



Academic Advising Guide

School of Arts and Sciences

Sandy Little-Herring, Coordinator
sandy.littleherring@maconstate.edu

Kimberly Colón
kimberly.colon@maconstate.edu

School of Business

Robin Parkerson
robin.parkerson@maconstate.edu

School of Education

Please contact the School of Education at 478.757.2544

School of Information Technology

Johnathan Yerby
johnathan.yerby@maconstate.edu

School of Nursing and Health Sciences

Tia Stephens
tia.stephens@maconstate.edu

Website: www.maconstate.edu/academicadvising

The majority of the information in this guide was taken directly from the 2011-2012 Macon State College Academic Catalog. It is not meant to replace the catalog, but to supplement it. For the most authoritative information always refer to the current catalog listed on www.maconstate.edu. This guide is intended only as an advising resource. The final word on current policies and procedures is the catalog listed on www.maconstate.edu.

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TABLE OF CONTENTS

SECTION ONE – Introduction to Academic Advising

Mission Statement	Page 1-2
Advising Responsibilities	Page 3
Advising Strategies	Page 4
Campus Services	Page 5-7
NACADA Core Values	Page 8-13

SECTION TWO – Academic Advising Policies

Core Curriculum	Page 14-15
Sample Marley printout	Page 16
Grade Symbols	Page 17
Hold Codes	Page 18
Learning Support Program	Page 19
CPC Requirements	Page 20-21
History and Constitution Requirements	Page 22
Foreign Language Placement	Page 23
Oral and Technology Competency	Page 2
Departmental Math Test (DMT)	Page 23
Probation Advising	Page 24-25
Banner Guide	Page 26-28
Glossary	Page 29



MISSION STATEMENT

The mission of the Macon State College Academic Advising Program is to assist students with the development of meaningful educational plans leading to academic success, graduation, job placement, and/or entry into graduate and professional programs.

Goal 1:

Macon State College will provide quality Academic Advising to all students.

Outcome 1:

Students will be able to identify their academic and career goals.

Actions:

- Advisor and student will formulate a list of academic and/or career goals based on mutual agreement.
- At least annually, the student and advisor will review and update the goals.

Outcome 2:

Students will be able to make informed choices and decisions to achieve their identified goals.

Actions:

- Students will meet with their advisors at least once annually, excluding regular registration advising period occurring immediately before start of semester. Effective Fall 2008
- Advisors will assist students in selecting majors and courses to achieve the students' academic goals.
- Advisors will be informed of students placed on Academic Probation.
- Students on academic probation are required to see an academic advisor before registering.

Outcome 3:

Academic advisors will possess current knowledge, skills, and tools needed to fulfill their advising responsibilities.

Actions:

- Macon State College will provide continuing professional development opportunities for advisors to gain and maintain the knowledge and skills necessary for effective advising.
- Macon State College will post an on-line advising handbook that includes: mission statement; responsibilities of academic advisors and students; list of advising tools; proactive/intrusive advising information; and referral information and links.
- Academic departments will provide and post comprehensive advising plans, including degree requirements and program map.

Outcome 4:

Students will develop a culture of responsibility and active participation for their own academic agenda.

Actions:

- The College will create a list of the responsibilities of every advisee and make that list readily available online.
- Students will sign a contract with their advisors acknowledging their responsibilities.



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Goal 2:

Macon State College will facilitate students' pursuit of realistic career aspirations.

Outcome 1:

Students will be able to understand their specific degree/program requirements.

Actions:

- Students will meet with their advisors at least once annually in order to confirm and review identified goals and specific program requirements.
- Students, in collaboration with their advisors, will monitor their academic progress to ensure they are on track for graduation/program completion.

Outcome 2:

Students will have opportunities to explore academic programs and careers.

Actions:

- Advisors will encourage students to explore graduate/professional programs.
- Students will be afforded opportunities to attend appropriate career fairs.
- Advisors will refer students, as needed, to Career Services in order to explore career opportunities and use available services.
- Students yet to declare a major will be referred to Career Services and encouraged to take advantage of the services available.



ADVISING RESPONSIBILITIES

Faculty Advisor Responsibilities

- Attend advising training sessions.
- Post schedules with office hours for advisees.
- Help all advisees understand Area F and/or upper level course requirements for their majors.
- Answer specific questions regarding the students' majors, including transfer and career-related questions.
- Communicate any questions, concerns, or suggestions to the Professional Advisor in your School.

Professional Advisor Responsibilities

- Provide academic advising services to assigned advisees.
- Interpret and advise students on policies and procedures of the College.
- Deliver accurate information and advice to students about majors and course options.
- Assist students in developing a comprehensive educational plan.
- Make appropriate referrals to departments and other college resources.
- Host training workshops for faculty advisors.
- Provide faculty advisors with updated advising information and general support.
- Maintain advising website.
- Educate students on core curriculum and review program degree requirements.

Shared Responsibilities

- Comply with requirements of the Federal Education Rights and Privacy Act and other college regulations – maintain confidentiality.
- Answer email from students.
- Be available throughout the academic year, including prior to and during early registration.
- Advise students on Core Curriculum requirements.
- Help students learn academic responsibility.
- Teach students how to make appropriate course selections and long-term plans.
- Teach students academic responsibility.
- Refer students to support services.
- Provide resources and referrals.
- Understand Macon State College program/degree requirements and effectively communicate them.

Student Responsibilities

- Schedule regular appointments during each semester.
- Come to appointments prepared with questions and/or topics to discuss.
- Research college degree programs, policies, procedures, and opportunities as appropriate.
- Keep a record of your academic progress and goals.
- Be courteous & plan ahead (schedule appointments, early, be on time, and cancel or reschedule if necessary).



