

Idaho State University Faculty and Professional Advisor Handbook

College Advising Coordinators:

Dr. Ron Hatzenbuehler, Assistant Dean, College of Arts and Letters
Ms. Susan Hooks, Director of Undergraduate Programs, College of Business
Ms. Paula Mandeville, Advising Coordinator, College of Education
Dr. Seyed Mousavenezhad, College of Engineering
Dr. Linda Rankin, Assistant Dean, Division of Health Professions
Dr. Cynthia Culbertson, Director, Student Relations and Admissions, College of Pharmacy
Ms. Debbie Ronneburg, Director, Student Services, College of Technology
Ms. Becky Connell, Pre-Professional Advising, Division of Health Professions
Ms. JoAnn Hertz, Director, Central Academic Advising

Compiled by:

**Ms. JoAnn Hertz, Director
Central Academic Advising**

Rvsd 1.20.2012

Table of Contents

Part One: Philosophy, Structure, Ethics, and Legal Issues.....	5
Philosophy.....	5
Statement of Philosophy.....	5
Core Values of Academic Advisors	5
Advising Models	6
Structure	7
Advisor Roles and Responsibilities.....	7
Student Roles and Responsibilities	8
Advising Goals	9
Characteristics of Effective Advisors.....	10
Ethics 11	
Ethical Principles for Advising	11
Council for the Advancement and Support of Education (CASE).....	12
Legal Issues	13
Legal Issues Involved In Advising	13
Buckley Amendment - FERPA	13
How FERPA Applies to ISU Faculty & Staff	14
Part Two: The Advising Session - Communication Skills, Questioning Skills, Referral Skills, Assessment, and Other Important Concepts	16
Communication Skills.....	16
How to Be a Listener.....	16
Suggestions for Successful Advising Sessions	17
Questioning Skills	18
Tips for Asking Effective Questions	18
Referral Skills.....	19
Assessment.....	20
Advisor Self Assessment.....	20
Advising Folders/Case Notes/Record Keeping	22
Advisee Conference Notes	23
Other Important Concepts	24
Academic Differences between High School and College.....	24
Reminders for Effective Advising.....	26
Intrusive Advising (Phone, Mail & E-Mail).....	27
How to Put Developmental Theory into Practice.....	28
Part Three: Career Counseling.....	30
Making a Satisfactory Major Decision.....	30
Career Exploration	31
Career Center.....	33
Part Four: Admissions Information - Admissions Information, General Education, Course Placement, Grading/Honors/ Graduation, Major/Minors, Other	34
Admission Information.....	34
Catalog Requirements	39

General Education Requirements	40
General Education Summary.....	41
Course Placement	42
Guidelines for English Placement	42
Guidelines for Math.....	43
Challenge Examination Procedures.....	43
Grading, Graduation, and Honors	44
Grading System	44
Grade Point Averages.....	45
Academic Honors	45
University Graduation Requirements	46
Majors/Minors.....	48
Majors and Minors Earned After the First Bachelor's Degree	48
Change of Major Procedure – In HP1 System	Error! Bookmark not defined.
Requirements for Admission to Arts & Sciences Major for AY 2010-11	48
Other	50
Course Load and Student Classification	50
Part Five: Students in Academic Difficulty	52
Academic Probation and Dismissal.....	52
Academic Warning, Probation One, Probation Two, and Dismissal	52
Readmission	53
Advising Students Who Are In Academic Difficulty.....	53
Repeat of Courses.....	54
Dropping a Course.....	54
Withdrawal from a Course	55
Withdrawal from the University.....	55
Medical Withdrawals	55
Part Six: Transfer Issues	56
Transfer Policy	56
Acceptance of Credit from Other Institutions	57
Part Seven: Financial Aid & Scholarships.....	59
Financial Aid Satisfactory Academic Progress (SAP)	59
Scholarships Satisfactory Academic Progress (S. SAP)	59
Financial Aid Probation and Suspension.....	63
Financial Aid Appeal.....	63
Before Suggesting Dropping or Withdrawing Classes, Consider and Discuss with student:	64
Part Eight: Specific Student Populations.....	66
Athletes.....	66
Veterans.....	68
Handout for Veterans	69
Students with Disabilities.....	70
International Students.....	71
Applied Technology	Error! Bookmark not defined.
Articulation of Credits/Courses between College of Tech and Academic	73
Previous Articulations	73
English Department.....	73

Math Department.....	73
Speech Department.....	73
Engineering	74
Computer Science Department (COE)	74
College of Health Professions	74
Physics Department	74
Part Nine: New Advisor Information	75
Who Serves As Academic Advisors	75
Advising Process	75
Appeal Processes	75
At-A-Glance Advising Suggestions and Recommendations.....	77
Professional Advisors.....	79
Areas of Concentration for New Advisors	79
New Advisor Training Sequence.....	79
Advisor Training - Summer 2007 Training.....	80
Best Practices for AAC advisors	81
Appointment Outline.....	82
Mandatory Advising.....	84
Blocks Used At ISU	84
Registration Blocks Used In AAC	84
Part Ten: Resources, Handouts & Forms	86
Resources.....	86
ISU Resources	86
Free or Reduced-Cost Services at ISU for Students.....	87
The Bengal	88
Handouts.....	89
Overview of ISU Policies to Improve GPA	89
Improving Memory and Concentration	90
Note Taking Tips.....	91
Test Preparation Tips.....	92
“Procrastination is opportunity's assassin.” ~Victor Kiam.....	92
Test Taking Tips.....	93
Miscellaneous Study Tips	94
Time Management Study Tips	95
Academic Planning Calendar	98

Part One: Philosophy, Structure, Ethics, and Legal Issues

Philosophy

Statement of Philosophy

Academic advising is an important part of Idaho State University's commitment to the process of educating the student. Advising involves both the development and communication of accurate information regarding degree programs, courses, resources, University policies/procedures, and career opportunities intended to help students in attaining their educational goals.

