For students transferring from an institution accredited by the Commission on Colleges (COC), comparable scores from the College may be used according to guidelines issued by the Senior Vice Chancellor for Academics and Fiscal Affairs.

Students who do not meet these minimum requirements must take the COMPASS (Computerized-Adaptive Placement Support System) Exam to determine if Learning Support courses are required. Those students whose COMPASS scores are below the established cutoffs for the English, Reading, and/or Mathematics exams will be required to complete appropriate Learning Support courses in accordance with Board of Regents Policy. Students who have passed COMPASS or ASSET placement tests at institutions accredited by the Commission on Colleges (COC) will not be required to take another placement test upon transfer to Atlanta Metropolitan College. However, placement scores must be recorded on the student's transcript.

Students who are determined by Atlanta Metropolitan College to need academic assistance although they are eligible to be admitted without Learning Support requirements under System Policy may be required to take Learning Support courses or other program components to enhance their chances for success in Core Curriculum courses. A student who is eligible to enroll in a Core Curriculum course but fails the course could also be required to take a Learning Support course before or while retaking the Core Curriculum course.

Students may also voluntarily elect to enroll in Learning Support courses in order to enhance their skill level in English, Reading, or Mathematics. Transfer students with thirty (30) or more semester hours of transfer credit and students who have fulfilled their Learning Support requirements at another University System institution are not required to take the placement examination. However, transfer students who have not met their Learning Support requirements at another University System institution will be required to participate in the appropriate Learning Support courses as long as they do not exceed the maximum number of attempts.

### **Operational Policies Governing Learning Support Requirements**

The University System of Georgia has set the following procedures (Section 2.09.02) with regard to Learning Support requirements. Atlanta Metropolitan College adheres to these policies:

1. Atlanta Metropolitan College students are permitted to take Learning Support courses at other University System of Georgia institutions, with transient status, provided they have the permission of the Humanities and Fine Arts or Mathematics Division Chairperson(s). Students from other University System institutions may take Learning Support courses at Atlanta Metropolitan College, with transient status, by permission of the appropriate Division Chair and/or Registrar of their home institution.
2. Students entering career, degree, certificate, or non-degree programs who are required to take any course that has a Learning Support prerequisite must meet that requirement. International students and those students whose native language is not English shall meet the requirements outlined in these procedures or shall meet equivalent requirements which will be proposed by the President and submitted to the Chancellor for approval. No degree credit will be earned in Learning Support courses numbered 0099 or below.
3. Until Learning Support requirements have been satisfied, students shall not be permitted to take credit courses which require the content or the skills of the prerequisite Learning Support courses--although Atlanta Metropolitan College may establish co-requisite requirements for Core Curriculum courses.

4. During each semester of enrollment, a student must first register for all required Learning Support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible:
  - When two or three Learning Support areas are required and a student is enrolled in at least one Learning Support course, a freshman orientation course or physical education or other activity or performance courses may be taken that semester instead of one of the required Learning Support courses.
  - In the event that a required Learning Support course is not available, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the President or the President's designee.
5. Students must proceed sequentially through Learning Support courses. If a student's classroom performance demonstrates competency in the course material, the instructor may recommend acceleration for the student; however, any deviation from the prescribed sequence must be authorized in writing by the respective Division Chairperson.
6. Students who have accumulated 20 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to twenty (20) additional hours of college-level credit at Atlanta Metropolitan College. After earning the additional hours, such students may enroll in Learning Support courses only.
7. Students with Learning Support requirements who are enrolled in both Learning Support courses and credit courses may not withdraw from the required Learning Support courses with a "W" unless they also withdraw from credit courses.
8. To exit a Learning Support area, students must complete the exit level Learning Support course in that area, meet any established Atlanta Metropolitan College standards, and attain at least the University System minimum score on the appropriate part of the Collegiate Placement Examination or the comparable score on COMPASS. (Once students earn a passing CPE or COMPASS score, they need not retake the examination even though they may not have met all requirements for exiting at the time they passed the examination.) An exit writing sample shall also be required in Learning Support English.
9. Students who exceed the System minimum requirements but are required by Atlanta Metropolitan College to take Learning Support courses in order to prepare for Core Curriculum courses may, at Atlanta Metropolitan College's option, be exempted from any or all of the exit requirements. However, all Atlanta Metropolitan College requirements must be satisfied by the time the student has earned twenty (20) semester credit hours. If not, the student must enroll in course work that will satisfy the Learning Support requirements every semester of enrollment until the requirements are satisfied.
10. Students who are not required to take Learning Support courses in an English, Math or Reading may elect to enroll in Learning Support courses in the non-required area for institutional credit or on an audit basis. Such students are limited to a maximum of three attempts but are not subject to the exit requirements for students required to take Learning Support courses.