ADVISING STRATEGIES

Communication Tips

- Welcome the student by name.
- Ask questions about the student's life (work hours, family obligations, etc.) to help in determining how many courses are feasible to take, thereby increasing the chance for student success.
- Listen to what the student is saying (content).
- Pay attention to the student's nonverbal components (voice level and affects, eyes, hands, posture) and listen for the feelings stated and implied.
- Let student know you understand what they are saying.
- Do not make assumptions – ask questions to verify your understanding.
- Use good eye contact, posture, gestures, and voice tone to convey an interest in the student.
- Help the student to not feel intimidated by faculty and staff – We are here to help students succeed.

Strategies for the Advising Meeting

- Ask how the student's semester is going, trying to uncover any roadblocks to success.
- Pose some probing questions about student's major of choice.
- Make appropriate campus referrals.
- Be aware that scheduling too many classes back-to-back may not be in student's best interest.
 - For example, scheduling classes all on Tuesdays and Thursdays could make the student's week very hectic, with the risk of multiple exams on the same day.
- Discuss the value of a balanced schedule.
 - For example, a student who struggles in math and science may not wish to take a math and science class during the same semester.
- Remind student that e-mail is the official means of communication at Macon State College.

Creating a Schedule

- Before discussing core curriculum requirements, please check to see if student has any additional requirements, such as CPC Holds.
- Review the student's academic history. Note the courses that the student has passed at Macon State College.
- Be sure to check off any class the student has earned credit for or had transferred into Macon State College.
- Review the core curriculum requirements (Area A-E, plus physical education) the student needs to fulfill.
- Discuss the program of study requirements (Area F plus upper level courses) with the student.



CAMPUS SERVICES

Academic Advising

Students are advised by a Professional Advisor or Faculty Advisor in the School of their major field of study. Professional Advisors work with students on the development of meaningful educational plans leading to academic success and graduation. Each School has an Academic Advising Center that provides academic advising and assistance to students.

Academic Advising Contact Information:

School of Arts & Sciences	(478) 471-2792
School of Business	(478) 471-2793
School of Education	(478) 757-2544
School of Information Technology	(478) 471-2801
School of Nursing & Health Sciences	(478) 471-2761

The **Academic Resource Center**, located on the lower level of the Library Building – Room 130 on the Macon Campus and Oak Hall – Room 128 on the Warner Robins Campus, offers peer tutoring and computer-based tutorials which enhance classroom instruction. Several Departments now have their own tutoring centers available for students.

The **Bookstore** is on the lower level of the Student Life Center and sells textbooks, supplementary classroom material, Macon State souvenirs, clothing, snacks, and beverages. The Bookstore has an additional location on the Warner Robins Campus in Oak Hall – lower level.

Career Services, located on the third floor of the Education Building in room 364, assists students in making career decisions and serves as the student employment office. Services include computer-assisted career assessments, career workshops and resource materials, job search strategies, and information about on-campus and off-campus employment and graduate school opportunities. Career Services may be contacted at (478) 471-2714 or at www.maconstate.edu/careercenter/.

The **Counseling Center** offers counseling services with a focus on academic, career, and personal issues. Referrals to off-campus providers and support groups are made as appropriate. The Counseling Center is located in Math-110, (478) 471-2985.

Disability Support Center coordinates the College's effort to ensure full access to all educational, cultural, and other programs for any qualified student with a documented disability. Students with visual, mobility, hearing, or learning disabilities as well as students with chronic health conditions may be eligible for support. Services include registration assistance, alternative testing, volunteer note takers and readers, and advocacy to resolve individual situations as well as information about community resources. The Disability Support Center is part of the Counseling Center, (478) 471-2985 or TDD (478) 471-5798.

Enrollment Services includes the Office of Admissions, the Office of Financial Aid, and the Office of the Registrar. The Admissions Office and the Financial Aid Office work cooperatively to admit students to Macon State College and to help them secure financial aid. The Registrar's Office maintains student records and coordinates registration. More specific information about Enrollment Services may be found in the Admissions and Student Finances sections of this catalog by calling (478) 471-2800 or 1-800-272-7619 or by visiting www.maconstate.edu/.



CAMPUS SERVICES

The **Office of Financial Aid**, located on the second floor of the Student Life Center, provides assistance for students who, without such aid, would be unable to attend Macon State College. It is the intention of the College to help as many students as possible by providing assistance with grants, scholarships, loans and/or student employment. Financial Aid can help you sort through various types of financial aid, including the Georgia HOPE programs and Federal Student Aid Programs. 478-803-1200/www.maconstate.edu/finaid

The **Health Clinic** is designed to provide Macon State College students, staff, & faculty access to health care professionals who can assist with minor episodic illness or injury care. Operation and management of the clinic is through the School of Nursing and Health Sciences. The clinic is staffed by nurse practitioners. The clinic phone number is (478) 471-2091, and the email address is mschealthclinic@maconstate.edu.

The **Macon State College Library** provides access to an extensive collection of resources and services. It houses more than 92,000 volumes, over 300 current periodical subscriptions, 50,000 e-books, and a variety of media items. It is also a participant in GALILEO, Georgia's statewide virtual library. More information about the Library is available by calling (478) 471-2709 or by visiting the Library's website at www.maconstate.edu/library/.

Student Email accounts are provided free of charge to all students. These email accounts serve as an official means of communication. Students are responsible for information disseminated via the student accounts.

The Student Handbook provides information about important student resources and policies, such as the Drug-Free Campus Policy and the Student Code of Conduct. The Handbook is available at www.maconstate.edu/studentlife/docs/studenthandbook.pdf.