The foundation of the advising process is the relationship between the advisor and the student. In this process, the faculty advisor helps students to review, select, and reach their educational objectives in a professional, helpful, and mutually respectful atmosphere that allows students to...

- < become well-informed about policies and procedures, curricular options, and academic program requirements;
- < clearly define their educational objectives;
- < plan programs which incorporate their interests, abilities, and career goals; and
- < make full use of the facilities and resources available at ISU.

Idaho State is committed to providing quality advising service to students in all academic programs. However, attaining this goal requires that both advisor and student understand their respective roles in the advising process.

Core Values of Academic Advisors:



To review the Core Values of Academic Advisors developed by the National Academic Advising Association (NACADA) go to:

www.nacada.ksu.edu/Clearinghouse/advisingIssues/Core-Values-Exposition.htm

Advising Models:

PRESCRIPTIVE, DEVELOPMENTAL, INTEGRATED, INTRUSIVE

In 1970, the Carnegie Commission on Higher Education identified academic advising as an important aspect of higher education and encouraged an increased focus on the activity. Advising research supports the Carnegie Commission and adds that academic advisers are crucial factors in a student's decision to remain in college. Though academic advising has existed in some form throughout the history of higher education, structured, theoretical models have developed and evolved over time: Prescriptive, Developmental, Integrated, and Intrusive.

Prescriptive advising: The relationship between the advisee and the adviser is based on authority and the handing down of advice. Advising sessions are almost exclusively related to courses and the requirements of a particular degree. Registration cycles drive this form of advising. This type of advising does not empower students to develop a sense of personal responsibility regarding their educational choices. The student assumes no responsibility for decision making and relies on the adviser's recommendations. Prescriptions focus on course selection, degree requirements, and registration.

Developmental advising: The relationship between the advisee and the adviser is based on equal and shared problem solving with a focus on personal growth of the whole student. It includes creating awareness of the relationship between education and life; setting realistic academic and career goals and then developing specific objectives to achieve these goals; fostering an awareness of life extending beyond the college years; achieving student awareness of rational cognitive processes for decision making as well as behaviors needed to carry them out.

Integrated advising: Advisers employ the strengths of both prescriptive and developmental advising models.

Intrusive advising: At-risk students, including those from minority groups; students who are academically disadvantaged or on probation; those with disabilities, cognitive problems, or psychological issues that interfere with academic success; or students from low socioeconomic levels or who may be struggling with family or financial concerns have unique needs. Advisers and the institution take the initiative in providing support services to help these students succeed.

Faculty members should select a style of advising upon which to base their advising sessions as well as deciding on a definition of academic advising that is most useful. One possibility is:

Academic Advising is considered an educational construct that depends on the understanding of college student behaviors as well as institutional conditions that assist students in planning and implementing educational and life goals. Three specific skills appear to be associated with this barometer of successful academic advising. They include communications skills, questioning skills, and referral skills.

References:

An Introduction to Student Development Theory, by Dr. Susan Clarkson, Emeritus, Central Michigan University:
www.reslife.cmich.edu/rama/index.php?section=Experienced_Staff&category=Intro_To_Student_Development_Theory

Developmental Advising: A Practical View, by William G. Hendey, Southern Illinois University Edwardsville:
www.psu.edu/dus/mentor/990115wh.htm

Help! Do I Have to Advise College Students, Too?, by Tonja M. Fillippino, Arkansas State University, Jonesboro on the Beebe Campus, Susan Barnett, Northwestern State University, Scott Roach, Northwestern State University
www.psu.edu/dus/mentor/

Structure

Advisor Roles and Responsibilities

Advisement is a shared responsibility, in that both the advisor and the advisee have certain responsibilities. Advisement is strongly encouraged prior to registering for classes, but the student is primarily responsible for seeking academic advising from the advisor.

The following are responsibilities of the advisor.

1.	To assist the student in developing a sound academic program by: A. Exploring interests, abilities, and goals with each student. B. Assisting the student in developing an academic plan that satisfies graduation requirements. C. Offering advice in the selection and sequencing of courses which meet requirements for accomplishment of the student's academic program. Note: Be especially alert to notify the student of choices which may eventually delay his/her planned graduation date. D. Helping the student explore career options that are consistent with the program of study. E. Monitoring student progress and helping the student make appropriate program adaptations.
2.	To make known to students the programs, resources, and services available in the university that may offer information/assistance at the student's particular stage of academic or career development.
3.	To establish a relationship of trust and openness to allow the student to become increasingly self-directing.
4.	To be a responsive listener to the student in areas of personal concern and to make referrals to specialized sources of help when needed.
5.	To discuss matters of general university adjustment with the student.
6.	To keep informed about university policies, regulations, programs, and procedures in order to answer student questions and concerns accurately.
7.	To keep a record of each student's progress.
8.	To post and maintain the required number of office hours (as determined by the advisor's department) on your office door and with the department secretary. Also, to maintain additional availability during the advisement period (the two weeks before registration).
9.	To pro-actively contact advisees on a regular basis. For example, notify the advisee of the upcoming advisement period.

