Academic Advisor’s Handbook

Table of Contents

Campus Listings
Academic Advisement Calendar
Intrusive Advising
Registration
Course Development
Degree Plans
Areas of Interest
Competency Exams
Attendance
The GED
The Life Arts Project (LAP)
The ACCESS Center
Grading Procedures
The Prior Learning Portfolio (PLP)
Independent Studies and Video-Streaming
Registration
Transfer Credits
Academic Standing
Mitigating Process and Progress & Pursuit
Commencement and Graduation Audits
Resources and Referrals
Appendices
The New Rochelle Campus
29 Castle Place
New Rochelle, NY 10805
914-654-5528

The District Council 37 Campus
125 Barclay Street
New York, NY 10007
212-815-1710

The Co-op City Campus
755 Co-op City Boulevard
Bronx, NY 10475
718-320-0300

The John Cardinal O’Connor Campus
332 East 149 Street
Bronx, NY 10451
718-665-1310

The Brooklyn Campus
1368 Fulton Street
Brooklyn, NY 11216
718-638-2500

The Rosa Parks Campus
144 West 125 Street
New York, NY 10027
212-662-7500
# Academic Advisement Calendar

**ACADEMIC ADVISEMENT CALENDAR ALL SEMESTERS**

New Student Orientations will be held one week prior to the start of classes

<table>
<thead>
<tr>
<th>Week One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td></td>
</tr>
</tbody>
</table>
| Week Three   | • I. S. will visit ELI classes to explain content of the Handbook and School Policy and procedures regarding academic standings to the students.  
• ELI & TEE/TEE Lab Instructors will meet with I.S. of Letters to ensure the smooth starting of the Labs, and ensure a process of collaboration between the E.I.L., TEE and TEE Laboratory Instructors.  
• ELI, CIR & DTF instructors will meet with I.S. on campus to elaborate on helping the students to understand the Instructors role in channeling their academic roles at SNR.  
• New Adjunct Instructors Observations need to be completed  
• Mixers will be organized for the ELI students by the Campus Directors |
| Week Four    |                                             |
| Week Five    | • Mixers will continue for ELI classes  
• I.S. will visit ELI classes to monitor students’ progress and their ability to cope with academic content of the classes and to explain the importance of the Degree Plan in order to create a connection for students between the liberal Arts curriculum and their career goals.  
• I.S. Letters meet with TEE/TEE lab Instructors to monitor the working relationship between the Instructors and evaluate students’ progress. |
| Week Six     | • Continuing Instructors observations must be done & submitted with dossiers |
| Week Seven   |                                             |
| Week Eight   |                                             |
| Week Nine    | • Mid-term Evaluations to be completed on line by Instructors |
| Week Ten     |                                             |
| Week Eleven  | • I.S. will visit ELI classes to monitor students’ progress and their ability to cope with academic content of the classes and to explain the GED requirements.  
• Instructional Staff will review mid-term evaluations |
| Week Twelve  |                                             |
| Week Thirteen|                                             |
| Week Fourteen| • In collaboration with Campus Directors and campus staff, campuses will ensure that Course Schedules are available @mycnr.edu and students are notified |
| Week Fifteen | • I.S. will visit classes to do Cohort Registration |
| Week Sixteen | • Instructional Staff will visit the classes in their Areas 2 – 3 times per semester. |
Academic Advisor’s Handbook

INTRUSIVE ADVISING
Academic Advisor’s Handbook

ADVISING

Advisement as Transformation

Advisement should empower students to:
- make their own decisions regarding their education and their future
- understand his or her own decision-making process and how decision-making relates to personal identity and the way one interacts with the world
- change their locus of control from external to internal, thereby taking full responsibility for themselves

Responsibilities as an Advisor

- Familiarize yourself with the SNR Bulletin and the Course Description Catalogue found on the college’s website. [www.cnr.edu](http://www.cnr.edu) click on The School of New Resources link.
- Be sure to adhere to all policies of The College of New Rochelle and the School of New Resources
- Be sure to adhere to FERPA (Family Educational Rights and Privacy Act)

FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

MyCNR

Students can access information about school activities, their class schedules, individual transcripts, Bursar information (tuition & fees amounts paid and/or owed).
What to ask Beginning Students:

Why are you pursuing a College Degree? This helps you understand the student’s aspirations.

Is a copy of your High School Diploma or GED on file?

How are your classes going? This helps you ‘feel out’ the student’s confidence level academically.

Are you having any difficulties with the class, the course work, or anything else? This helps you attempt to further open the lines of communication and determine if there are any factors interfering with the student’s education and/or attendance.

What to ask Post-40-Credit Students:

Have you completed CIR?

Have you completed MODES?

If not, they should register immediately.

What to ask Post-60-Credit Students:

Have you completed your Math requirement?

What are your plans after you graduate? This helps the student shape his or her goals.

Are you thinking about Graduate School? This allows you and the student to ensure he or she is taking the proper courses for admittance.

Ensure student has the Degree Plan completed, signed and a copy on file.
Academic Advisor’s Handbook

REGISTRATION
REGISTRATION
APPENDIX A: REGISTRATION ADVISEMENT FORM
APPENDIX B: STUDENT TRANSACTION FORM
APPENDIX C: ACADEMIC NON-CLEARED STUDENTS AGREEMENT
APPENDIX D: FINANCIAL NON-CLEARED STUDENTS AGREEMENT

Registration is conducted during three semesters of the school year. Students will be informed of the exact times of registration at their local campus.

In order to register, Advisors must make sure that their students’ immunization records are up-to-date; check with the Staff Assistant for Immunization at your campus.

Students must secure a Financial Aid clearance prior to registration.

Students must meet with Advisor to fill out Registration Advisement Form each semester.

Students must fill out a transaction form and have it approved by a member of the Instructional Staff team before leaving Campus to ensure registration is complete.

Students are not permitted to register for more than 12 credits in any term without presenting written permission from their Campus Director at the time of registration; students wishing to register for 18 credits in any term must have permission from the Dean.

Students who are in the process of Mitigating may register on a conditional basis pending results of the Mitigating.

Students who are not Officially Registered must sign both the Academic and Financial Non-Cleared Students Agreement. The Campus Director must also sign this form.

Any student who wants to do a Drop/Add must meet with the Advisor in person.
PURPOSE OF COURSE DEVELOPMENT

- The purpose of the Course Development process is twofold: (1) it allows students the opportunity to create and choose their own curriculum within the context of the School of New Resources degree requirements by promoting the development of student-generated courses; (2) It helps to prepare the schedule of courses that will be offered in the following academic year.

THE COURSE DEVELOPMENT PROCESS

Course Description Catalog can be retrieved on website [www.cnr.edu](http://www.cnr.edu)

- **During the fourth week of the Spring semester,** each campus should have a Course Development meeting with faculty and Instructional Staff (IS).

- **During the fifth week of the Spring semester,** the first hour of each class will be used for course development. Faculty will discuss with students the importance of Course Development and how courses are developed and sequenced within their particular academic discipline.

- The Instructor can offer advice in related fields and can assist students in developing appropriate courses. Instructors are a good source of information on courses that might follow the courses students are currently taking or will be taking in the future.

- **Questions or topics which might be considered are:**
  - a. What courses might be developed from this course?
  - b. What careers might a student in this Area of Interest pursue?
  - c. Sequencing and Prerequisites: What course follows this course?
  - d. What kind of graduate school programs should students be thinking about and what courses would they need to be accepted into those programs?
  - e. The importance of a **BROAD** Liberal Arts education;
  - f. If students want to go into a particular field (social work, teaching, the ministry, etc.) what courses should they take?
THE COURSE DEVELOPMENT PROCESS (continued)

- During the 6th week of the Spring semester, during class time, your campus will arrange for a series of workshops at which staff and faculty will discuss the general topic of curriculum including:
  - The Liberal Arts – what they are and how disciplines differ from one another and how professional courses differ from liberal arts courses;
  - What a curriculum is;
  - How the SNR curriculum differs from other, more traditional curricula;
- Students will then have the opportunity to propose courses in any of the liberal arts disciplines.

- **NOTE:** Students should bring their degree plans and past Registration Advisement Forms to these workshops.

- During the 7th week of the Spring semester, during class time, your campus will arrange for a series of workshops in our Areas of Interest (Humanities, Social Science, Psychology, Communications, and Foreign Language). At this workshop staff and faculty will discuss:
  - What a course description entails
    - Content
    - Level
    - Objectives
    - Readings or Authors
  - Sequencing of courses.
- Students will then have the opportunity to develop courses in their particular area of interest.
THE COURSE DEVELOPMENT PROCESS (continued)

- **Things to Keep in Mind While Writing a Course Proposal**
- Courses can be proposed at the Introductory (A), Intermediate (B), and Advanced (C) level. Be sure students have met the prerequisites for Intermediate and Advanced levels before proposing a course.
- Is the students’ course proposal something that will interest others? If not, can it be reformulated so that it has a broader appeal? Remember, those courses that generate the most interest are the ones that will be sent to the Curriculum Committee.
- What do students want to learn (course objectives) as a result of completing this course?
- All courses which are five (5) years old or more must be sent by the Campus to the Curriculum Committee to be reviewed and if necessary revised if they are to be offered.