The Student Life Program serves the needs of a diverse student body by providing quality programs designed to complement instructional experiences by creating caring campus communities, encouraging mutual respect and understanding, promoting personal, academic, and professional development, providing for the general welfare of students, and serving as student advocates. The Student Life Program provides students with opportunities to interact with faculty, staff, and other students outside the classroom. Students can build networks of support that will sustain them through a challenging collegiate experience. Student Life also provides students with opportunities to develop positive leadership skills. A wide range of activities are offered, including: intramural athletics; the campus newspaper, *The Macon Statement*; the student literary magazine, *Fall Line Review*; the Recreation and Wellness Program; the Honors Program, and many others. Additional information is available by visiting the Student Life Office (SLC-113), calling (478) 271-2710, or visiting the Student Life website at <http://www.maconstate.edu/studentlife/>.

Student Support Services improves the retention and graduation rate of low-income, first-generation students. The program provides supportive services and workshops in basic skills in reading, writing, and mathematics. Participants receive tutoring, personal and financial aid counseling, and academic advising. To be eligible for the Student Support Services Program, students must be enrolled in the College, must come from a low-income family, qualify as a first-generation college student, or have a learning disability. Additional information is available by calling (478) 471- 5356. www.maconstate.edu/supportservices/default.aspx



CAMPUS SERVICES

The **Technology Assistance Center (TAC)** offers a centralized service point for students seeking assistance with technology. Students can contact the TAC in one of three ways, walk-in (1st floor of the library), telephone (478-471-2023), or online (<http://www.maconstate.edu/technology/help.aspx>). General services provided by the TAC include general technical assistance to students, general student support for GAVIEW Vista use, student support for resetting GAVIEW Vista password, student support for use of personal web folders, student support for wireless networking, student Email password help, and student support for resetting Bannerweb passwords.

The mission of the **Recreation and Wellness Program** is to provide opportunities for individual fitness, social interaction, leadership development, extra-curricular involvement & enjoyment through an extensive program of health, fitness, sports, and recreational activities. It is intended to meet the diverse interests and needs of the entire campus community. <http://www.maconstate.edu/wellness/>



NACADA

National Academic Advising Association's Statement of Core Values of Academic Advising

INTRODUCTION

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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NACADA

National Academic Advising Association's Statement of Core Values of Academic Advising

DECLARATION

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.



NACADA

DECLARATION continued

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

National Academic Advising Association's Statement of Core Values of Academic Advising

EXPOSITION

Core Value 1: Advisors are responsible to the individuals they advise.

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.
- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.
- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
 - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
 - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
 - Advisors respect students' rights to their individual beliefs and opinions.
 - Advisors guide and teach students to understand and apply classroom concepts to everyday life.
 - Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
 - Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
 - Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
 - Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.
 - Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
 - Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Family Educational Rights and Privacy Act (FERPA).
 - Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
 - Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

EXPOSITION continued

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.
- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
 - advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
 - advisors can help the institution's administrators gain a greater understanding of students' needs.
- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.
- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.
- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.
- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.
- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.
- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

EXPOSITION continued

Core Value 4: Advisors are responsible to higher education in general.

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.
- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.
- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

Core Value 5: Advisors are responsible to their educational community.

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, which can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain a 'listening ear' and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.



Core Curriculum

CHECK PROGRAM OF STUDY FOR CHANGES IN CORE REQUIREMENTS

A. Essential Skills (9 hours required)

ENGL 1101 Credit: 3 hours

ENGL 1102 OR ENGL 1102H Credit: 3 hours

Math Elective Credit: 3 Semester Hours

Choice of 3 hours from the following courses:

MATH 1101, MATH 1111,

- MATH 1113 – Pre-calculus,

Required of students majoring in biology, chemistry, computer science, pre-pharmacy, physics, physical therapy, engineering technology, and mathematics.

- MATH 1113H - Honors Pre-calculus **Credit:** 3 hours

For honors-eligible students majoring in biology, chemistry, computer science, pre-pharmacy, physics, physical therapy, engineering technology, and mathematics.

- MATH 1251 - Calculus I **Credit:** 4 hours (4 hours—3 hrs. in Area A, 1 hr. in Area F)

Required of students majoring in Pre-Engineering, Regents' Engineering Transfer Program, and Pre-Engineering leading to a Certificate of Completion.

B. Institutional Options (4 hours required)

MSCC 1000 - Perspectives on Information and Communication Credit: 1 hour

MSCC 1001 - Macon Connections to College and Beyond Credit: 1 hour

Area B Elective Credit: 3 hours

Choice of one course from the following "critical thinking" courses:

BIOL 1004, BIOL 1005, HS 1000, HS 1002, HS 1003, HS 1004, HUMN 1001, HUMN 1001H, HUMN 1002, HUMN 1003, HUMN 1004, ITEC 1001, MATH 1002, MSCC 1003, MSCC 1004, MSCC 1005, SSCI 1001, SSCI 1002, SSCI 1003, SSCI 1004

C. Humanities/Fine Arts (6 hours required)

Literature-based Elective Credit: 3 Semester Hours

Choice of 3 hours from the following courses:

ENGL 2111, 2112, 2121, 2122, 2131, 2131H, 2132, 2132H, 2141, 2142

FREN 2001, 2002

SPAN 2001, 2002

Area C Elective Credit: 3 hours

Choice of 3 hours from the courses listed above or from the following courses:

ARAP 1101

COMM 1110

FREN 1001, 1002, 2999

HUMN 2111H, 2151, 2154, 2155, 2156

MUSC 1100

SPAN 1001, 1002, 2999

THEA 1100

D. Natural Science, Math, and Technology (11 hours required)

Note: Science majors have different Area D requirements than those listed in the general core.

The Area D requirements for Science majors are available from the Natural Sciences and Engineering advisors.

Lab-Science Electives Credits: 8 Semester Hours

Select two courses from the list below. The two courses selected from the list do not have to be taken in the same sequence. However, students need to consult catalog course descriptions regarding restrictions on graduation credit. Students may take courses only for which they have the necessary prerequisites.