Note: The Roles, Responsibilities, and Limitations originated by permission from Dr. Jerry Ford of Houston Bible College. We have modified them to meet our specific needs, but would like to recognize Dr. Ford for his input.

Student Roles and Responsibilities

Students must bear ultimate responsibility for development of their academic programs and for meeting all graduation requirements. For example, the student may choose to take courses other than those required for his program, which could potentially delay his graduation.

In the advisor-advisee relationship, the responsibilities of the student are:

1.	To meet with an advisor as frequently as necessary to assure a proper understanding of college programs, regulations, and procedures. Note: At a minimum, the student should meet with his advisor during the advisement period prior to each term in which he plans to enroll.
2.	To seek sources of information to assist in making life/career decisions.
3.	To contact the advisor when confronted with major academic problems and to keep the advisor aware of other problems which may affect academic performance.
4.	To be an active participant in the advisor-advisee relationship, and to become increasingly self-directing.
5.	To meet all graduation requirements, following the academic plan established by the student's consultation with the advisor.
6.	To maintain personal records of academic progress, and to resolve any discrepancies on the official grade reports by discussing the differences with the appropriate university office.
7.	To come prepared for any advisor-advisee meeting. Preparation requirements are determined by a student's particular advisor.
8.	Request re-assignment to a different advisor if necessary.
9.	Accept final responsibility for all decisions.

“The willingness to accept responsibility for one's own life is the source from which self-respect springs.” ~Joan Didion

Advising Goals

Basic to the development of an effective institutional advising program is determining what should be the goals of the advising process. The following goals or statements have been established by the *National Academic Advising Association (NACADA)*:

NACADA ADVISING GOALS	
1.	Assisting students in self-understanding and self-acceptance -- values clarification, understanding abilities, aptitudes, interests and limitations. (Personal Development).
2.	Assisting students in their consideration of life goals by relating interests, skills, abilities and values to careers, the world of work, and the nature and purpose of higher education. (Educational/Career Planning).
3.	Assisting students in developing an educational plan consistent with life goals and objectives -- alternative courses of action, alternate career consideration, and selection of courses. (Educational/Career Planning).
4.	Assisting students in developing decision-making skills. (Personal Development).
5.	Providing accurate information about institutional policies, procedures, resources, and programs. (General Information/Referral).
6.	Making referrals to other campus or community support services. (General Information/Referral).
7.	Assisting students in evaluation or re-evaluation of progress toward established goals and educational plans. (Educational/Career Planning).
8.	Providing student information to advisors and departments. (General Information/Referral).



Characteristics of Effective Advisors

Characteristics of Effective Advisors

- ▶ Interested in advising
- ▶ Demonstrates a concerned and caring attitude toward advisees
- ▶ Exhibits effective interpersonal and communication skills
- ▶ Available to advisees
- ▶ Frequent contact with advisees
- ▶ Intrusive behavior with advisees
- ▶ Knowledgeable of institutional regulations, policies, offerings, and procedures
- ▶ Monitors student progress
- ▶ Uses appropriate information sources
- ▶ Refers when necessary
- ▶ Supports advisor development programs
- ▶ Engages in developmental advising versus simply course scheduling

Used with permission from: Williams Crockett, The Noel Levitz, Center for Enrollment Management

Characteristics of Effective Advisors

- ▶ Approachable
- ▶ Detail-Oriented
- ▶ Knowledgeable
- ▶ Communicative
- ▶ Available
- ▶ Motivated
- ▶ Accepting
- ▶ Patient

Used with permission from: Williams Crockett, The Noel Levitz, Center for Enrollment Management

Ethics

Ethical Principles for Advising

1.	<i>Seek the best possible education for the advisee.</i> In an educational setting, the good that we hope to maximize is the education and its attendant benefits. It is not always easy to judge what will be the best education; our obligation is to do our best with the information available. This will benefit students, people with whom they will later have contact, and society as a whole.
2.	<i>Treat students equitably; don't play favorites or create special privileges.</i> Treating students equitably does not mean treating them all the same. Differences in students' needs require us to spend more time with one than with another and to advise one more intrusively than another. But the fact that we might like one student more or that we might share another's values would not justify differential treatment.
3.	<i>Enhance the advisee's ability to make decisions.</i> This is a key principle for developmental academic advising, so its presence here is welcome. As we all know, we cannot accomplish this goal without permitting the advisee to make decisions.
4.	<i>Advocate for the advisee with other offices.</i> Students will not get all the services they might from the college without a little help. There are limitations on this principle, for advocating too hard can reduce one's future effectiveness.
5.	<i>Support the institution's educational philosophy and its policies.</i> Advisors are responsible to educate students on institutional policies and procedures and to uphold the principles on which the policies were made. Advisors work within the structure and abide by the accepted university's practices and philosophies. Note that this principle does not preclude arguing against policies in appropriate forums.
6.	<i>Maintain the credibility of the advising program.</i> All concerned must perceive the program as giving advice that (a) is coherent, (b) is consistent with college policy, and (c) holds up when questioned.
7.	<i>Accord colleagues appropriate professional courtesy and respect.</i> This principle is not only about being polite to people; it is also a prohibition against encouraging students to believe negative things about the competence or character of colleagues. Opportunities to observe or violate this duty arise when a student asks which instructor to take a course from or asks for confirmation of something that "they" are saying against a particular individual. An institution where such a rule is not followed loses effectiveness because a student's inclination to gossip and jump to hasty conclusions is unduly reinforced, with long-term consequences.