- **During the 8th week of the Spring semester** courses proposed for the upcoming academic year will be posted and students will have an opportunity to vote on those they would like to see offered. Course proposals will be posted and available for student signatures. The campus will arrange for classes to be brought to the course posting area where staff and faculty will be available for assistance in signing course proposals. Please remember that only those courses which show student interest will be considered for the year’s academic schedule. Also remember that signing a course proposal sheet does not mean students have registered for the course, but only that they would like to see it offered in the upcoming year.

- **During the 9th and 10th weeks of the Spring semester** the Instructional Staff of the campus will submit newly proposed courses and courses that are older than five (5) years drawing the most interest which are suitable for the program to the Curriculum Committee for review and ultimately the Dean’s approval. During this time semester course schedules will be developed. Students will be kept informed of the results.

- **During the 11th week of the Spring semester** a final yearly schedule will be available for registration.
DEGREE PLANS
APPENDIX E: DEGREE PLAN

Students at SNR have the responsibility to develop individual Degree Plans. These plans are completed at Experience, Learning and Identity (ELI), Career Interest Review (CIR) by 40 credits and Designing The Future (DTF) by 80 credits. The student’s Advisor will review and approve the Degree Plan prepared by the student.

The requirements of the School of New Resources are designed to meet individual learning objectives and to assure academic depth and breadth.

The Degree Plan is accessed through the Intranet
- Open up Internet Explorer
- CNR’s Internet Homepage is the Intranet
- Click on the Students link to open the drop-down box
- Click SNR Degree Plan

Instructional Staff will review and approve degree plan prepared by student and submit signed copy for student’s folder
Academic Advisor’s Handbook

AREAS OF INTEREST
AREAS OF INTEREST

APPENDIX F: INFORMATION FOR CHOOSING COURSES

Communications: degree programs related to collection, preparation and presentation of ideas and information intended for popular consumption through mass media. You might choose this Area of Interest if you are interested in a career in Business.

Foreign Languages: degree programs related to the mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language. You might choose this Area of Interest if you are interested in becoming a court translator or bilingual instructor.

Letters: degree programs having to do with English composition and literature and all Humanities. You might choose this Area of Interest if you are interested in becoming a writer.

Psychology: degree programs having to do with behavioral and mental processes. You might choose this Area of Interest if you are interested in becoming a teacher. We also offer the Accelerated Program in Education to SNR undergraduates.

Social Sciences: degree programs having to do with all aspects of past and present human activities, conduct, interactions, and organizations. You might choose this Area of Interest if you are interested in becoming a social worker.

Course Development in relation to Areas of Interest: In each Area of Interest, students have an opportunity to expand course offerings. For example, under Letters a student could organize a sequence in women’s studies, or under Social Sciences a student could organize a sequence in community development.
COMPETENCY EXAMS
Competency Exams

*Math Placement Exam*: taken in the 9th week of the ELI course.

*Math Competency Exam*: taken between the 13th and 15th week of the Statistics / College Algebra & Trigonometry course.

*Writing Competency Exam*: taken between the 13th and 15th week of the TEE, LTCA and MODES courses.

*The Math Placement Exam should be taken by every student. Instructional Staff must follow up to ensure this happens.*

*Writing Competency Exam is mandatory. Students who do not pass the test, do not pass the course, regardless of their letter grade in the class.*
ATTENDANCE
ADVISOR’S RESPONSIBILITY

The student’s first and second, if consecutive, absences are handled by the appropriate staff at the campus.

If a student is absent three (3) consecutive times, he or she is dropped from the course and must speak with the Campus Director and their Advisor. The student will need to be reinstated to return to class.

*The Advisor must ensure it is academically sound for the student to return to the class at that time.*

If the student has extenuating circumstances, these should be discussed with the Advisor in person. This ensures any necessary paperwork is taken care of in a timely manner.

If the student prefers to temporarily withdraw from the College to ensure all extenuating circumstances have been resolved prior to continuing their education, the Advisor should work with the student in person to ensure this is done correctly.
Academic Advisor’s Handbook

THE G.E.D.
Any student, who has not received his/her GED and was in attendance prior to June, 2012, may return and are eligible for aid if they meet one of the following criteria:

- Passed at least six credits
- Passed an approved ability to benefit test
- Completed 225 hours

Advisors must ensure the student completes the NYS Education Dept. GED Application correctly, has the $10.00 money order and gives both to the Advisor.

To assure the application is filled out correctly, the Advisor must assist the student in this process.

The Advisor must send the application and the money order to the Registrar. The student does not handle this part of the process.

The Advisor must assure this information is input into the centralized db for SNR (a shared drive is recommended).
Academic Advisor’s Handbook

THE LIFE ARTS PROJECT (LAP)
The Life Arts Project contributes to the achievement of one of the School of New Resources’ goals for its graduates: to be self-directed, life-long learners.

Each integrative Seminar requires the completion of a Life Arts Project in addition to the requirements of the seminar content.

The Life Arts Project has two characteristics: (1) it documents the integration of the subject matter of the Seminar with the students’ experiences, interests and/or goals, and (2) it is the means by which the student assumes, in partnership with the faculty, responsibility for the content of the Seminar.

The Life Arts Project is an independent or group project outlined by students and approved by faculty through a proposal in the form of an LAP Contract. The final Contract must be approved and signed by Instructional Staff in the area of interest.

The development of the LAP Project, the critique and sharing, are done in the Seminar session and culminate in an oral presentation to the class.

The LAP form can be found on the intranet

Use the appropriate LAP Contract for ELI
Academic Advisor’s Handbook

THE ACCESS CENTER

(ADULT CAREER COUNSELING & EDUCATIONAL SUPPORT SERVICES)
ACCESS Centers

APPENDIX L: TUTOR REFERRAL FORM, SNR

Individual academic support is provided on each Campus through tutoring in communication skills, and additionally, in problem solving and mathematical skills.

Students can be referred to the ACCESS Centers by their Instructor. A Student Referral Form should be filled out by the Instructor with a copy given to the student who will then give it to the tutor in the ACCESS Center. The tutor should fill in what was worked on during each session. The tutor will send a copy of the completed Referral Form to the Advisor.

It is the Advisor’s responsibility to ensure the student is following through.
GRADING PROCEDURES
Incomplete Grades

APPENDIX M: INCOMPLETE GRADE CONTRACT

- An Incomplete (I) is:
  - a temporary grade given only under unusual circumstances
  - Student initiated
  - only if the student has both a substantial portion of the coursework completed (85%)  
  - and a reasonable chance to complete the work within the three-month limit
  - must complete the work within a three-month period starting from the last class.
  - Incomplete Grade Contract specifying the work to be completed and a default grade must be signed by both faculty and student.
  - puts the student in Jeopardy status.
  - If the work of the course is not completed within the three-month period, the “I” becomes the grade indicated by the instructor on the Incomplete Grade Contract.
  - Default grade should not be a failing grade

NG (No Grade)

- No student should receive an NG (No Grade).
- Students cannot be evaluated for progress & pursuit purposes if an NG appears on the transcript.
- If there is an NG on a grade sheet, the grade must be retrieved immediately.
Change of Grade

APPENDIX N: CHANGE OF GRADE FORM

- If a grade change is less than three months old, it is initialed by the Campus Director and sent directly to the Registrar’s Office.
- If a grade change is more than three months old, it is sent to the Dean, who must approve the change before sending it to the Registrar’s Office.
- If an Incomplete is being changed to a letter grade within the designated time, it is sent directly to the Registrar’s Office by the Campus Director.
Academic Advisor’s Handbook

THE PRIOR LEARNING PORTFOLIO (PLP)
Prior Learning Portfolio (PLP) Process

APPENDIX O: EVALUATION OF COURSE EQUIVALENT REQUEST

- Student must register for the course.
- Students must work with their assigned Prior Learning Portfolio Mentor throughout the writing process. Students who do not work with a Mentor will not be permitted to submit their work for evaluation.
- Learning must be described in a formal written Portfolio with documentation. Student must show an understanding of both theory and practice for each area submitted.
- Portfolios submission dates:
  - March 1st
  - September 15th
  - November 1st
INDEPENDENT STUDIES
VIDEO-STREAMING
INTERNSHIPS
CASAC-T
Independent Studies

- Students must be in good academic standing (2.0 GPA), have completed all introductory level degree requirements, and have received academic advisement to determine whether Independent Study is suitable to their abilities and interest.
- Students may register for a maximum of 30 credits in various forms of Independent Study.
- Modes of Analysis or transfer equivalent must be completed before a student may register for an Independent Study.
- Introduction-level courses cannot be given as Independent Studies.
- Skills courses (writing, math, language) and A-level Core courses cannot be given as Independent Studies.
- Students must have prior competencies appropriate to the topic of the Independent Study.
- Group Independent Study Mentors should conduct no fewer than five meetings with their group.
- Individual Independent Study Mentors should meet no fewer than four times with students regardless of the number of credits for the Independent Study.
- The Independent Study Learning Contract should be in triplicate: one for student, Mentor, and file.