Students cannot receive graduation credit for both BIOL 1001 and BIOL 2107 or for both BIOL 1002 and BIOL 2108

- Choice of 8 hours from the following courses:

ASTR 1010K, 1020K
BIOL 1001K, 1001K-H, 1002K, 1002K-H, 2107K, 2108K
CHEM 1151K, 1152K, 1211K, 1212K
PHSC 1011K
PHYS 1111K, 1112K, 2211K, 2212K

Area D Elective Credit: 3 Semester Hours

If students choose to take a four-hour course, then one hour of credit from this course will count in Area F where applicable. Students must have the necessary prerequisite for any course they choose.

- Choice of one course from the courses listed above or from the following courses:

BIOL 1003
MATH 1113, 1113H, 1200, 1220, 1251, 2252, 2253, 2260, 2270
PHSC 1012
SCIE 1150
SCIE 2152
SCIE 2154

E. Social Science (12 hours required)

HIST 2111, 2111H, 2112, OR 2112H: Will satisfy the state requirements in U.S. and Georgia History.
POLS 1101, POLS 1101H: Will satisfy the state requirements in U.S. and Georgia Constitution.

Global Perspectives: Choice of 3 hours from the following courses:

HIST 1111, 1112
POLS 2301, 2401

Area E Electives Credit: 3 Semester Hours

Choice of 6 hours from the following courses:

ANTH 1102
ECON 2105, 2105H, 2106, 2106H
HIST 1111, 1112, 2111, 2111H, 2112, 2112H
PSYCH 1101, 1101H
SOC 1101, 1101H, 1160

TOTAL ACADEMIC HOURS..... 60

Physical Education

1. Requirements: Macon State College requires two hours of physical education. Physical education courses cannot be repeated for credit toward the two credit hour requirement needed for graduation. Except for the exemptions listed in Part 2, this requirement may be satisfied by:

- Two hours of physical education activity courses or
- Two hours of non-activity physical education courses or HLTH 1000, or
- Two hours of a combination of physical education activity courses and physical education non-activity courses.

2. Exemption: Those students who have completed Basic Military Training or who are Active Military personnel may be exempted from the physical education requirements by filing a copy of their DD 214 or CCAF transcript with the Office of the Registrar. These students will then be granted two hours of credit.

3. Exemption: Successful completion of MSCC 1001: Macon Connections in College and Beyond

Oral and Technology Competency

In order to receive a degree, students must demonstrate technology and oral competency through one of the following

1. Passing MSCC 1000
 2. Demonstrating oral and technology competency through a designated course approved by the Vice President for Academic Affairs.
 3. Passing the oral competency exam and technology exam in the Academic Testing Center
- Exemption: Successful completion of MSCC 1001: Macon Connections in College and Beyond

Choice of Catalog

Effective Fall 2007, a student must 1) meet graduation requirements using the catalog in effect at the time the student entered Macon State College, provided that the catalog is not more than five years old as of the semester the student plans to graduate, OR 2) meet graduation requirements using the catalog in effect during the semester the student plans to graduate.

```

molly - default - SSH Secure Shell
File Edit View Window Help
Quick Connect Profiles
NAME: ID: TERM: 200908
ADDR:
>>> STUDENT IS NOT ELIGIBLE TO REGISTER
>>> HAS PREVENT REGISTRATION HOLDS
-----
MAJOR: Undecided ADVISOR: AAC, Student Life
DEGR: Undeclared
DEPT: Division of Learning Support
STAND: Beginning OVERRIDE:
-----
(ALL HOURS ARE SEMESTER HOURS)  ATT-HRS  ERN-HRS  GPA-HRS  QUAL-PTS  GPA
OVERALL INSTITUTIONAL HRS/GPA:    .00      .00      .00      .00      0.00
OVERALL TRANSFER HRS:             .00      .00      .00      .00      0.00
OVERALL HRS/GPA:                  .00      .00      .00      .00      0.00
-----
SCORES:  420=SAT-Math    84=Compass Engl  26=Compass Math  79=Compass Rea
-----
UNSATISFIED:  GA Const    US Const    GA History    US History
              LS Math     Regent Read  Regent Write  Advising
-----
HOLDS: LA-LS Advising Hold  RT-Regents' Test Requir
=====
SCREEN FUNCTIONS:  FORWARD=Enter;  BACKWARD='b'& Enter;  EXIT='e'& Enter  [ ]

```

HOLDS: Prevents students from registering on their own. **For a list of Hold Codes, please turn to page 18.**

Learning Support: Students must exit all Learning Support courses to be eligible to take academic courses. **For more information, please turn to page 19.**

CPC: All applicants for programs leading to the baccalaureate degree who graduated from high school less than five years before the term they plan to enroll are required to complete the high school College Preparatory Curriculum (CPC) as specified by the University System of Georgia.

Entering freshmen must complete or satisfy all CPC requirements by the time they have earned 30 semester hours of credit. Transfer students must take these courses immediately upon entering or as soon as possible thereafter. **For more information, please turn to page 20.**

US History/Constitution and GA History/Constitution: Before being certified as having met all degree requirements, students must satisfy the Georgia legislative requisites of demonstrating proficiency in United States and Georgia history and United States and Georgia Constitutions. **For more information, please to turn to page 22.**

Advising: Students are required to meet with an advisor once per academic year.