Used with permission from: Williams Crockett, The Noel Levitz Center for Enrollment Management

Council for the Advancement and Support of Education (CASE)

CASE's Mission

The purposes of CASE are to develop and foster sound relationships between member educational institutions and their constituencies; to provide training programs, products, and services in the areas of alumni relations, communications, and philanthropy; to promote diversity within these professions; and to provide a strong force for the advancement and support of education worldwide.

CASE Statement of Ethics

Institutional advancement professionals, by virtue of their responsibilities within the academic community, represent their colleges, universities, and schools to the larger society. They have, therefore, a special duty to exemplify the best qualities of their institutions and to observe the highest standards of personal and professional conduct.

In so doing, they promote the merits of their institutions, and of education generally, without disparaging other colleges and schools.

Their words and actions embody respect for truth, fairness, free inquiry, and the opinions of others.

They respect all individuals without regard to race, color, sex, sexual orientation, marital status, creed, ethnic or national identity, handicap, or age.

They uphold the professional reputation of other advancement officers and give credit for ideas, words, or images originated by others.

They safeguard privacy rights and confidential information.

They do not grant or accept favors for personal gain, nor do they solicit or accept favors for their institutions where a higher public interest would be violated.

They avoid actual or apparent conflicts of interest and, if in doubt, seek guidance from appropriate authorities.

They follow the letter and spirit of laws and regulations affecting institutional advancement.

They observe these standards and others that apply to their professions and actively encourage colleagues to join them in supporting the highest standards of conduct.

The CASE Board of Trustees adopted this Statement of Ethics to guide and reinforce our professional conduct in all areas of institutional advancement. The statement is also intended to stimulate awareness and discussion of ethical issues that may arise in our professional activities.

Legal Issues

Legal Issues Involved In Advising

With students becoming increasingly more consumer oriented, the advisor has rightful reason to be concerned with legal issues. While the courts have exercised restraint in entering the academic arena to make strictly academic judgments, they have clearly taken the stand that students are protected, even from academic decisions if the decisions are arbitrary, abridge constitutional rights, violate due process, compromise privacy rights, or violate the contractual relationship between student and university.

Constitutional rights due a student in a private institution include freedom of speech, right of redress of grievances, right to due process and equal protection. There must be no differentiation in the provision of advising or other educational services based on the student's sex, religion, age, veteran status, handicap, sexual preference, race, color, or national origin. These rights also apply to advisors, of course.

Contractual relationships affect the advising process more than any other legal issue. In general terms, the institution tells the student that if he abides by all reasonable regulations, pays all tuition and fees, maintains a certain grade point average, and accumulates the proper courses for a program, a degree will be awarded. The terms of the "contract" are contained in the Academic Catalog and other institutional documents, unless specifically excluded. Although courts do not apply contract law rigidly when interpreting academic contracts, institutions are required to follow their own rules. Promised services that are not delivered may result in initiation of some legal action. Statements of advisors may become part of the legally enforceable contract, and therefore, advisors must exercise caution in making promises to students. In general, advisors will not be held personally liable for erroneous advising unless it constitutes gross negligence, irresponsible behavior, or arbitrary treatment. Advisors should keep notes of their discussions with advisees to allow the settlement of a dispute over what advice was given. Students are also bound by the Academic Catalog and Student Handbook, and consequently, they cannot blame their advisors if they miss published deadlines. Furthermore, student allegations of verbal promises will not likely carry much weight in court.

Buckley Amendment - FERPA

Since advisors should maintain records of academic information on their advisees, they must understand the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, often referred to as the Buckley Amendment. This act gives students the right to inspect most of their academic records and prohibits disclosure of most information without the student's written consent. Furthermore, only school officials with a legitimate educational interest may see the files. Grades and other information are not to be sent to parents unless the student has filed a request form with the Registrar.

The only information which can ordinarily be released without consent is a student's name, place and date of birth, home and campus addresses, dates of attendance at ISU, and major and degree. If in doubt about the release of information, contact the Registrar.

Students' rights of inspection do not extend to personal notes placed in an advising folder by the advisor. If a change of advisor occurs, such personal notes should be removed from the file before sending it to the new advisor, unless you wish them to be open to advisee inspection.

The Buckley Amendment also recognizes the advisor's right to privileged communications. In an effort to help a student, advisors can discuss confidential information with other appropriate individuals, e.g. deans, academic support staff or psychological counselor. Personal problems should remain confidential unless they indicate intentions to cause harm to the student or someone else. In fact, failure to respond to the duty to warn authorities, or an intended victim, could result in a finding of legal negligence.

As a final note, if you act in the student's best interest at all times, you will have little to worry about in terms of legal liability.