Video-Streaming

- Each video-streaming course 3 credits (with the assistance of a written study guide, required textbook assignments and the direction of a faculty mentor).
- School policies regarding registration, withdrawal and grading apply to video-streaming courses.
- They are considered a form of Independent Study.
- Steps for viewing video-streaming courses:
  - Student must be eligible to register; if so, student registers for a particular video-streaming course
  - Student must go to the website ([www.learner.org](http://www.learner.org)) which is part of the Annenberg Media Learning Series
  - Click the tab labeled ‘View Programs’
  - Scroll to find the course for which they registered
  - Click on the VoD link to view
The School of New Resources’ 30 credit CASAC-T Addiction Studies Program will prepare students to work as counselors with people who have alcohol and drug abuse, nicotine dependence, and compulsive gambling addictions. The program is designed to prepare students for New York State Licensed Certified Alcohol and Substance Abuse Counselor (CASAC) exam.

The School of New Resources offers students the opportunity to engage in internships in a variety of subject areas. These internships allow students to immediately apply what they are learning in the classroom to a professional environment. Internships can be taken for either three or six credits. Students should see either their Academic Advisor or Campus Director for more information.
Academic Advisor’s Handbook

REGISTRATION
Interschool Registration

Students enrolled at the School of New Resources are eligible to register for other courses given by the other undergraduate schools of The College of New Rochelle.

Students must go to the SNR Dean’s Office for approval.

The Deans of both schools must approve the student’s registration.

If the student is interested in taking classes at the School of Nursing, they must follow this procedure:

- Make an appointment with the Associate Dean of Curriculum and Instruction to review the student’s record and SON’s requirements
- Co-sign the Permission to Register form
- Make an appointment with the Associate Dean of SAS where they will complete and sign a Transaction Form
- The Associate Dean of Curriculum must also co-sign the Transaction Form
- At the completion of all of the above, registration takes place at the Registrar’s Office

Intercampus Registration

- The student must receive academic advisement prior to registering for a course at another campus.
- The home campus is responsible for continuous advisement.
- The visiting campus will be contacted about course availability.
- The Transaction Form must be signed by the Campus Director of the home campus and forwarded directly to the visiting Campus Director with the Financial Aid Clearance attached.
TRANSFER CREDITS
Only sealed, official transcripts will be accepted for formal transcript evaluation. Opened or unofficial transcripts will be accepted on a provisional basis and will not be officially evaluated until official transcript is received. Students will have official transcripts sent to designated campus staff member at the campus:

- New Rochelle: Charlotte Washington
- Coop City: Judith Balfe
- John Cardinal O’Connor: Yetka Carlisle
- Rosa Parks: Kenya Brown
- DC 37: Shawyonia Pettigrew
- Brooklyn: Roseclare Coombs

College Level Examination Program (CLEP), designed by the Educational Testing Service, and College Proficiency Examination (CPE), designed by the New York State Board of Regents, are examinations designed to assess learning in areas where formal instruction has not been received. The policy at the School of New Resources is to accept up to 30 credits for examinations taken with passing scores but no more than 15 credits in the CLEP General Examinations. Guidelines for transfer credit apply.

Credits are also awarded for the Dante Subject Standardized Test based on credit recommendation from ACE (American Council on Education). Students should see a member of the Instructional Staff for more information.

Confirmation will be sent from the Registrar’s Office after the number of credits transferred has been posted on the student’s official records at The College of New Rochelle.

The student’s home campus will receive a copy of the evaluation for the student’s files which will include all transfer credits and waivers. The Registrar’s Office will send this.

Students request an official transcript be sent to their SNR Campus.
ACADEMIC STANDING
Students will receive a letter from the Dean for:
- Federal Financial Aid Warning/Probation
- Federal Financial Aid Ineligibility/Dismissal
- Incompletes

A copy of each of these letters is sent to the Campus for the student’s file.
SNR’s
MITIGATION/ APPEAL
PROCESS
WHO SHOULD MITIGATE

- All students who have fallen below the minimum requirements for *Satisfactory Academic Progress (SAP)*, who are academically dismissed and are ineligible for financial aid.

- *Students often attend classes when they are dismissed! This creates serious financial aid and academic problems. Students that are listed on the memo should be contacted immediately.*
WHEN IS A MITIGATING PACKET NOT REQUIRED?

WHEN A STUDENT HAS BEEN PLACED ON WARNING
Where to find student’s status!
When evaluating for Satisfactory Academic Performance
We look at 3 factors

- Cumulative Credits Attempted
- Cumulative Credits Earned
- Cumulative GPA
MITIGATING PROCEDURES

REMINDERS:

- The Mitigating process goes much quicker if the entire package is sent up at once. Waiting for different parts of the packet puts the file in “Pending,” extending both the time it takes to be processed and the time in which the student can resume his/her studies.
- The faster the Mitigating process is completed, the more likely it is the student will be able to return.
- The student’s mitigating circumstances must be resolved prior to the start of the Mitigating process.
- All columns on the Academic Progress Requirements chart and the TAP Requirements chart must be addressed because a student can be placed on Probation or Dismissed or have TAP issues based on inadequate credit accrual and/or GPA during the semester, as well as, inadequate credit accrual and/or GPA overall.
- Students should have the Mitigating process clearly explained to them and be told who at the Campus to call with any questions or concerns. Calling the Dean’s Office should be a last option for the student.
- Students should be advised that if their Dismissal is overturned, they return to School on Probation.

SUGGESTIONS:

The Probation List should be used to monitor the progress of students. It should also be used to monitor those students who are at-risk of being dismissed.

If the student’s status turns to Dismissal, the Advisor should contact the student to begin the mitigating process immediately.
Directors will receive 2 memos (Federal Financial Aid Warning/Probation and Academic Dismissal).

Those students listed on the Federal Financial Aid Warning/Probation should be monitored. Those students listed on the Academic Dismissal memo should mitigate IMMEDIATELY.

Directors will also receive copies of the dismissal letter that was sent to the students.

Meet with student to determine if they can document any serious mitigating circumstances which may have affected their academic performance.

- Implementation of Academic Standing Policies Form
- Verification of Mitigating Circumstances
- Re-Admit Forms
  Needed only if student was dismissed and out for one year or more.

- Student’s Letter
- Third party documentation, supporting the student’s letter.
Students listed on this memo should submit amitigating packet immediately.
Implementation of Academic Standing Policies

- **Problem Semester**
  Is the semester the student was dismissed.

- **Unique Student ID**
  We are no longer using the last 4 digits of the social security number. A Unique student ID has been given to each student. The student ID number can be found on student academic record (CNR ID) (see next slide).

- **Date of Return**
  The correct return date must be inserted in order to get certified for the correct semester.

- **Academic Status, Title IV (Pell, Federal Loans) and NYTAP Status**
  Must be filled out by Director or Advisor (Information can be found in CAPS, flashing flags at top of the student’s record will indicate student’s status).
Verification of Mitigating Circumstances

Form should be filled out by Director or Instructional Staff

- **Problem Semester**
  
  Problem semester should match the semester put on the Implementation Form

- **Description of Problem**
  
  Should state ONLY what is in the student’s letter

- **Signature**
  
  Director or Instructional Staff must remember to sign the form
Re-Admission Form

- This form must accompany the mitigating packet only if the student was dismissed and out for one year or more.
- Must include both the scores and grade equivalent if the student took the ABLE exam.
Verifying Documentation

- **Student’s Letter**

  Must state problem semester

  Should only focus on one problem and that problem should be clearly stated. Student’s letter should not include discussions regarding class hours, problems with an instructor, etc. Must stick to the problem that led to unsatisfactory progress.

  If death or illness in family, the nature of the relationship should be stated.

  Must also state the problem has been resolved and indicate the resolution.