I	Incomplete –indicates that the student for non-academic reasons was unable to complete the requirements for a course. The instructor of the course and the student are to arrange for the course's completion before the midterm of the next semester the student is enrolled or by the end of one calendar year if the student is not enrolled. If the I is not removed in the defined time period, a grade of F is assigned to the course.
IP	This indicates that the student has made progress in a Learning Support course; however, the student is required to enroll in that course the next semester of enrollment.
S	This indicates that a student has passed the Regents' Writing Skills course and/or the Regents' Reading Skills course and passed the corresponding Regents' Test. <i>*Effective Spring 2011 this grade will no longer be used, as the Regent's Test is no longer a graduation requirement at Macon State College.</i>
U	This indicates that a student has not passed the Regents' Writing Skills course and/or the Regents' Reading Skills course and has not passed the corresponding Regents' Test. <i>*Effective Spring 2011 this grade will no longer be used, as the Regent's Test is no longer a graduation requirement at Macon State College.</i>
W	This indicates a withdrawal without penalty and is assigned when students withdraw from courses by the midterm date.
WF	This indicates that the student withdrew from a course after the midterm date. In cases of hardship, approved by the Office of Academic Affairs, students may receive the W after midterm.
V	This indicates that the course was audited, and the student receives no quality points.
K	This indicates that the credit was granted via an Advanced Standing Credit Examination or a CLEP Examination.
NR	Grade Not Reported by instructor by grade deadline for term.
NC	Carries no credit (1968-1976)
AU	Audit (1968-1976)
FA	Failing – excessive absences
WA	Administrative Withdrawal – excessive absences (1968-1974)
#	Academic Renewal Policy – course grade not counted in computation of GPA and hours earned.
^	College Preparatory Curriculum – course counted in computation of GPA and hours earned, but not used as credit for graduation.
%	Learning Support – course grade not counted in computation of GPA and hours earned.
*	Transfer – course grade not counted in computation of institutional GPA.
&	Transfer Learning Support – course grade not included in computation of institutional GPA
I by grade	Repeated course – included in MSC GPA
E by grade	Repeated courses – excluded from MSC GPA



COMMON HOLD CODES

17

Code	Type	Override	Refer Student To
AS	Academic Standing Probation Advising	Yes	Faculty/Professional Advisor

AH	Academic Advising	Yes	Faculty/Professional Advisor
AD	Admissions Office	NO	Admissions: 471-2800
BO	Business Office	NO	Bursar's Office: 471-2705
CE	CPC English (will also have LA Hold)	*Yes	School of Arts & Sciences Advising Center
CF	CPC Foreign Language	*Yes	Faculty/Professional Advisor – Register for SPAN 1001 or FREN 1001
CM	CPC Math (will also have LA Hold)	*Yes	School of Arts & Sciences Advising Center
CN	CPC Natural Science	*Yes	Faculty/Professional Advisor – Register for BIOL 1001K or PHSC 1011K
CS	CPC Social Science	*Yes	Faculty/Professional Advisor – Register for HIST 1111 or HIST 1112
DS	Dean of Students	NO	Dean of Students: 471-2710
DT	Dean of Students - Transcript OK	NO	Dean of Students: 471-2710
HH	Housing Hold	NO	Bursar's Office: 471-2705 Residence Life: 471-2317
IM	Immunization Hold	NO	Admissions: 471-2800 or Registrar: 471-2853
LA	Learning Support Advising	*Yes	School of Arts & Sciences Advising Center
LI	Library	NO	Library: 471-2709
LS	Approved LS course and no more than 2 additional hours	*Yes	School of Arts & Sciences Advising Center
NS	Non-Sufficient Funds - Business	NO	Bursar's Office: 471-2705
OR	Orientation Hold	NO	Student Life Office: 471-2710
PA	Parking Hold	NO	Bursar's Office: 471-2705 Public Safety: 471-2414
PR	Provisional	NO	Admissions: 471-2800 or Registrar: 471-2853
RO	Registrar's Office	NO	Registrar's Office: 471-2853
SB	School of Business Application Hold	NO	School of Business Professional Advisor 471-2793
* Register student for the required course(s) *			



LEARNING SUPPORT PROGRAM

Learning Support offers courses to students who have been accepted by the College but whose placement scores suggest a need for a stronger foundation in English, Reading, or Mathematics. Courses in Learning Support include Fundamentals of English, Reading, Basic Mathematics, and Intermediate Algebra, all of which are designed to help students succeed in their college coursework. Learning Support courses carry institutional credit but do not apply toward degree requirements. Students with learning support requirements are advised in the School of Arts and Sciences Academic Advising Center.

Learning Support (LS) courses are designed so that students can complete all requirements within the institutional timeframe.

- The LS English (writing) can be completed in one semester. Students have a maximum of two semesters to complete all learning support requirements for English (writing).
- The LS reading program can be completed in one semester. Students have a maximum of two semesters to complete all learning support requirements for reading.
- The LS mathematics program can be completed in two semesters. Students have a maximum of three semesters to complete all learning support requirements for mathematics.

Learning Support Grades

Successful Learning Support Exit Grades and Percentage Ranges

- A (100 to 90)
- B (89 to 80)
- C (79 to 70)

Unsuccessful Learning Support Exit Grades and Percentage Ranges

- F (69 to 0) Failing course grade
- FA Failure due to absences
- IP Progress Insufficient for completion of the course.
- W Withdrawal without penalty and student must repeat the course if mandatorily enrolled.
- WF Withdrawal failing the course and student must repeat the course if mandatorily enrolled.

Policy

Students may not accumulate more than twenty hours (20) of college-level credit before completing all Learning Support requirements. Students with transfer credit or credit earned in a certificate or prior degree program who are now required to take Learning Support courses, may earn up to 20 additional hours of college-level credit. After earning the additional hours, such students may enroll in Learning Support courses only.