ISU Policy and Procedures System at: www.isu.edu/departments/areg/ferpafacts.shtml

How FERPA Applies to ISU Faculty & Staff

In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA):

- ▶ The student educational records are made available to staff and faculty who have a need to know when fulfilling their official responsibilities at Idaho State University.
- ▶ Such educational records are released on the condition that they will be used for a specified educational purpose and officials will not permit any other access to the information without the written consent of the student involved.

FERPA authorizes the release of "Directory Information" without the student's prior consent under certain conditions which are set forth in the Act. Idaho State University has defined its "Directory Information" as follows:

- < Student Name
- < Address listings
- < Telephone listings
- < E-mail Address
- < Dates of Attendance, including whether or not currently enrolled
- < Enrollment Status
- < Class Level
- < Full-Time/Part-Time Status
- < College
- < Major field of study
- < Degree Types and Dates
- < Club and Athletic Participation Records

"Personally Identifiable Information" is information contained in any record which makes a student's identity easily traceable. You must take care to protect this information from third parties outside the University and you must work within the confines of legitimate educational interest within the institution.

The Office of the Registrar is required by FERPA to have a signed "Acceptance of Responsibility" form for each Faculty and Staff person at Idaho State University who has access to Student Educational Records. If you have not done so, please print the form, sign it and return it to our office at Campus Box 8196.

Almost any student-related piece of paper is part of that student's educational record. Also, student-related information displayed on a computer screen is considered part of the student's educational record.

Grades:

Students' scores or grades should not be displayed publicly. Even with names obscured, numeric student identifiers are considered personally identifiable information and must not be used. Grades, transcripts or degree audits distributed for purposes of advisement should not be placed in plain view in open mail boxes located in public places.

Papers:

Graded papers or tests should not be left unattended on a desk in plain view in a public area nor should students sort through them in order to retrieve their own work.

Athletes:

The education records of student athletes are covered by FERPA. Without a signed consent form, personally identifiable information may not be disclosed from the education records of student athletes.

Class rosters/grades sheets:

These and other reports should be handled in a confidential manner and the information contained on them should not be re-disclosed to third parties.

Parents:

Parents, spouses and other relations do not have a right to information contained in a student's education record.

Electronic Data Storage:

Access to the Student Information System is not tantamount to authorization to view the data. Faculty and staff are deemed to be "school officials" and can access data in the Student System if they have a "legitimate educational interest." A legitimate educational interest exists if the faculty or staff member needs to view the education record in order to fulfill his or her professional responsibility. Neither curiosity nor personal interest is a legitimate educational "need to know."

The consequences for not following the law are as follows:

- ▶ Lawsuit
- ▶ Loss of Federal funding
- ▶ Conviction of a misdemeanor under the Public Information Act:
 - < Confinement in the county jail not to exceed 6 months
 - < Fine not to exceed \$1,000 or
 - < Both
- ▶ Dismissal

***Important note:** The above information is intended to give general information and to acquaint faculty and staff with some of the privacy issues surrounding students' educational records. It is not intended as nor is it a substitute for legal advice on any particular issue.*

Part Two: The Advising Session - Communication Skills, Questioning Skills, Referral Skills, Assessment, and Other Important Concepts

Communication Skills

How to Be a Listener

Few skills are more important to advising than the ability to listen. John Drakeford, in his book The Awesome Power of the Listening Ear, suggests some ways to practice the art of listening.

1.	Decide to be an alert listener. Resist that tendency to “tune-out.” Listening is always an active mental process requiring complete attention to the information being given.
2.	Determine the accuracy of all information given and examine the motives of the one giving the information. Seek to understand the reason the communication is taking place at this particular time.
3.	Look for the deeper message given by the facial expressions, gestures, and other body movements of the speaker.
4.	Evaluate the communication in light of its personal relevance and benefit. Seek to set aside personal biases which block or distort the message.
5.	Keep interruptions to listening at a minimum. Avoid all unnecessary distractions.
6.	Anticipate the direction of the speech and mentally forge ahead of the speaker. Compare your insights with those of the speaker.
7.	Focus attention on the primary theme of the speech and be aware of material that supports the theme.
8.	Summarize your thoughts periodically and thus establish a firm basis for future understanding.
9.	Use all illustrations and examples as reference points for remembering the outline of the speech.

Good listeners do not lean back in a chair with half-closed eyes. Nor do they doodle on a pad or glance impatiently at their watch. Good listeners are alert, relaxed, and guarded against interruptions. Their eyes and mind are focused upon the speaker. Good listeners always seek to give the impression, “tell me more.”

Used with permission from: Jerry Ford, Houston Baptist University

Suggestions for Successful Advising Sessions

1.	Opening. Greet students by name. Be relaxed and warm. Open with a question like, “How are things going?” or “How can I help?”
2.	Phrasing Questions. Conversational flow will be cut off if questions are asked so that only a yes or no reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about business as a career?”
3.	Out-Talking the Student. Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the student’s words.
4.	Accepting the Student’s Attitudes and Feelings. A student may fear that the advisor won’t approve of what he says. Advisors must convey their acceptance of these feelings and attitudes in a nonjudgmental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.
5.	Cross-Examining. Do not fire questions at the student like a machine gun.
6.	Silence in the Interview. If the student is silent at some point in the session, be patient and give the student time to respond. The student may be thinking, assessing, deciding, or groping for words or ideas.
7.	Reflecting the Student’s Feelings. Communicate an understanding of what the student says. For example, it is better to say, “You feel that the professor is unfair to you,” rather than something that may be perceived as dismissive or patronizing like, “Everyone has trouble getting along with professors sometimes.”
8.	Admitting your Ignorance. If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.
9.	Setting the Limits on the Interview. It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.
10.	Ending the Interview. Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think that we have done all we can for today?” or “Let’s make another appointment so that we can go into this further.”