11. All Learning Support programs are designed so that students can complete all requirements in an area (English, Math or Reading) in a maximum of two semesters. A maximum of twelve (12) semester hours or three semesters, whichever occurs first, may be taken in any area.
12. Time spent in Learning Support course work in an area shall be cumulative within the University System. A student who transfers into Atlanta Metropolitan College with fewer than three semesters and fewer than twelve (12) semester hours in a Learning Support area may be granted an additional semester (up to a total of fifteen (15) semester hours at all institutions) if that student was making appropriate progress at the sending institution and is ready for the exit level course at Atlanta Metropolitan College. (The purpose of this provision is to allow for variations that may occur in credit hours for courses at various institutions.)
13. If a student does not complete requirements for an area in twelve (12) semester hours or three semesters, whichever occurs first, the student may be suspended. The student may not be considered for readmission within three years of the suspension. Prior to suspension, a student who has not exited a Learning Support area within the twelve semester hour or three semester limit, may be allowed to appeal for two additional attempts/courses. For each additional attempt, the student must:
  - Be individually evaluated and determined to have a reasonable chance of success.
  - Be in an exit level course and have reached the limit in only one Learning Support area.
14. During the semester of the first additional attempt, the student may enroll in courses other than Learning Support (subject to the twenty (20) hour limit on the number of credit hours a student may earn before exiting Learning Support). If granted the appeal for the second additional course, the student may enroll in only the Learning Support course.
15. Students who have been suspended from an institution without completing Learning Support requirements may not be exempted from their Learning Support requirements through transfer of course credit unless they are eligible for transfer admission under the institution's regular transfer admission policies.
16. Students who have not taken any college work in the University System for three years may be retested with the CPE (Collegiate Placement Examination) or COMPASS (Computerized-Adaptive Placement Support System) in any unsatisfied area and readmitted without a Learning Support requirement if they meet the institutional criteria for exemption. Students who are not exempted on the retest may be considered for readmission. If an individual evaluation indicates that the student has a reasonable chance of success, the student may be readmitted for up to three additional attempts per Learning Support area. Students readmitted under this provision are subject to the twenty (20) hour limit on college-level course work and may not take credit work if they have earned twenty (20) credit hours during their previous period(s) of enrollment.
17. Students with learning disorders who are required to enroll in Learning Support courses must fulfill all stated requirements, including the CPE or COMPASS requirements. These students should be provided with appropriate course accommodations. The institution may make extended time accommodations on the CPE to students with documented needs. In addition, the institution may authorize use of a calculator for mathematics testing and/or provide a separate test administration if such accommodations are supported by the student's diagnosis. Students with learning disabilities, acquired brain impairment, or attention deficit/hyperactivity disorder may petition through the institution

to a Regents Center for Learning Disorders for a maximum of two additional semesters of Learning Support as provided in Section 2.22. Appropriate course and testing accommodations should be made for students with visual, hearing, or motor impairment. Such students may be granted up to two additional semesters of Learning Support at the institution's discretion. Documentation on such students is to be maintained at the institution and summarized in the annual report on accommodations for students with disabilities.

### Requirements for Exiting Learning Support Courses

To exit from the Learning Support English, Reading, and Mathematics courses, the student must meet three criteria:

- Enroll in an exit-level course or be recommended for acceleration
- Have a passing average in the course and receive the recommendation of the instructor.
- For Learning Support English students, pass the course includes passing the **English Exit Writing Sample** with a score of 60\* or above.