A transfer student with fewer than two semesters in English(writing) and reading and three semesters in math may be granted an additional semester if the student was making appropriate progress at the sending institution and is ready for the exit level course at Macon State College. Otherwise students must stay within the number of attempts allowed

Students who **do not** complete requirements for English (writing) or reading in two semesters and mathematics in three semesters will be dismissed from Macon State College for one academic year. There is no appeal process for requesting early re-admission.



CPC REQUIREMENTS

What are CPC Requirements?

All applicants for programs leading to the baccalaureate degree who graduated from high school less than five years before the term they plan to enroll are required to complete the high school College Preparatory Curriculum (CPC) as specified by the University System of Georgia. (See the Academic Catalog for more information.)

What courses should a student take to satisfy CPC deficiencies?

CPC English – Advised in the School of Arts and Sciences Academic Advising Center

Students graduating from high school with fewer than the four required units of English will be required to take the COMPASS exam in English and Reading. Based upon the score, individual students may (1) exempt Learning Support English and/or Reading or (2) be placed in Learning Support English (ENGL 0099) and/or Reading (READ 0099) as the CPE indicates.

CPC Mathematics – Advised in the School of Arts and Sciences Academic Advising Center

Students graduating from high school with fewer than the four required units of mathematics will be required to take the COMPASS Exam in Mathematics. Based upon the score, individual students may (1) exempt Learning Support Mathematics or (2) be placed in Learning Support MATH 0098. MATH 0098 and 0105 must be completed to satisfy the CPC requirement.

CPC Science

Students graduating from high school with fewer than three units of science will be required to take BIOL 1001K or PHSC 1011K and earn at least a "C" in the course.

CPC Social Sciences

Students graduating from high school with fewer than three units of social science will be required to take HIST 1111 or 1112 and earn at least a "C" in the course.

CPC Foreign Language

Students graduating from high school with fewer than two units of the same foreign language will be required to complete either FREN 1001 or SPAN 1001 and earn at least a "C" in the course.

Will the CPC courses count towards degree requirements?

No, these are additional required courses to satisfy CPC deficiencies only.

What grade must a student earn?

Students must earn at least a "C" in each of these courses. CPC classes are computed in the student's Grade Point Average.



CPC REQUIREMENTS

Can I advise and register a student with a CPC hold?

All students with outstanding CPC deficiencies will have a "CPC/ADVISING HOLD" placed on their registrations the first semester of enrollment. Students will be permitted to register provided they enroll in the required CPC courses. The hold will be removed when all CPC requirements have been met.

What if a student can't take the CPC course his/her first term?

Entering freshmen **must** take these courses by the time they have **earned 30 semester hours** of credit. Transfer students must take these courses immediately upon entering or as soon as possible thereafter.

What if the student changes his/her major?

Students who move from a curriculum requiring the CPC to one not requiring the CPC and back to one requiring the CPC must immediately satisfy any outstanding CPC deficiencies.

What should I do when I register a student for a CPC Science, Social Science or Foreign Language course?

If a student is registering for a course to fulfill a **CPC** requirement, you must change the **Grade Mode** (in the **GRDMOD** field) from an “**N**” to a “**C**”.



21

History and Constitution Requirements

State of Georgia Legislative Requirements

Before being certified as having met all degree requirements, students must satisfy the Georgia legislative requisites of demonstrating proficiency in United States and Georgia history and United States and Georgia Constitutions.

Students must meet the United States and Georgia history requirement in one of the following ways:

- Successfully completing History 2111 or History 2112 at Macon State College, OR
- Transferring in an equivalent course from a University System institution, which designates that course as fulfilling the history requirement, OR

- Transferring in an equivalent course from a private institution in Georgia, whose catalog specifically indicates that the course satisfies the Georgia legislative history requirement.

Students have satisfied only the United States component of the history requirement under the following circumstances and must still successfully pass an examination on Georgia history:

- Transferring in a United States history course from an out-of-state institution.
- Transferring in a United States history course from a private institution in Georgia whose catalog does not specify that the course meets the requirement.
- Obtaining credit for History 2111 and/or History 2112 through Advanced Placement or CLEP exams.

Students may meet the United States and Georgia Constitutions requirement in one of the following ways:

- Successfully completing Political Science 1101 at Macon State College, OR
- Transferring in an equivalent course from a University System institution, which designates that course as fulfilling the Constitutions requirement, OR
- Transferring in an equivalent course from a private institution in Georgia, whose catalog specifically indicates that the course satisfies the Georgia legislative Constitutions requirement.

Students have satisfied only the United States component of the Constitution requirement under the following circumstances and must still successfully pass an examination on the Georgia Constitution:

- Transferring in an equivalent political science course from an out-of-state institution.
- Transferring in an equivalent political science course from a private institution in Georgia whose catalog does not specify that the course meet the requirement.
- Obtaining credit for Political Science 1101 through Advanced Placement or CLEP exams.



Foreign Language Placement Oral & Technology Competency College Algebra Placement Test

Advising For Foreign Language Placement and Credit

Students with two years of the same foreign language (with at least a “B” average or the equivalent) in high school CANNOT receive credit for a 1001 course in that language in an academic degree program of study.

Students with two years of the same foreign language (with at least a “B” average or the equivalent) in high school CAN receive credit for a 1002 course in that language in an academic degree program of study.

Students who have studied MORE than two years of foreign language in high school should be encouraged to take the CLEP test for placement in that language and for credit purposes. Students now may receive more credit with the CLEP test at Macon State College than in the past and they, potentially, may place at the 3000 level.

Students may take a 1001 course in a second foreign language; e.g., if a student has two years of High School French, he/she may take SPANISH 1001 or if a student has two years of High School Spanish, he/she may take FRENCH 1001 for academic credit toward a degree program.