Used with permission from: Williams Crockett, The Noel Levitz Center for Enrollment Management

“Attitudes are contagious. Are yours worth catching?” ~Dennis and Wendy Mannering

Questioning Skills

Tips for Asking Effective Questions

- ▶ **Be sure the question you are asking is clear** in your own mind. Think through what you want from the student before you ask the question. Avoid ambiguous questions. Questions should be purposeful and direct.
- ▶ **Ask only one question at a time.**
- ▶ **Use "probing."** Probing is the use of further questions to force the student to put together his or her partial knowledge into a more complete answer. Probing often involves the use of follow-on or leading questions to help the student answer the initial question or to provide a more complete answer.
- ▶ **Avoid leading questions.** Questions, such as "Don't you think that ...?" will not encourage students to offer opinions and views on the subject. Students often believe that they should wait to be told the answer and that they should think the same way as the tutor.
- ▶ **Avoid yes/no questions and questions that require only a one-word response.** It is difficult to get a discussion going or foster an active learning environment by asking students questions that only require a one-word response.
- ▶ **Admit when you don't know the answer.** You'll lose more credibility by giving wrong information than by stating that you don't know. If you don't know the answer to a student's question, say so, "That's a good question. I'm not sure about that." Follow up by looking for the answer.
- ▶ **Try to use natural language.** Students tend to be intimidated by technical talk.
- ▶ **Acknowledge.** Make sure that each comment is greeted with some gesture of acknowledgment: a head nod, a smile, a verbal "Good" or "Interesting" or "I see what you mean."
- ▶ **Look for chances to give positive feedback,** (e.g., "Now that's an intriguing way to look at it" or "Exactly, you've hit the nail on the head.") Use more positive than negative language in verbal responses. Use encouraging statements to show your interest and to keep the student talking about an important area. These include the simple "I see", "uh-huh" and "yes, keep going."
- ▶ **If a student does not or cannot respond, don't force the issue.** Try rephrasing the question or probing to get to the question you have asked. Avoid answering the question yourself. Allow the student plenty of time to think and respond.
- ▶ **Look for chances to refer back to a student's earlier contribution** to weave into the current discussion (e.g., "That ties in nicely to what you said earlier about X.").

Referral Skills

1. Referral decisions -- ability to determine whether a referral should be made.

- Determine the problem(s).
- Determine whether or not you can help and/or are qualified to offer the assistance needed.
- Determine possible agencies or persons to whom the student may be referred.

2. The Referral process -- ability to refer the student to the proper person or agency for help.

- Explain in a clear and open manner why you feel it is desirable or necessary to refer.
- Take into account the student's emotional and psychological reaction to the referral.
- Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
- Explain fully the services which can be obtained from the resource person or agency you are recommending.
- Reassure the student about capability and qualifications of resource to help meet the particular need expressed.
- Attempt to personalize the experience by giving the student the name of a contact person to ask for, or help by calling for an appointment for the student. Give directions to the office if necessary.
- Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
- Assist the student in formulating questions to ask or approaches to take.
- Transmit all the information essential for helping the student to the person or agency that will assist the student.

3. Follow up -- ability to evaluate the appropriateness and effectiveness of the referral.

- Determine if the student kept his appointment.
- Discuss with the student his evaluation of the help received from the agency or person.
- Determine whether you selected the appropriate source of help for the student.

Used with permission from: Williams Crockett, The Noel Levitz Center for Enrollment Management



Assessment

Advisor Self Assessment

Availability		Yes	No
1.	I have regularly scheduled office hours for advisees to meet with me throughout the semester.		
2.	I have special office hours for advisees during registration.		
3.	When I schedule office hours for advising, I stay in my office in case students drop in.		
4.	I publicize my office hours for advising.		
5.	I spend as much time with my advisees as they want.		
6.	I take the initiative to have my advisees meet with me.		
Information		Yes	No
7.	I keep up-to-date course schedules and catalogs in my office.		
8.	I know the dates for deadlines such as pre-registration, drop/add, etc.		
9.	I am aware of the course offerings of my department each semester.		
10.	I keep informed about the current and/or future career possibilities for those with a bachelor's degree in my field.		
11.	I am knowledgeable about resources and services on campus (and keep current information about them in my office) that can fill the gaps when I cannot help a student completely with a problem.		
12.	I know my advisees' first names.		
13.	I explain to my advisees in what ways I can service them as an advisor.		
14.	I have a file of names and addresses of my advisees.		
15.	I check my advisee's name just prior to our meeting so that I will remember it during the interview.		
16.	I thoroughly explain to my new advisees the college requirements and requirements for the major chosen by the advisee.		
17.	When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.		
18.	I keep a record of my appointment dates with each advisee.		