  The letter should not be sent up if it does not accompany proper documentation.
Types of Documentation for SAP Purposes

- Doctor’s note on letterhead or stamped with doctor’s signature and license number.
- Doctor’s note/hospital admission or discharge papers/death certificate/funeral program
- Court documentation
- Eviction Notice/Letter from Director of a Shelter/Letter from Social Services

*Documentation must also confirm that the problem has been RESOLVED!!!
Don’t Forget about TAP
Check TAP screen in order to determine which TAP chart to use!!
TAP CHARTS

For students who FIRST received NY State aid in 2007-08 through 2009-10. USE CHART BELOW

Note: The 2011-12 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non-remedial students who first receive State aid in 2007-08 through 2009-10 and for students who meet the definition of "remedial student" in 2010-11 and thereafter. The enacted budget defines remedial for purposes of SAP.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid

Effective 2006-07

Program: Baccalaureate Program

Calendar: Semester 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter

remedial students (if a student's first award was in 2010-11 and thereafter, and he/she does not meet the definition of a remedial student, see charts for non-remedial students)

Before Being Certified for This Payment

<table>
<thead>
<tr>
<th>Before Being Certified for This Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

A Student Must Have Accrued at Least This Many Credits

<table>
<thead>
<tr>
<th>With At Least This Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Pursuit of Program

<table>
<thead>
<tr>
<th>Payments 1 &amp; 2</th>
<th>Payments 3 &amp; 4</th>
<th>Payments 5 – 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>75%</td>
<td>100%</td>
</tr>
</tbody>
</table>

For students who FIRST received NY State aid in 2010-11 and thereafter. USE CHART BELOW

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid

Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter, Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

Program: Baccalaureate Program

Calendar: Semester 2010-11 and thereafter (non-remedial students)

<table>
<thead>
<tr>
<th>Before Being Certified for This Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

A Student Must Have Earned at Least This Many Credits

<table>
<thead>
<tr>
<th>With At Least This Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Payments 1 &amp; 2</th>
<th>Payments 3 &amp; 4</th>
<th>Payments 5 – 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>75%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Situations that are recognized by TAP for waiver purposes

- Students can only receive a TAP waiver **ONCE** for the following situations:
  - Illness/Injury
  - Illness and death in family
  - Custody of Children
  - Homelessness
COMMENCEMENT AND GRADUATION AUDITS
Academic Advisor’s Handbook

Commencement

Degree applications should be completed by all students who have completed the degree requirements and have earned 108 credits. The degree applications are submitted to the Registrar’s Office with a copy sent to the Dean’s Office.

Cap and gowns are ordered from the College Bookstore via the Dean’s Office. Graduation audits are conducted by the Dean’s Office on a semesterly basis (Fall, Spring, and Summer).

Students must complete the 80-credit Audit at least one year before Commencement.

Graduating with Honors

- Students will receive an Honors medal either at the Hooding or Commencement if requirements are met.
- Requirements: a cumulative GPA of 3.7 or above achieved
Graduation Audits

APPENDIX Y: GRADUATION AUDIT AT 80 CREDITS
APPENDIX Z: SENIOR STATEMENT – 108 CREDITS
APPENDIX a: “IF YOU EXPECT TO GRADUATE FROM SNR” FLYER
APPENDIX b: APPLICATION FOR DEGREE, SNR
APPENDIX c: DIPLOMA REQUEST INSTRUCTIONS, SNR

The unofficial transcript must be printed and examined thoroughly.

Any missing required courses must be scheduled for the upcoming semester, if possible.

All Area of Interest requirements must be accounted for in the upcoming semesters.

Any change from the audit form must be approved by the Campus Director and/or the 80-credit Advisor, if that is not you.

The Associate Dean reviews the Audit Report with Campus Directors on CAPS.

Instructional Staff should meet with the Campus Director regarding the status of the graduate candidate.
RESOURCES AND REFERRALS
RESOURCES AND REFERRALS

- The Campus Director should have a list of resources for the community in which your Campus is located.
- The Director of Retention should have a list of resources for the community in which all the Campuses are located.

- Each referral is campus-based and is not the sole responsibility of the Advisor. **Referrals should be made through the Campus Director.**

- Resources should be updated semesterly.
Academic Advisor’s Handbook

Appendices

- Appendix A  Registration Advisement Form
- Appendix B  Student Transaction Form
- Appendix C  Academic Non-Cleared Students’ Agreement
- Appendix D  Financial Non-Cleared Students’ Agreement
- Appendix E  Degree Plan
- Appendix F  Information for Choosing Courses
- Appendix G  LAP Timeline
- Appendix H  LAP Contract
- Appendix I  Grading Rubric for LAP (Oral & Written)
- Appendix J  Tutor Referral Form, SNR
- Appendix K  Incomplete Grade Contract
- Appendix L  Change of Grade Form
- Appendix M  Evaluation of Course Equivalent Request
- Appendix N  Interschool/Intercampus Form
- Appendix O  Permission to Register Form
- Appendix P  Transfer Credit Evaluation Form (including CLEP)
- Appendix Q  Recommendation for Waiver of Core Courses
- Appendix R  Transfer Credit Request Form
- Appendix S  Implementation of Academic Standing Policies
- Appendix T  Verification of Mitigating Circumstances
- Appendix U  Adjustment of Student Academic Standing Status
- Appendix V  Re-Admit Form
- Appendix W  Graduation Audit at 80 credits
- Appendix X  Senior Statement – 108 credits
- Appendix Y  “If You Expect to Graduate from SNR” Flyer
- Appendix Z  Application for Degree, SNR
- Appendix a  Diploma Request Instructions, SNR
# REGISTRATION ADVISEMENT FORM

<table>
<thead>
<tr>
<th>NAME: ___________________________</th>
<th>SEM: ________</th>
<th>CREDITS COMPLETED: ________</th>
<th>GPA: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Experience Learning &amp; Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Core Seminars (1 from Row A &amp; 1 from Row B):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) _____ Am. Exper. or _____ Urban Com.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) _____ Sci. &amp; Human V. or _____ Hum. Body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Sequence:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translating Experience Into Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language, Thought and Critical Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modes of Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Planning Courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Interest Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing the Future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics or College Algebra &amp; Trigonometry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAS 800 Ways of Knowing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AREA OF INT.</strong></td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Introduction (100-399)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Cr Intermediate (400-699)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Cr Advancd (700-899)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Credits (Total Number): _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASSESS. PROFICIENCY REQUIREMENTS</strong></td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Passed Math Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passed Math Proficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passed Modes Proficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER:</strong></td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td># OF Trans Crs Approved by Dean's Ofc: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of CLEP Credits: ___________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED Completed? *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NG Grades (sem): _______ IX grades (sem) _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measles, Mumps &amp; Rubella Form Submitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meningitis Form Submitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Loan Default</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COURSES APPROVED FOR UPCOMING SEMESTER:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor: ___________________________ Date: ________ Student: ___________________________ Date: ________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*(Signature)</td>
<td></td>
<td>*(Signature)</td>
<td></td>
</tr>
<tr>
<td><em>(Copies: White = Student, Yellow = Campus)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# The College of New Rochelle

## Student Transaction Form

### Educational Background

- [ ] High School Diploma
- [ ] GED
- [ ] None

- Matriculated: [ ] Yes [ ] No
- Eligible Veteran: [ ] Yes [ ] No
- Gender: [ ] Male [ ] Female

- Date of Birth: 
- Country of Birth: 
- Country of Residence: 
- Local NO. (DO # 87 ONLY): 

### Course Code

<table>
<thead>
<tr>
<th>Course Code</th>
<th>A/Z</th>
<th>Section</th>
<th>Course Title</th>
<th>CR</th>
<th>Day</th>
<th>Time</th>
<th>Approv</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 

### Course Drop

<table>
<thead>
<tr>
<th>Course Code</th>
<th>A/Z</th>
<th>Section</th>
<th>Course Title</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 

### School Office Use Only

- **REG STATUS**
- **EFF DATE** | **APPROVAL**
  - Official Withdrawal:
  - Unofficial Withdrawal:
  - Admin Withdrawal:
    - a. Never Attended:
    - b. Discretionary: 

**NOTE:** IF YOU EXPECT TO COMPLETE YOUR DEGREE REQUIREMENTS AT THE END OF THE NEXT SEMESTER OR SESSION, YOU ARE REQUIRED TO COMPLETE AN APPLICATION FOR THE DEGREE. PLEASE SEE THE DEGREE COUNSELOR BEFORE THE END OF THE SEMESTER.
NON-CLEARED STUDENTS AGREEMENT

NAME ___________________________   UNIQUE ID # ______________________

ADDRESS __________________________

__________________________________

This agreement confirms the fact that you have not received an official academic clearance for
the ____________________________ semester. You have been allowed to attend class but
you must address, immediately, any mitigating circumstances concerning your academic status.

Please understand that until you have official academic clearance:
  a. You are not officially registered.
  b. You will not receive credit for courses you are attending.
  c. You will not receive a grade.

MY SIGNATURE INDICATES THAT I UNDERSTAND THESE CONDITIONS.

__________________________________   ____________________
STUDENT'S SIGNATURE                DATE

__________________________________   ____________________
COMPASS DIRECTOR                   DATE
NON-CLEARED STUDENTS AGREEMENT

NAME ___________________________  UNIQUE ID # ___________________________

ADDRESS ____________________________

______________________________

This agreement confirms the fact that you have not received an official financial aid clearance for the ____________________________ semester. You have been allowed to attend class but you must address, immediately, any mitigating circumstances concerning your academic status.

Please understand that until you have official academic clearance:
   a. You are not officially registered.
   b. You will not receive credit for courses you are attending.
   c. You will not receive a grade.

MY SIGNATURE INDICATES THAT I UNDERSTAND THESE CONDITIONS.