Oral and Technology Competency

In order to receive a degree, students must demonstrate technology and oral competency through one of the following:

- Passing MSCC 1000
- Passing MSCC 1001
- Demonstrating oral and technology competency through a designated course approved by the Vice President for Academic Affairs
- Passing the oral competency exam and technology exam in the Academic Testing Center

College Algebra Placement Test/Math Placement Test

All students whose SAT mathematics score is between 390 and 550 exclusive, or whose ACT mathematics score is between 16 and 24, exclusive, are required to take the College Algebra Placement Test, commonly referred to as the Department Math Test, before registering for college algebra (MATH 1111). Any of these students scoring less than 12 on the Mathematics Department Test must enroll in Math 1101 (Mathematical Modeling) or MATH 0098 (Intermediate Algebra) as the entry level math course.

Any student required to take the COMPASS Test in Mathematics who is placed in Learning Support courses must take the College Algebra Placement Test after satisfying all Learning Support requirements. Any student required to take the COMPASS Placement Examination in Mathematics who exempts Learning Support mathematics must then take the College Algebra Placement Test in order to determine placement into the correct course. All students required to take the College Algebra Placement Test are bound by the results if placement in MATH 1101 (Mathematical Modeling) or MATH 0098 (Intermediate Algebra) is indicated.



PROBATION ADVISING

Guidelines for Advising a Student with an AS (Academic Standing) “Hold”

ACADEMIC STANDING

Students are expected to make reasonable academic progress; therefore, students must maintain a 2.0 grade point average.

ACADEMIC PROBATION

When a student fails to maintain a sufficient Grade Point Average, the student's status changes from Good Standing to Academic Probation. Students who do not bring their cumulative institutional GPA up to a 2.00 or higher, will be continued on Probation if the institutional GPA for that semester (Term GPA) is not 2.00 or higher. Students will receive notification of their Academic Probation through their Macon State College e-mail account and through their academic record available through BannerWeb.

ACADEMIC DISMISSAL

When a student fails to maintain a sufficient Grade Point Average after having been placed on Academic Probation, the student will be dismissed from the College. The first dismissal is for one term. The subsequent dismissal is for one year. Students will receive notification of their Academic Dismissal through the grade mailer sent by the Registrar's Office at the end of the term.

REPEATED COURSES

As of Fall 1999, a student who repeats a course taken at Macon State College will have the cumulative Grade Point Average calculated using the grade from the last attempt. The grade of the first and subsequent attempts that are excluded from the GPA will remain on the student's official permanent record.

GRADUATION GRADE POINT AVERAGE – ASSOCIATE DEGREE

Applicants must present a graduation GPA of at least 2.00 on all courses used to meet graduation requirements and a minimum institutional GPA of 2.00.

GRADUATION GRADE POINT AVERAGE – BACCALAUREATE DEGREE

Applicants must present a graduation GPA of at least 2.00 on all work attempted at Macon State College.



PROBATION ADVISING

24

Key Points to Address When Advising a Student with an AS (Academic Standing) “Hold”

ARC – Academic Resource Center

The ARC is a valuable resource for all students, especially those on academic probation, as they end this term and begin the next term. The ARC offers academic assistance, including tutoring and resource materials. The Macon Campus ARC is located in the lower level of the Library Building (478) 471-2057. The WRC ARC is located in Oak Hall – Room 128 (478) 929-6770.

<http://www.maconstate.edu/arc/>

GPA CALCULATOR

The GPA calculator is found on the Registrar's Office homepage and can be used to predict a student's GPA.

http://www.maconstate.edu/registrar/gpa_calculator.aspx

COURSE LOAD

Full-time = 12 or more semester hours

Full-load = 15 or more semester hours

Students registering for classes need to consider their level of outside responsibilities in addition to the amount of study time required to be successful in college coursework.

Students on academic probation must pay close attention to their college commitment in order to avoid academic dismissal, improve their GPA, and return to good standing.

**MAYMESTER
FIRST SESSION
FULL SESSION**

If a student on probation is interested in an accelerated course, please emphasize the course still covers a full semester's worth of material and work. Essentially, the same amount of material is covered in a much shorter time. These courses move rapidly, requiring students to devote extra time, preparation, and dedication.



BANNER 8 GUIDE

For assistance or training, contact the Academic Advising Center in your School:

- School of Arts & Sciences 471-2792
- School of Business 471-2793
- School of Education 757-2544
- School of Information Technology 471-2801
- School of Nursing & Health Sciences 471-2761

For technical support, contact Technical Resources: 471-2860

For Banner support, contact the Office of Technology Resources: 471-2720

- Beverly Bergman: beverly.bergman@maconstate.edu
- Roger Dixon: roger.dixon@maconstate.edu

Icons

Save - Save the current record

Rollback - Clears screen; ready for the next student

Execute Query - Run a search

Previous Block - Move back to the previous field

Next Block - Move from one field to the next

Blue Box with X - Exit screen, exit program

Drop-down Arrow - Click to search

Forms

SFAREGS - student course registration

SAFREGQ - current course schedule

SOATEST - test scores (e.g., SAT, CPE)

ZOAGARP - what requirements have or have not been met/GA requirements (CPC, Learning Support, Regent's Test, Georgia History & Constitution)

Key Functions

Function	Key (please note that Banner is case sensitive)
Cancel	Esc
Clear Field/Item	Ctrl+u
Clear Form	Shift+F7
Debug Mode	Ctrl+?
Delete Forward	Del
Delete Backward	Backspace
Display Error	Shift + F1
Enter Application Parameters	Ctrl + F6
Enter Menu Parameters	Ctrl + F5
Exit	Ctrl + q
Help	F1
Move Up, Down, Left, or Right	Arrow Keys
Next Block/Query	Ctrl + Page Down
Next Field	Tab
Previous Block	Ctrl + Page Up
Previous Field	Shift + Tab
Previous Menu	Ctrl + Enter
Return	Enter
Save	F10
Show Keys	Ctrl + F1



BANNER 8 GUIDE

Signing onto Banner 8

Step One: Double click the Banner 8 icon on your desktop

- Another related program will automatically load simultaneously. BOTH Oracle Application and Oracle Developer need to remain open for Banner 7 registration to function.