19.	When I find new information which might be helpful to an advisee, I take the initiative to pass it along to him or her.		
-----	---	--	--

Helping		Yes	No
20.	If I know of a resource that could be potentially helpful to an advisee, I offer to help contact that resource (personally, by letter, phone call, etc.)		
21.	When a goal an advisee has set is unrealistic or impossible in my opinion, I explore this with the advisee.		
22.	I want to communicate to my advisees that I care about them as people.		
23.	When it comes to my attention, and whenever possible, I try to help my advisees cut university red tape.		
24.	I encourage and/or help my advisees to draw up an outline of proposed courses extending beyond the current year.		
25.	I help my advisees with problems involving study skills or low academic performance.		
26.	I do not make decisions for my advisees, but place most of my emphasis on helping them make decisions for themselves.		
Advisee Behavior		Yes	No
27.	I am interested in my advisee's life goals as well as college goals.		
28.	I attempt to establish a warm and open working relationship with my advisees.		
29.	I am able to be honest in communicating my opinions of my advisees, their goals, capabilities, etc., even if that opinion is uncomplimentary.		
30.	When an advisee disagrees with something I say; I try not to become defensive.		
31.	When advisees consider changing colleges, I feel that I am helpful in exploring alternatives.		
32.	I feel helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.		
33.	I am able to communicate realistic perceptions of my advisee's strengths and potential problems in relation to their major and post-college plans.		
34.	With respect to abilities, I focus on my advisees' potentialities rather than limitations.		

Used with permission from: Williams Crockett, The Noel Levitz Center for Enrollment Management

Advising Folders/Case Notes/Record Keeping

Keep an active file on each advisee. It will be easier for you to advise if you arrange each student's materials in a way that makes it easy for you to get at his or her information. By maintaining an advisee file, you will be able to document the dates of advisee visits and the content of those discussions. Each folder should include the following materials and information:

1.	A case note sheet which includes dates, issues discussed, and recommendations made.
2.	A copy of the transfer credit evaluation, if applicable
3.	Copies of the student's transcripts
4.	Notes from meetings.
5.	ISU Petitions: financial aid; transfer equivalencies, re-admissions, etc.
6.	Copies of major worksheets and applications
7.	Copies of minor worksheets and applications
8.	Correspondence



Advisee Conference Notes

Sample

Advisee's Name ID Number _____ Major _____	Notes:
---	--------

Date	Subject of Conference/Comments	Length of Conference

Other Important Concepts

Academic Differences between High School and College

Whether the student is a recent high school graduate or has been out of high school for some time, the high school experience is generally the main context students have for understanding what college might be like. New college freshmen, no matter their age, need to understand the differences between high school and college structure.

Student - Teacher Contact

Instructor-student contact is more difficult and less frequent (1-3 times/week) as compared to closer and more frequent contact in high school (5 days/week).

Dependence

The student is on his or her own. Great self-discipline is required. In high school, the student is told what to do in most situations.

Schedule Structure

Except for class meeting times, college lacks structure. The student needs to input structure into his or her days. In high school, the days were very structured and structured by others.

Class Structure

College classes may be conducted differently from high school classes (lecture style, labs, large and small group discussions, etc.).

Amount of Academic Work

The amount of reading, writing, and studying required is much greater than high school. (The general rule is to study two (2) hours outside of class for every hour (1) spent in class.)

Study Distractions

One of the biggest concerns of students is that they cannot find a quiet place to think or study. Discipline of going to the library or finding quiet study areas has to be learned. In high school, students probably had their own room or a specific study area. There are many more distractions in college and many more temptations to neglect academic needs. In high school, there are distractions from school and community activities, but these are partially controlled by school and home.

Expectations

Professors may not act like high school teachers and they may seem to expect different things from students. Professors expect students to be responsible for learning. Learning is mainly up to the student. Instructors function as guides. There is insufficient time to provide numerous drills, practices, and reviews.

Prioritizing

With no one looking over the student's shoulder, the temptation to put things off will need to be overcome. In high school, the teacher probably kept after the student if he was not doing assignments.