The Current Exemption/Exit COMPASS scores are:**	
English	60* (Exit Writing Sample)
English	60
Math	37 (Algebra Domain)
Reading	74

\*Evaluated by English faculty and required to qualify for exit testing.

\*\* Atlanta Metropolitan College and/or the Board of Regents reserve the right to change Exemption/Exit Scores and/or exit requirements at any time.

### Regents' Test Reading and Writing Requirements

1. Any student who is not enrolled in Learning Support English or reading must take each part of the Regents' Test not previously passed or exempted in each semester of enrollment in a University System institution (after graduation from high school)
2. Students who have just satisfied their Learning Support reading and writing requirements should enroll in English 1101 and sign up for the full Regents' Test.
3. After the third and any subsequent failure of either portion of the Regents' Test, students must take the regular respective Regents' Skills course(s) in each semester of enrollment.
4. Students who have completed the regular Regents' Skills course four times to the satisfaction of the instructors and institution, but is still unsuccessful on the Regents' Test, is to enroll in a special Regents' Skills course (the section is designated by the Registrar). This course provides more individualized instruction for the student.

5. Part-time students, who do not have a Learning Support Reading or English requirement, must take the Regents' Test in their first semester of enrollment (after graduation from high school).

### **Special Categories of Students**

#### **A. STUDENTS HOLDING A BACCALAURATE OR HIGHER DEGREE**

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to pass RGTR 0198 or RGTE 0199 in order to receive a degree from a University System institution.

#### **B. FORMER STUDENTS**

Students who failed the Regents' Reading Test before Fall Quarter, 1980, shall not be held to a higher passing standard at a subsequent retaking of the test than was in effect at the time of their original attempt. All students, regardless of when they entered the system, must pass or be exempted from the Regents' Skills courses as a requirement for graduation.

### **Essay Review**

A student may request a formal review of his or her Regents' Essay Test if that student's essay received at least one passing score among the three scores awarded. The review procedures shall be as follows:

- A. A student must initiate the review procedure by mid-term of his or her first semester of enrollment after the semester in which the essay was failed. The review must be initiated, however, within one calendar year from the semester in which the failure occurred.
- B. Students whose essays are under review and who have earned forty five (45) credit hours must enroll in the Regents' Writing Skills course.
- C. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three faculty members designated by the institution as a review panel. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing Program Office. The student will be notified concerning the results of the on-campus review. A decision by the on-campus review panel to terminate the review process is final.
- D. If the on-campus panel recommends rescoring of the essay, that recommendation will be transmitted in writing, along with the essay, to the office of the System Director of the Regents' Testing Program. The Director will utilize the services of three experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the Regents' Essay Test. The decision of the panel on the merits of the essay will be final, thus terminating the review process. The student will be notified through the institution concerning the results of the review.

## **Grades for Regents' Skills Courses**

Students passing a Regents' Test Preparation course receive a grade of "S." Students not passing the Regents' Test Preparation course receive a grade of "U" and must repeat the course until they pass.

## **The Regents' Testing Policies will be implemented at Atlanta Metropolitan College in the following ways:**

1. Students enrolled in transfer degree programs leading to the baccalaureate degree shall pass the Regents' Reading Skills and Regents' Writing Skills courses as a requirement for graduation. These courses are offered for institutional credit. Students may be exempted from these courses through examination by passing the Regents' Tests or an approved alternative test in reading comprehension and in writing. Students enrolled in career, or certificate programs are not required to take the test.
2. Until they have earned thirty (30) semester hours of degree credit, students wishing to take the Regents' Test for the first time at Atlanta Metropolitan College should have completed English 1101 with a grade of "C" or better and must have demonstrated their ability to pass both the reading and essay portions of the Test.
3. Students in English 1101 shall be administered an institutional qualifying examination (reading and essay) for the Regents' Test. Students passing English 1101 with a grade of "C" or better and passing both parts of the qualifying examination should take the Regents' Test during their next semester of enrollment.
4. All students, including transfer students, who have not taken or have taken and not passed the Regents' Test by the time they complete thirty (30) hours of degree credit work shall be required to attempt the Test during their next semester of enrollment as a condition of registration. This requirement applies regardless of whether the student has taken or passed specific courses, including English courses, or completed any other institutional requirements.
5. All students with forty-five (45) or more degree credit hours who have not passed the essay portion of the Regents' Test will be required to take RGTE 0199 each semester in which they enroll until they pass the essay portion of the test. All students with forty-five (45) or more degree credit hours who have not passed the reading portion of the Regents' Test shall be required to take RGTR 0198 in each semester in which they are enrolled until they have passed the reading portion of the test. Students with forty five (45) or more degree credit hours who have not passed either section of the Test must enroll in both RGTE 0199 and RGTR 0198 in each semester in which they are enrolled until they pass both parts of the test. Students should check the calendar in the Catalog and the schedule of activities on the semester course schedules at the AMC website for Regents' Test dates and for the deadlines to register for the Test.