______________________________  ____________________________
STUDENT'S SIGNATURE            DATE

______________________________  ____________________________
CAMPUS DIRECTOR                 DATE
### Degree Requirements

<table>
<thead>
<tr>
<th>Past Courses</th>
<th>Present Courses</th>
<th>Future Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>credits</td>
<td>credits</td>
<td>credits</td>
</tr>
<tr>
<td>disc</td>
<td>disc</td>
<td>disc</td>
</tr>
</tbody>
</table>

#### Area of Interest

<table>
<thead>
<tr>
<th>Level</th>
<th>Credits</th>
<th>Disc</th>
</tr>
</thead>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>Disc</th>
</tr>
</thead>
</table>

---

**TOTAL DR CRS:** 0  
**TOTAL AOI CRS:** 0  
**TOTAL ELECTIVE CRS:** 0  
**GRAND TOTAL CREDITS:** 0

---

Instructional Staff Signature: __________________________
ATTENTION STUDENTS

Information for Choosing Courses During Advisement for Registration:

Here are some examples of careers, the corresponding areas of interest, and course suggestions for each area. The suggested courses list is just a sample of what you may be able to take, so review your course description catalogue to see other courses that are available to you. Remember to participate in the course development process in order to increase the possibility of the course(s) you want being included in the next semester's course offering.

If you want to be a SOCIAL WORKER, your Liberal Arts area of interest might be SOCIAL SCIENCES:

- Introduction to Sociology (A level)
- Sociology of the Family (B level)
- Sociology of Delinquency (B level)
- The Social Welfare System (B level)
- Social Theories of Race & Class (C level)

Professional Courses:

- Introduction to Social Work
- Social Work Case Work & Agencies

If you want to have a career in BUSINESS, your Liberal Arts area of interest might be COMMUNICATIONS:

- Introduction to Communications
- Voice & Diction
- Interpersonal Communications
- Introduction to Advertising
- Public Relations: Principles & Practices
- Mass Communication & Society
- Organizational Communications

Professional Courses:

- Principles of Business & Professional Writing
- Business Administration
- Business Law
- Mathematics of Finance

If you want to become a TEACHER, your Liberal Arts area of interest might be PSYCHOLOGY:

- Introduction to Psychology
- Developmental Psychology
- Theories of Personality
- Abnormal Psychology
- Educational Psychology
- Child Psychology
- Topics in Child Psychology: Children at Risk
- The Parent, The Child & The School

If you want to become a WRITER or JOURNALIST, your Liberal Arts area of interest might be LETTERS:

- Introduction to Philosophy
- Journal Writing
- Journalism Workshop
- Survey of World Literature
- Creative Writing & Literature
- Biblical Beginnings
- Science & Christianity
- The Art of Storytelling
- The American Experience

Revised 10-06-08
Weekly Outline of LAP and Research Paper Progress

Session One - Introduction to class, research paper, and Life Arts Project.

Session Two - Give examples of past successful LAPs.

Session Three - In-class writing on possible research paper topics. Brainstorming of LAP topics.

Session Four - Finalizing research paper topics. Narrowing-down LAP topics and group work on appropriate learning outcomes.

Session Five - Introduction to the LAP contract; completion of LAP contract in class.

Session Six – Have students bring in their LAP reference page in the appropriate format; that way, the contracts can be turned in for review at the end of the 6th session.

Session Seven - draft of research paper due; review LAP contracts and make any changes necessary for instructional staff approval.

Session Eight - Group work on proofreading of research papers.

Session Nine - Approved LAP contracts will be handed back to students. Turn-in research papers.

Session Ten – Complete an outline of LAP.

Session Eleven – Submit draft of LAP

Session Twelve - Group work on proofreading of LAP drafts.

Session Thirteen – LAP drafts returned to students.

Session Fourteen – continue working on LAPs.

Session Fifteen – LAP due

Session Sixteen – Prepare for LAP presentations.

Session Seventeen – Hand-back final LAPs to students. LAP presentations begin.

Session Eighteen – LAP presentations completed.
LIFE ARTS PROJECT CONTRACT
for
EXPERIENCE LEARNING AND IDENTITY

Campus: ___________ Semester: ___________ Seminar: ____________________________

Student Name: ________________________ Instructor Name: ______________________

Project Title: _________________________

1. Write a brief description of your project (answer the following):
   a. How is your project related to the course material?
      In this course we are studying various philosophies of education. We are also exploring how experience can be made meaningful through the liberal arts
      REQUIRED PRODUCT: Integrative Paper
   b. How is your project related to your life experience?
      As an adult learner, I need to know how my experiences have shaped me as a person in all the contexts of my life. I also need to know how my experience can contribute to my educational journey.
      REQUIRED PRODUCT: Educational Autobiography; Goals Statement; Degree Plan Integrated paper.
   c. List two of your anticipated learning outcomes:
      i. I will be able to IDENTIFY the ways in which the liberal arts can help me understand my experience
      ii. I will be able to SUMMARIZE the ways in which my experience and the liberal arts can shape my education.

2. Project Resource Method:
   Case Study: _______ Questionnaire: _______ Interview: _______ Observation: _______
   Reflective Analysis: X Artistic Work: _______ Other (explain): _______

3. What sources, references, etc. will you use?
   List Texts for Course
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

( NOTE: THE LAP IS WORTH 25% OF YOUR GRADE)

DUE DATE: ____________________________

Faculty Signature: __________________________ Date: ____________

Student Signature: __________________________ Date: ____________

Instructional Staff/Resource Faculty Signature: __________________________ Date: ____________

(12/01)
LIFE ARTS PROJECT ORAL PRESENTATION GRADING RUBRIC

(Check Appropriate Box for Grading)

<table>
<thead>
<tr>
<th>Presentation Component</th>
<th>A+/A/A- 4.5/4/3.7</th>
<th>B+/B/B- 3.5/3/2.7</th>
<th>C+/C/C- 2.5/2/1.7</th>
<th>D+/D/D- 1.5/1/1.7</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td>Preserves clear and precise overview of topic, thesis, outline</td>
<td>Somewhat clear introduction</td>
<td>Sketchy introduction, direction is unclear</td>
<td>Very brief and unfocused</td>
<td>No Introduction</td>
<td>No Presentation Delivered</td>
</tr>
<tr>
<td><strong>Overall Delivery</strong></td>
<td>Engaging. Clear and articulate – proper use of grammar and pronunciation, good eye contact. Neat Appearance – varied tone</td>
<td>Somewhat engaging mostly articulate, good eye contact Mostly proper use of grammar and pronunciation. Neat Appearance, varied tone</td>
<td>Minimally engaging. Lapses of grammar and articulation, minimal eye contact Casual appearance and varied tone</td>
<td>Semi-prepared, long pauses, reading from notes or paper – little eye contact Overly casual appearance and mostly monotone</td>
<td>Unprepared, awkward Sloppy appearance and monotone delivery</td>
<td>No Presentation Delivered</td>
</tr>
<tr>
<td><strong>Vocabulary: Use of concepts and terms</strong></td>
<td>Fluent presentation. Clear understanding of appropriate concepts and terms</td>
<td>Somewhat fluent and appropriate use of concepts and terms</td>
<td>Too many clichés and too much use of jargon</td>
<td>Minimum use and understanding of appropriate concepts and terms</td>
<td>No attempt to use appropriate concepts and terms</td>
<td>No Presentation Delivered</td>
</tr>
<tr>
<td><strong>Coverage of Material</strong></td>
<td>Thorough coverage of topic, balanced treatment of material</td>
<td>Somewhat thorough coverage of material</td>
<td>Generally thorough but lacks fluency</td>
<td>Minimal coverage of material, too many tangents</td>
<td>Does not cover the material in any significant manner</td>
<td>No Presentation Delivered</td>
</tr>
<tr>
<td><strong>Rationale: Explains terms, concepts, etc. and provides well researched argument</strong></td>
<td>Logical reasoned, presents evidence to backup argument,</td>
<td>Somewhat logical reasoned, but not fully organized</td>
<td>Generally logical, but scattered presentation of argument</td>
<td>Minimally articulated argument verging on opinion</td>
<td>No argument presented – merely opinion</td>
<td>No Presentation Delivered</td>
</tr>
<tr>
<td><strong>Discussion - Reflection</strong></td>
<td>Thoroughly engages audience solicits feedback and questions</td>
<td>Engages audience, but is somewhat abrupt in response to questions</td>
<td>Generally engages, but not comfortable with Q and A</td>
<td>Minimally engages audience</td>
<td>No discussion solicited</td>
<td>No Presentation Delivered</td>
</tr>
<tr>
<td><strong>Creativity/Use of Technology</strong></td>
<td>Very Creative Excellent Use of Technology</td>
<td>Somewhat Creative Good Use of Technology</td>
<td>Minimally Creative Little use of Technology</td>
<td>Standard project No use of Technology</td>
<td>No attempt to be creative/no use of Technology</td>
<td>No Presentation Delivered</td>
</tr>
</tbody>
</table>

Student: ___________________________ Course: ___________________________Avg. Grade: ___________________________

Overall LAP Grade: ___________ Instructor: ___________________________
## LIFE ARTS PROJECT GRADING RUBRIC
(Check Appropriate Box for Grading)