Step Two: Sign on to Banner

- To get your Banner Username and Password, contact the Office of Technology Resources
 Username: _____ Password: _____

Online Class Schedule

- It is a good idea to open the Online Class Schedule and have it running in the background. The Online Schedule is updated approximately every thirty minutes.

Student Course Registration Form

Advising Menu:

- Once you log on to Banner, you will see a menu on the left side of the screen. Double click My Banner, then double click Advising Menu to bring up all the forms you will need. Double click on any form name to go to that form. To register a student, click on Student Course Registration Form (SFAREGS). Next, you will be asked to enter Distribution Parameters. These printer codes will be posted in your Academic Department. After you enter the printer codes in each field, click the Blue Box with the X icon on the upper right corner of the screen and the Student Course Registration Form will open.

Term and Student ID:

- When the Student Course Registration Form appears, you are ready to begin registering students.
- First, enter the term designation. You can click the arrow beside Term. Then, click “List of Terms” and select the term designation or you can simply type it in and click the Enter key.

Term Designations:

- 02=spring semester
- 05=summer semester
- 08=fall semester

Example:

201302 = Spring 2013

In the next field, enter the student’s ID and then click the **Next Block** icon or the **Control + Page Down** key. If you do not know the student’s ID, click on the **Drop-down Arrow** and you will be able to search for it. In the search screen, enter the student’s name and click the **Execute Query** icon. Then double click on the student’s ID to return to the registration screen, and Banner will bring the student’s ID over for you.



BANNER 8 GUIDE

Student Course Registration Form (continued)

Holdings:

- After you enter the student’s ID, click the **Next Block** icon or use the **Control + Page Down** key to move down to the registration block. If the student has a hold, you will see **Holds: Y**, and an **ERROR** message box will appear stating, “Person has holds, cannot register. Press list to view.” Click **OK** or **Enter** to remove the message box. To view the holds, click the **Drop-down arrow** or select **List** from the **Help** tab. Click the **Blue Box with the X** to return to the registration screen. To override a hold code, type the override code and click the **Next Block** icon or **Control + Page Down**.
- Refer to most recent Hold Code Reference Sheet in the Academic Advising Manual.

Adding Classes:

- If the student is eligible to register, click the **Next Block** icon or press **Control + Page Down** to move down to the registration lines. The first line of the registration area will be **highlighted**. If you know the **CRN**, simply type it and click enter. Once a student is registered for a class, the **Status Field** should contain the letters **RE for Registered**.
- To move between registration entries, you may click on the **Record** icon at the top of the screen for **Next** or **Previous** or use the **up** and **down arrow keys**.

Important Notes:

- If a student is registering for a course to fulfill a **CPC** requirement, you must change the **Grade Mode** field from **N** to **C**.

Searching for Classes:

- You can search for classes in Banner by clicking the **CRN Drop-down Arrow**, then clicking on **Search for Sections** on the pop-up menu. You will then see the **Registration Section Query Form**. Enter the Part of Term and/or the Subject and click the **Execute Query** icon or press the **F8** key to search. You can scroll through the results and double click on the **CRN** of the course you want to have Banner enter it in the **Registration Form**. You can also search for classes by accessing the online class schedule by clicking on the quick jump menu at www.maconstate.edu.

Removing a Course:

- To remove a course before saving the current session, click the Record menu at the top of the screen and then click Clear.
- To drop a class after saving the session, tab over to the Status field and change the RE to DD (Drop/Delete).

Saving and Printing a Schedule:

- You must save the registration information at the end of each session. Click the Save icon to save the registration. Click the Save icon or press the F10 key three times to print the student's schedule. After the second save, click OK on the message that fees have been processed. Always check the printed schedule for errors. When you are ready to begin registering another student, click the Rollback icon in the upper left corner of your screen to clear the registration form.

Banner Error Messages:

- Error messages may appear at the bottom of the screen in the lower left corner and on the course lines. Errors may include closed sections, time conflicts, and pre-requisites. It is necessary to drop the class that is causing the error and then resave the session.

**GLOSSARY**

Academic Credit: Academic credit is the number of hours which students earn by taking courses. These hours count toward the students' graduation requirements. Learning Support courses do not have academic credit.

Co-requisite: This is a course which must be taken at the same time as another course.

Course Load Status: To graduate in two years with an associate degree or in four years with a baccalaureate degree:

- Students must carry an average class load of fifteen to seventeen semester hours.
- Students carrying twelve or more semester hours are considered full-time.
- A load in excess of seventeen hours must be approved by the students' advisors and division chairs.
- A load of twenty or more semester hours also must be approved by the Office of Academic Affairs.

Early Registration: A period of registration prior to regular registration which is available to currently enrolled and re-admitted former students.

Email: Accounts are provided free of charge to all students. These email accounts serve as an official means of communication. Students are responsible for information disseminated via the student accounts.

Full-time Status: Twelve or more credit hours.

Full-load Status: Fifteen or more credit hours.

Grade Point Average: Academic Standing is based on this average. The GPA is calculated by dividing the total number of academic credit hour quality points a student has earned by the total number of academic credit hours the student has attempted.

Prerequisite: A course which students must take before taking a more advanced course. Prerequisites are listed with the course descriptions in the catalog.

Repeated Courses: As of Fall 1999, a student who repeats a course will have the cumulative Grade Point Average calculated using the grade from the last attempt. The grade of the first and subsequent attempts that are excluded from the GPA will remain on the student's official permanent record.