## **Special Administration of the Regents' Test**

Atlanta Metropolitan College provides special accommodations to students who are "competent in the skills required on the Regents' Test but unable to demonstrate competence in a standardized administration of the test because of a documented learning disability, severe test anxiety, or other documented problems. A diagnosis of learning disability must include evidence

of a discrepancy between ability and achievement in the area affecting test performance and must be consistent with the definition and criteria for evaluation provided in Section 2.22 of the *Academic Affairs Handbook*. For students to be eligible on the basis of test anxiety there should be evidence that the student has the skills required for passing the test but is unable to display the skills during a regular test administration. Students who perform well in remedial classes but continue to fail the test should be evaluated for test anxiety. Except in unusual circumstances when strong clinical evidence of test anxiety is available, students would not be accommodated on the basis of test anxiety unless they have enrolled in remedial courses at least twice." Documentation supporting these exceptions should be submitted to and maintained by the Coordinator of Disability Services with copies to the Director of Counseling and Testing Services.

Steps for requesting extended time and special testing accommodations:

1. Recommendation by the Regents Center for Learning Disorders; or trained professional (physician, psychologist, etc.)
2. Verification of recommended candidates by the Coordinator of Disability Services and/or the Director of Counseling and Testing Services

Other Tests to Satisfy Regents' Test Requirements:

Scores on other standardized tests as specified by the Senior Vice Chancellor for Academics and Fiscal Affairs of the Board of Regents may be used to fulfill Regents' Test requirements. Such scores must be from a national test administration and must indicate a very high probability (at least 0.95) of passing the Regents' Test. Tests used to fulfill the essay requirement must include an externally graded writing sample (BR, Minutes, April 2003).

### **Questions Concerning Transfer Credits**

The Office of the Registrar evaluates transfer credit upon receipt of an application for admission, application fee, and official college transcripts from all institutions the student previously attended.

Generally, Atlanta Metropolitan College (AMC) accepts transferred credit from other colleges and universities with a course grade of "C" or better that satisfy curricular requirements. In addition, courses with a grade of "D" maybe transferred, in accordance with college policy as follows:

AMC accepts "D" grades in Area A,B,C,D and E except for English 1101 and 1102, and accepts no grades lower than "C" in Area F, as long as the student's GPA is at least 2.0 (on a 4.0 scale). Transferred courses can be viewed on the student's Academic Transcript or Degree Evaluation Plan.

Students should see their Academic Advisor during their first term of enrollment to perform any adjustments to their transcript for courses transferred in. The student should be prepared to present a course description from the catalog year in which he or she took the course, as well as a syllabus. The Office of the Registrar reviews information.

## Transfer Ombudsman

Each college or university within the Georgia System has a transfer ombudsman in charge of all transfer issues. The ombudsman should be consulted for assistance with in resolving disputes related to transfer credits. The Office of the Registrar can provide contact information for the AMC Ombudsman.