<table>
<thead>
<tr>
<th>Project Component</th>
<th>A+/A/A- 4.5/4/3.7</th>
<th>B+/B/B- 3.5/3/2.7</th>
<th>C+/C/C- 2.5/2/1.7</th>
<th>D 1</th>
<th>X</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP Contract</td>
<td>Superbly written or typed; snapshot of a doable, narrowly focused and appropriate project; reference page appropriately documented and attached</td>
<td>Neat; doable, somewhat focused and appropriate project; attached references in appropriate format but fewer than required; appropriate level</td>
<td>Loosely related to course; less doable project; not appropriate to level of course; few references with inappropriate format</td>
<td>Somewhat sloppy; poor sentence structure; project loosely related to discipline under which the course falls; no references indicated</td>
<td>Slopily written; project not doable and/or irrelevant to course or discipline, no references attached</td>
<td>No contract submitted</td>
</tr>
<tr>
<td>Project’s Relevance to Course Content</td>
<td>Easy to put project in context of the course;</td>
<td>Project can be put into context of course, but only loosely.</td>
<td>Product is loosely related to course.</td>
<td>Little demonstration of project’s fit with course material.</td>
<td>Product is irrelevant to course or discipline and is not put in academic context.</td>
<td>No product submitted</td>
</tr>
<tr>
<td>Project’s Relationship to Experience</td>
<td>Student superbly demonstrates experiential relationship to course content</td>
<td>Student demonstrates with good effort the experiential relationship to course content</td>
<td>Student loosely demonstrates experiential relationship to course content</td>
<td>Student briefly references experiential relationship to course content</td>
<td>Product has no experiential relationship to course content</td>
<td>No product submitted</td>
</tr>
<tr>
<td>Project’s Learning Objectives</td>
<td>Appropriate-level learning objectives are met in an efficient and focused manner</td>
<td>Appropriate learning objectives are met, but could have been demonstrated more efficiently</td>
<td>Learning objectives not appropriate to course-level and met in a round-about manner</td>
<td>Whether or not any learning objectives were met is questionable by reader</td>
<td>Meeting of learning objectives not demonstrated</td>
<td>No product submitted</td>
</tr>
<tr>
<td>Project’s Methodology</td>
<td>Methodology is highly appropriate to topic, congruent with contract, and superbly developed and executed; substantial amount of time and thought in preparation and execution is evident</td>
<td>Methodology is somewhat appropriate to topic, congruent with contract, and adequately-developed and executed; good effort in preparation and execution</td>
<td>Methodology is loosely appropriate to topic, incongruent with contract, under-developed and executed; moderate effort in preparation and execution</td>
<td>Methodology is vague, incongruent with contract, undeveloped and only alluded to; little effort demonstrated</td>
<td>No methodology demonstrated</td>
<td>No product submitted</td>
</tr>
<tr>
<td>Overall Integration of finished product</td>
<td>Excellent integration of research, course content, and experience.</td>
<td>Reasonable integration of research, course content, and experience.</td>
<td>Attempt at integration, but poorly executed.</td>
<td>Project demonstrates little effort at integration.</td>
<td>No integration of material.</td>
<td>No product submitted</td>
</tr>
<tr>
<td>Documentation/Formatting</td>
<td>Sources are appropriate and formatted impeccably.</td>
<td>Some problems with appropriate sources and format.</td>
<td>Substantial difficulty with appropriate sources and format.</td>
<td>Little, if any, source documentation and poor formatting of sources</td>
<td>No source documentation and very poor format</td>
<td>No product submitted</td>
</tr>
</tbody>
</table>

Student: __________________________ Course: __________________________ Avg. Grade: __________________________

Overall LAP Grade: __________ Instructor: __________________________
Writing Tutor Referral Form, SNR

**Instructor** (please complete top section and provide entire form to student)

I recommend that _______________________ seek the help of a Writing Tutor for work on the following:

- Understanding the assignment
- Generating ideas
- Developing a thesis
- Understanding audience
- Organizing ideas
- Focusing paragraphs
- Using transitions
- Forming clear sentences
- Varying sentences
- Making strong word choices
- Editing for grammar and punctuation
- Avoiding wordiness
- Incorporating quoted materials
- Paraphrasing others
- Citing outside sources
- E.S.L.

All meetings will take place, by scheduled appointment, at

Course: ___________________________ Instructor name (please print): ___________________________

Instructor Signature: ___________________________ Date: ___________________________

Student Signature: ___________________________ Date: ___________________________

**Tutor** (please complete bottom section and return entire form to [Instructional Staff in Letters])

I have met with the student on the following dates and times:

I have worked with the student on the following:

- Understanding the assignment
- Generating ideas
- Developing a thesis
- Understanding audience
- Organizing ideas
- Focusing paragraphs
- Using transitions
- Forming clear sentences
- Varying sentences
- Making strong word choices
- Editing for grammar and punctuation
- Avoiding wordiness
- Incorporating quoted materials
- Paraphrasing others
- Citing outside sources
- E.S.L.

Comments:

Date ___________________________ Name ___________________________

Address ____________________________________________________________

Phone # ____________________________________________________________

Campus: White Duplicate Copy: Yellow
The school of New Resources requires students to complete unfinished assignments within **three months** following the last day of class for the semester in which the course was offered. If the mutually agreed upon work is not completed, the following valid grade indicated in the grade box will be assigned for the course:


**GRADE**

**INST. INITIAL**

**ATTACH WHITE AND YELLOW COPY TO GRADE ROSTER AND FORWARD TO CAMPUS DIRECTOR.**

For office use only.

<table>
<thead>
<tr>
<th>White</th>
<th>Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>Campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pink</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>Student</td>
</tr>
</tbody>
</table>
SCHOOL OF NEW RESOURCES

CHANGE OF GRADE FORM

NAME: ____________________________

Social Security Number: ____________________________

CAMPUSS: BK CO DC-37 JCO NR RP TS

TERM: ________FALL _______SPRING _______SUMMER _______SUMMER INSTITUTE _______YEAR _______

COURSE CODE: ____________________________ ____________________________

A/Z SECTION CREDITS: ____________________________ ____________________________

TITLE: ____________________________ Check here if course is _______ DUAL DISCIPLINE

GRADE CHANGE: ____________________________

FROM _______ TO _______

REASON FOR CHANGE: ____________________________

SUBMITTED BY: ____________________________

INSTRUCTOR'S NAME

(Please Print)

INSTRUCTOR’S SIGNATURE: ____________________________ DATE: ____________________________

APPROVED BY: ____________________________

SNR - DEAN’S SIGNATURE: ____________________________ DATE: ____________________________

This form is to used to report any change of grade. All grade changes require the signature of the SNR - Dean, as well as that of the instructor. This does not apply to an incomplete completed within the three month period allowed; these require only the signature of the instructor. Grade changes submitted without the proper authorization will not be accepted.

Please return change of grade form to: OFFICE OF THE REGISTRAR

For office use only.

White — Registrar
Yellow — Registrar (Return to campus for confirmation when processed)
Pink — Instructor
Gold — Student

Date received: ____________________________

Date entered: ____________________________
### Evaluation of Course Equivalent Request

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Home/Work Phones</th>
<th>Evaluator--Name/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Credits</th>
</tr>
</thead>
</table>

**To the Evaluator:**

In writing your assessment, please use the following questions to guide you. It is especially important that evaluators provide details to describe their conclusions, and make clear, specific statements about the standards upon which their evaluations are based. Please refer to the Faculty and Student Handbooks on Prior Learning to be reminded of criteria for evaluating experiential learning and assessment modes.

1. What expertise (teaching experience, professional activities, graduate study) do you bring to this assessment of prior learning?
2. What content has been examined?
3. What competencies have been identified?
4. What level of learning has been identified?
5. What was/were the method/s of evaluation? (product assessment, portfolio review, simulation, proctored examination, etc.)
6. What specific outcomes did the student demonstrate which led to your assessment of his/her work?
7. What additional evidence must be obtained to complete the evaluation process? (Indicate below which additional assessment mode you request and include a description of the assigned task(s) with this evaluation.)
8. What additional competencies could be pursued for sequential learning through coursework or independent study?

Your assessment should be typed and attached to this form. In the spaces provided below, please sign your name and indicate your decision for this course equivalent request.

- [ ] Credit Awarded
- [ ] Credit Denied
- [ ] Additional Assessment Requested

**Interview**

- [ ] Simulation
- [ ] Product Assessment
- [ ] Proctored Examination
- [ ] Essay, etc. (See PIP Handbook)
- [ ] Other (Describe)

<table>
<thead>
<tr>
<th>1.</th>
<th>Evaluator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Mentor</td>
<td>Date</td>
</tr>
<tr>
<td>3.</td>
<td>Student</td>
<td>Date</td>
</tr>
<tr>
<td>4.</td>
<td>Associate Dean/SNR</td>
<td>Date</td>
</tr>
</tbody>
</table>

12/1985 Form

White/Dean's Office; Yellow/Campus; Pink/Student
# INTERSCHOOL / INTERCAMPUS TRANSACTION FORM

Check One: ( ) Interschool ( ) Intercampus

<table>
<thead>
<tr>
<th>REG</th>
<th>Last 4 Digits of Social Security #</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ADD/DROP</th>
<th>Daytime Number: ___________________________</th>
</tr>
</thead>
</table>

Year: _______________________

Term: ( ) Fall ( ) Intersession ( ) Spring ( ) Summer I ( ) Summer II ( ) Summer Institute

<table>
<thead>
<tr>
<th>Home School</th>
<th>Visiting School</th>
</tr>
</thead>
</table>

**CHECK ONE:**

<table>
<thead>
<tr>
<th>SNR Campus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) BK ( ) NR ( ) JCO</td>
</tr>
<tr>
<td>( ) RP ( ) DC-37 ( ) CO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHECK ONE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) SAS ( ) SON ( ) GRS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SNR Campus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) BK ( ) NR ( ) JCO</td>
</tr>
<tr>
<td>( ) RP ( ) DC-37 ( ) CO</td>
</tr>
</tbody>
</table>

**COURSE CODE**

<table>
<thead>
<tr>
<th>ADD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD</td>
</tr>
<tr>
<td>ADD</td>
</tr>
<tr>
<td>ADD</td>
</tr>
</tbody>
</table>

**COURSE CODE**

<table>
<thead>
<tr>
<th>DROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>DROP</td>
</tr>
<tr>
<td>DROP</td>
</tr>
<tr>
<td>DROP</td>
</tr>
</tbody>
</table>

---

I hereby agree to the rules of The College of New Rochelle and the rules governing registration. I understand that I will be charged tuition and fees according to the total credits registered and promise to repay any money on account.

---

**Student Signature**

**Approval Signature**

---

For Interschool use only

<table>
<thead>
<tr>
<th>Bursar Signature</th>
<th>Dean Signature of Home School</th>
<th>Dean Signature of Visiting School</th>
</tr>
</thead>
</table>

---

Total credits for the above semester prior to this transaction. / ____________

Office use only / ____________

Total credits for this above semester after this transaction. / ____________
PERMISSION TO REGISTER

FOR SCHOOL OF NURSING PREREQUISITES

IN THE SCHOOL OF ARTS AND SCIENCES

In order to register for pre-nursing coursework in the School of Arts & Sciences, please note the following procedures:

- Course registration will be on a space-available basis there will be no waiting period for course registration for Summer Sessions I and II
  1. after the last week in August for the fall semester
  2. after the third week in January for the spring semester

- Students should first contact the Associate Dean for Curriculum/Instruction at the School of New Resources to discuss coursework and obtain approval. Once approval is obtained, students should make an appointment with the Dean in the School of Arts & Sciences at 914-654-5383 to fill out Interschool Registration Form.

- After all necessary signatures have been obtained on the Interschool Registration Form, students should immediately bring the completed form to the registrar’s office in order to ensure a space in the pre-nursing course. Failure to do so may result in loss of a reserved space in the course.

Successful completion of the pre-nursing coursework with a grade of C+ or better will not automatically ensure admission into the School of Nursing at The College of New Rochelle. Admission will be at the discretion of the School of Nursing Admissions Committee.

I have discussed the above-stated pre-nursing requirements with the student.

_________________________  _______________________
Associate Dean                      Date
Curriculum/Instruction SNR

I have read and understand the pre-nursing requirements

_________________________  _______________________
Student’s Signature          Date
## Transfer Credit Evaluation

### Name: 

### Campus: 

### SSN: 

### ID: 

### Credits Transferred From:

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th># cr</th>
<th># co</th>
<th>Non-Liberal Arts</th>
<th># cr</th>
<th># co</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters</td>
<td></td>
<td></td>
<td>Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td></td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td>Business Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Literature</td>
<td></td>
<td></td>
<td>Studio Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td>Technical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td></td>
<td>Other Non-Liberal Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History/Aesth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory/Hist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Liberal Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Liberal Arts</td>
<td>0</td>
<td>0</td>
<td>Total Non-Liberal Arts</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Total Credits Transferred: 0

### Comments:

### Signature: 

Dean's/Designate:

### Core Courses Waived:

### Taken:

### Date:
Recommendations for Waiver of Core Courses

1. Science and Human Values
   a. Physical Science Course +
   b. Introduction to Philosophy OR Ethics

2. Urban Community
   a. One Introductory Social Science Course
   b. AND an Urban Studies Course

3. Human Body
   a. Introductory Psychology Course or Development Psychology AND
   b. Biological Science Course

4. American Experience
   a. An American History Course (including Ethnic Studies) +
   b. An American Art, Culture, Literature course, etc
   OR
   6 credits in American Studies.

PLEASE NOTE: These are only guidelines for the waiving of Core Seminar requirements. Waivers are considered on a transcript by transcript basis and final approval for any waiver of Core Seminar requirements is given by the Dean’s Office.

STUDENTS SHOULD NOT BE ADVISED OF ANY CORE SEMINAR WAIVERS IN ADVANCE OF THE DEAN’S OFFICE APPROVAL.
TRANSFER CREDIT EVALUATION REQUEST FORM

Please check appropriate campus

___ BK  ___ DC 37  ___ CC  ___ NR  ___ RP  ___ JC'OC

Enclosed, are the following transfer credit evaluation documentation:

___ Official Transcript*
___ Course Description

*The student has requested an official transcript from the following institution(s):

______________________________

Name: _______________________

SS/ID#: ______________________

First Semester Enrolled at SNR: ___________

English Assessment - Please check:

___ Translating Experience into Essay
___ Language, Thought, and Critical Analysis
___ Modes of Analysis

Area of Interest - Please check:

___ Communications
___ Foreign Language
___ Letters
___ Psychology
___ Social Sciences
___ Undecided

Currently enrolled at SNR? ____ Yes  ____ No

Course Title

Course Code

Course Title

Course Code

Course Title

Course Code

Course Title

Course Code

Campus Advisor/Designee

Date  _________________
IMPLEMENTATION OF ACADEMIC STANDING POLICIES

Upon review of the above named student's progress and pursuit of a degree in the School of New Resources, including a review of the student's personal, career, academic, and financial needs, the following conditions have been determined.

**Academic Status**

- Warning
- Probationary Status (First Time)
- Probationary Status (Subsequent)
- Dismissal
- No Change in Status Due to Mitigating Circumstances

**Title IV (Pell, Federal Loans)**

- Eligibility retained
- Financial aid warning
- Financial aid probation
- Ineligible for financial aid

**NYTAP Status (NY Residents Only)**

- Eligibility retained
- Must obtain a waiver to continue receiving TAP funds during the effective semester
- Ineligible for TAP funds or waiver

**Student Agreement and Signature**

I fully understand that implementation of the academic standing policies allows me to continue the pursuit of my educational objective under the conditions noted above. This opportunity allows me the time to raise my cumulative GPA and/or my rate of credit accrual completing to a level consonant with the federal, state and school's policy of good academic standing.

With the permission of the Dean, I may be allowed to register and attend the School according to the academic plan (if applicable) in order to raise my cumulative GPA and/or may rate of credit completion to a level consonant with the federal, state and school's policy of good academic standing.

Student Signature ___________________________ Date ____________

**DEAN'S EVALUATION:** Based on review of attached documentation, I judge the following action appropriate

<table>
<thead>
<tr>
<th>Mitigating circumstances:</th>
<th>NY TAP waiver:</th>
<th>NY TAP 2.0 GPA Waiver:</th>
<th>TITLE IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>Approved</td>
<td>Approved</td>
<td>Probation</td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>Denied</td>
<td>Denied</td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

Dean or Designate Signature ___________________________ Date ____________

Student – White       Academic Auditor – Yellow       Campus – Pink       Financial Aid – Gold
THE COLLEGE OF NEW ROCHELLE  
School of New Resources  
Office of the Dean

VERIFICATION OF MITIGATING CIRCUMSTANCES

STUDENT ___________________  UNIQUE ID # ___________________

PROBLEM SEMESTER _____________  CAMPUS ___________________

ADVISOR ___________________  DATE ___________________

This is to verify that the above-named student experienced unusual and extenuating circumstances which had a negative effect on her/his academic performance during the indicated semester.

1. Description of problem:

________________________________________________________________________

2. Explanation of how problem was connected to student's inability to successfully complete the courses:

________________________________________________________________________

________________________________________________________________________

As a result, the student's academic record has fallen below standards for (check all that apply)

SCHOOL STANDARDS:

a) Academic Progress (Cum. Grade Point Average)

b) Academic Progress (Cum. Credits Accrued)

c) Academic Pursuit (Credits EARNED PER SEMESTER)

TAP ELIGIBILITY-NEW YORK STATE ACADEMIC STANDARDS

a) Progress-Cumulative GPA and/or Cumulative Credits Accrued

b) Pursuit- Percent of Completed credits per semester
(Grades NOT COMPLETED are: W, WX, or NG)

3. Advisor's evaluation of how the problem is sufficiently resolved and why the student can reasonably be expected to return to good academic standing:

________________________________________________________________________

During the implementation interview, the student submitted documentation (attached) which substantiates the need for consideration of mitigating circumstances and/or TAP waiver, according to the academic progress and pursuit policies of the College. The documentation will be placed on file by the Dean's office.