## Prerequisites for Learning Support and Credit Courses

Students who are required to take Learning Support courses must enroll in the required Learning Support course(s) before enrolling in other courses. In order to determine whether a student with a Learning Support requirement in Reading, English and Math can/should enroll in credit courses, follow the steps listed below:

- Access the internet and enter [www.atlm.edu](http://www.atlm.edu)
- Select Office of the Registrar
- Click on Class Schedule
- Click on the down arrow and select the term (Ex: Fall semester 2008)
- Click on Submit
- Class Schedule Search will appear
- In the subject area, scroll and select a subject (Ex: Accounting)
- Click on Accounting , scroll to the bottom and click on class search
- A listing of all accounting courses offered for fall semester 2008 will be listed.
- Select any Accounting course and click on **View Catalog Entry**
- Catalog Entry will indicate a description of the course and any prerequisite:  
For example, this course is a study of the underlying theory and application of financial concepts. Prerequisite: Exit Learning Support; CISM 2101

## **SECTION V: WORKING WITH BANNER**

### ***Student Course Registration Information***

The following information provides instructions for students in accessing (1) class schedule, (2) semester information, and (3) registering for classes.

#### **Accessing Class Schedule**

- Go to Atlanta Metropolitan College's Website: [www.atlm.edu](http://www.atlm.edu)
- Click "OFFICE OF THE REGISTRAR"
- Click "Class Schedule." This takes you to the "Dynamic Schedule" page
- Search by Term. From the drop down menu, Click on the upcoming semester
- Click "Submit." This takes you to the "Class Schedule Search" page
- From the "Subject" menu, click on the subject you are interested in from the drop down menu
- Click "CLASS SEARCH." This takes you to the "Class Schedule Listing"
- The "Class Schedule Listing" provides a list of available courses in the specific subject area that was selected, as well as information such as the instructor, credit hours, time, days, location and date range for the course.
- Click on the course to view "Detailed Class Information." This will show information such as registration availability (seats) and prerequisites.
- Click "View Catalog Entry" for a description and addition information for the course

#### **Accessing Semester Information**

- Go to Atlanta Metropolitan College's Website: [www.atlm.edu](http://www.atlm.edu)
- Click "OFFICE OF THE REGISTRAR"
- Click on the upcoming semester
- This booklet provides information for the upcoming semester (Registration Reporting Times, Tuition and Fees, Refund Policy, Regents' test, Compass test Dates, Schedule of Classes, Online Classes, Last Day of Classes & Final Exam Schedule, etc.).

*Note: The courses listed in the course schedule booklet are those that the college plans to offer for the upcoming semester. However, some changes may be necessary in course offerings since the schedule is prepared well in advance of the time offered.*

#### **Registering for Classes**

- Go to Atlanta Metropolitan College's Website: [www.atlm.edu](http://www.atlm.edu)
- Click "Current Student"
- Click "Banner"

- Click “Enter Secure Area”
- Enter your User ID” and Pin #
- Click “LOG IN”
- Click “Student Services”
- Click “Registration”
- Click “Add/Drop Classes”
- From the drop down menu, click on the upcoming semester
- Click “Submit”
- Enter the CRN number of the class you have selected to enroll in for the upcoming semester
- Click “Submit Changes”
- From this menu you may also View Holds, Student Detail Schedule, and Registration Fee Assessment.”
- Click “EXIT” to quit Banner. It is important for security and privacy reasons that you exit and close the Banner browser.

## ***Student Degree Evaluations***

### **Directions for On-line Degree Audits**

- Go to [www.atlm.edu](http://www.atlm.edu)
- Go to “Student Portal”
- Click on ENTER SECURE AREA
- In the User ID Box enter AMC User ID Number (932-----)
- In the PIN box enter PIN number
- Click on LOGIN
- Click on STUDENT SERVICES & FINANCIAL AID

- Click on STUDENT RECORDS
- Click on DEGREE EVALUATION
- Enter term or keep as is
- Click on SUBMIT  
(Note: There must be an entry behind PROGRAM; if not, see Registrar)
- Go to bottom of page and click on GENERATE NEW EVALUATION
- Click on PROGRAM
- Click on GENERATE REQUEST
- Click on DETAIL REQUIREMENTS
- Click on PRINTER-FRIENDLY VERSION
- Click on SUBMIT
- Click on PRINT Icon  
(After reviewing and printing report, go to bottom of page and click on BACK TO DISPLAY OPTIONS)
- Click on ADDITIONAL INFORMATION
- Click on PRINTER-FRIENDLY VERSION
- Click on Submit
- Click on PRINT Icon

After you are finished, go back to the top of the page and click on EXIT.