I will continue to meet with this student to develop strategies which will support retention and prevent future academic jeopardy. I recommend the following actions:

1) Grant Mitigating Circumstances: __________

2) Approve TAP waiver: __________

3) TAP ineligible, waiver previously granted: __________

4) TAP waiver not required: __________

ADVISOR'S SIGNATURE: ___________________
Adjustment to Academic Standing Form

PROBLEM SEMESTER____________________
Semester Year

ISSUED FOR____________________
Semester Year

Last Name First Name

Street Address

City State Zip

Student UID

Date

School Program

A review of your academic record indicates that your academic achievement at the end of the __________ semester, 20____, requires the following action according to the academic guidelines outlined in The College of New Rochelle catalog.

Status Categories:
- [ ] From Federal Financial Aid Warning to Good Academic Standing.
- [ ] From Federal Financial Aid Warning to Federal Financial Aid Ineligible.
- [ ] From Federal Financial Aid Probation to Good Academic Standing.
- [ ] From Academic Dismissal to Federal Financial Aid Ineligible.
- [ ] From Academic Dismissal to Federal Financial Aid Probation (see Academic Plan).
- [ ] From Academic Dismissal to Good Academic Standing.
- [ ] From Federal Financial Aid Ineligible to Federal Financial Aid Probation (see Academic Plan).
- [ ] From Federal Financial Aid Ineligible to Good Academic Standing.

Comments:

______________________________

NYSTAP Status (NY Residents Only)

[ ] Eligibility retained.
[ ] Must obtain a waiver to continue receiving TAP funds during the effective semester.
[ ] Ineligible for TAP funds or waiver.
[ ] 2.0 GPA waiver for an award _______ semester.
[ ] NY TAP waiver for an award _______ semester.

Students who are determined to be in a Good Academic Standing, Appeal are eligible for Federal and college Financial Aid. NY TAP eligibility, separately determined, is indicated above.

Dean or Designee Signature ___________________________ Date ________________
RE-ADMISSION FORM

STUDENT______________________________

CAMPUS_______

SS#_____________ LAST SEMESTER REGISTERED_______

SCORES ON RE-ENTRY ASSESSMENT:

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Sample</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HOLISTIC SCORE

Comments/Recommendations _______________________________________

_________________________________________________________________

_________________________________________________________________

Advisor __________ Date ______

Based on ________________________________________________________

_________________________________________________________________

_________________________________________________________________

I recommend this student for re-admission to the School of New Resources.

_____________________________ Date __________

Campus Director

Approved by:

_____________________________ Date __________

Dean/Designate

Dean's office/White Campus Advisor/Yellow

THE COLLEGE OF NEW ROCHELLE
School of New Resources
Office of the Dean

29 Castle Place, New Rochelle, NY 10805 • Tel: (914) 654-5520 • Fax: (914) 654-5664 • Web: www.cnr.edu

SNR – 003 2 Part NCR
GRADUATION AUDIT AT 80 CREDITS

Student’s Name ___________________________ Social Sec. No. ___________________________
Home Phone ___________________________ Business Phone ___________________________
Campus ___________________________ ATB Student?* Y N Date of GED Application ___________
Number of Credits completed to Date ___________ Professional Credits ___________ Current GPA ___________
Number of Credits Needed to Graduate ___________ Proposed Date of Graduation ___________
Application For Degree? Y N

*REVIEW GED AUDIT FORM

REQUIREMENTS:

<table>
<thead>
<tr>
<th>CORE REQUIREMENTS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience, Learning and Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO CORE SEMINARS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Human Values OR Human Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Experience OR Urban Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LTCA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modes of Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Interest Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing the Future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning: Statistics OR College Algebra and Trigonometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways of Knowing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AREA OF INTEREST: (30 Crs.) | Course Codes | Total Credits
--- | --- | ---
Introductory Level | 100 – 399 |   |
Intermediate | 400 – 699 |   |
Advanced | 700 – 899 |   |
Total No. of Credits | | |

INCOMPLETES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>No. of Credits</th>
<th>Resolvable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td>Y N</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td>Y N</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td>Y N</td>
</tr>
</tbody>
</table>

In order to graduate by the proposed date, student must: ___________________________

SIGNATURES: ___________________________ DATE ___________
Advisor

_____________________________ DATE ___________
Student
SENIOR STATEMENT – 108 CREDITS

1. I have maintained a 2.00 GPA.
2. I have a GED or High School Diploma on file.
3. I have no Incomplete or NG Grades.
4. I have completed or I am registered for all requirements within my Area of Interest.
5. I have completed my Math requirement.
6. I have completed my English requirement.
7. I have completed my Core Seminar requirement.
8. I have completed or I am registered for Ways of Knowing in the Liberal Arts which I understand I must pass in order to graduate.
9. I have completed Career Interest Review and Designing the Future.
10. I do not have any outstanding transcripts, including CLEP exams to be evaluated.

Advisor’s Signature  Student’s Signature  Date

cc: Student (white)  cc: Campus (yellow)
IF YOU EXPECT TO GRADUATE FROM THE
COLLEGE OF NEW ROCHELLE,
SCHOOL OF NEW RESOURCES, YOU:

1. Must have a minimum GPA of 2.0.

2. Must have a GED or High School Diploma on file.

3. Must not include any outstanding Incomplete or NG credits on your transcript towards your 120 required credits. (Incomplete grades must be changed within 90 days of their receipt.)

4. Must have successfully completed 30 credits in your Area of Interest reflecting introductory, intermediate, and advance level courses.

5. Must have successfully completed your Math requirement as stated in the Bulletin.

6. Must have successfully completed your English requirement as stated in the Bulletin.

7. Must have successfully completed your Core Seminar Requirements (Science and Human Values OR Human Body AND Urban Community OR American Experience).

8. Must have successfully completed both Career Interest Review AND Designing the Future as stated in the Bulletin.

9. Must successfully complete Ways of Knowing in the Liberal Arts.

10. Must have had all transfer credits (this includes credits for CLEP Exams) received and evaluated as stated in the Bulletin.

11. If you are seeking prior learning credits, a Prior Learning Portfolio evaluation must be completed as stated in the Bulletin.

12. Must have a Senior Statement on file at 108 credits.

Student’s Signature

Advisor’s Signature

Date
APPLICATION FOR DEGREE
SCHOOL OF NEW RESOURCES

ALL STUDENTS MUST COMPLETE AN APPLICATION FOR DEGREE IN ORDER TO GRADUATE. DIPLOMAS WILL BE ORDERED WITH NAMES AS DESIGNATED BY STUDENTS ON THIS FORM. IN ORDER TO PERFORM A NAME CHANGE, WE NEED TO KNOW THE BASIS FOR THE CHANGE AND LEGAL DOCUMENTATION AUTHORIZING THE CHANGE MUST BE PROVIDED. IF YOU ARE REQUESTING A NAME OTHER THAN WHAT IS INDICATED ON THE OFFICIAL STUDENT DATABASE, YOU MUST ATTACH A "CHANGE OF NAME FORM".

PRINT CLEARLY: INDICATE YOUR NAME AS IT WILL APPEAR ON YOUR DIPLOMA.

NAME

First
Middle
Last

ADDRESS

Street

City
State
Zip Code

Home Telephone
Business Telephone
Last 4 Digits of SSN

Campus Voice Mail
E-Mail

DEGREE: BACHELOR OF ARTS

EXPECTED DATE OF GRADUATION: YEAR

Check one: □ AUGUST 31
□ JANUARY 31
□ MAY

Application for Degree Deadlines: June 30th
September 30th
January 31st

CAMPUS (select one):

□ BROOKLYN
□ DISTRICT COUNCIL-37
□ NEW ROCHELLE

□ CO-OP CITY
□ JOHN CARDINAL O'CONNOR
□ ROSA PARKS

STUDENT’S SIGNATURE ____________________________ DATE ____________

*DIPLOMA PICK UP: AUGUST DIPLOMA PICK-UP AFTER OCTOBER 1, JAN. PICK-UP AFTER MARCH 1.
**Late orders/Replacement Diplomas 8-12 weeks from receipt of request. Notarized letter required for replacement diplomas.

FOR OFFICE USE ONLY:

APPLICATION RECEIVED
ORDER CODE NUMBER
DATE DIPLOMA ORDERED
ENTERED DATABASE
ENTERED IN P.C.

DISTRIBUTION:
WHITE - REGISTRAR
YELLOW - DEAN
PINK - CAMPUS
GOLD - STUDENT

29 Castle Place, New Rochelle, NY 10805 • Tel: (914) 654-5210 • Fax: (914) 654-5251 • Web: http://www.cnr.edu