Freedom

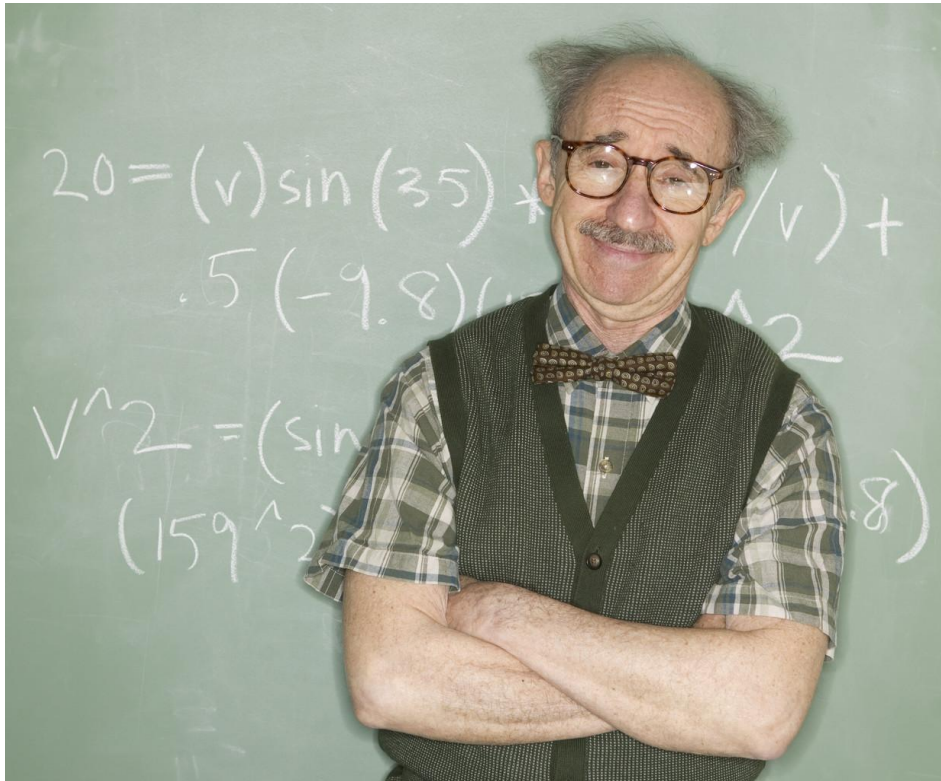
Students will have not only a lot more work and responsibility, but also a lot more freedom. This includes productively filling the 148-150 hours each week that they will not be in classes.

Choices

The students will have a lot of choices and decisions to make (they choose their own courses, their own time schedule, and even whether or not to attend class). So many classes, careers, clubs, fraternities, sororities, and sports...

Value Judgments

Student to student and instructor to student contact may lead to new value judgments arrived at without much outside guidance. Student often makes value judgments based on previous values. In high school, the student many times has value judgments made for him.



“A good question is never answered. It is not a bolt to be tightened into place but a seed to be planted and to bear more seed toward the hope of greening the landscape of idea.” ~John Ciardi

Reminders for Effective Advising

1.	Care about students as people by showing empathy, understanding, and respect.
2.	Establish a warm, genuine, and open relationship.
3.	Be a good listener.
4.	Establish rapport by remembering personal information about students.
5.	Be available by keeping office hours and appointments.
6.	Provide accurate information. When in doubt, use all available information sources.
7.	Know how and when to make referrals, and be familiar with referral sources.
8.	Do not refer too hastily; on the other hand, do not attempt to handle situations for which you are not qualified or comfortable.
9.	Have students contact referral sources in your presence, when possible.
10.	Keep in frequent contact with students; take the initiative; don't always wait for them to come to you.
11.	Do not make decisions for students; help them make their own decisions.
12.	Focus on students' strengths and potentials rather than limitations.
13.	Seek out students in informal settings.
14.	Monitor students' progress towards educational goals.
15.	Determine reasons for poor performance and direct students to appropriate services.
16.	Be realistic and honest with students.
17.	Clearly outline students' responsibilities.
18.	Follow through on commitments made to students.
19.	Encourage students to consider and develop career alternatives, when appropriate.
20.	Keep an anecdotal record of significant conversations for future reference.
21.	Evaluate the effectiveness of your advising.
22.	Do not be critical of other faculty or staff to students.
23.	Be knowledgeable about career opportunities and the job outlook for various majors.
24.	Encourage students to talk by asking open-ended questions.
25.	Do not betray confidential information.

Used with permission from: Williams Crockett, The Noel Levitz, Center for Enrollment Management

Intrusive Advising (Phone, Mail & E-Mail)

➤ Contact each advisee who received a “U”, “D” or “F” on midterm grade reports.
➤ Contact advisees who were placed on probation. Offer assistance in helping them problem solve their situation (Refer to the Center for Teaching and Learning for individual academic coaching or to the Academic Advising Center).
➤ Notify advisees of the advisement period for pre-registration and explain appointment setting procedures.
➤ During the advisement period, meet with each advisee to discuss scheduling for pre-registration.
➤ Contact advisees who did not pre-register for the next fall/spring semester (Request names from the Office of the Registrar).
➤ Meet with each advisee that indicates problems through grades, behaviors, instructor reports or referrals and by student request.
➤ Encourage all advisees to contact you regarding their questions and to receive support.



How to Put Developmental Theory into Practice

<p>1. Consciously raise questions. Help students determine what it is they know about majors and their relationship to fields of study, personal interests, and career goals.</p>
<p>2. Probe assumptions about majors. Help students ask themselves what they assume or take for granted about their ideas on academic majors and the relationship between academic majors and the relationship between academic majors and what students want to do.</p>
<p>3. Help students draw inferences. Help students build if/then contexts from the initial choices they make.</p>
<p>4. Challenge conclusions. Help students test their own conclusions and decisions by having them talk with different types of people who have expertise in the students' areas of interest.</p>
<p>5. Allow students their own mind. Students need to develop a sense of responsibility which can include refusal of advice and even result in failure. Advisors need to provide appropriate information but they must also respect the student's right of self-determination.</p>
<p>6. Teach advisees how to make decisions. Elevate the advising function from a prescriptive and mechanical role of signing forms to more of an art form. Advisors who can teach the advisee how to make decisions is most effective and contribute to the most significant goal of a college education—developing mature and self-directed students.</p>
<p>7. Discuss course content with the students. Before or after the student takes the course, discuss how that course might be useful to his career, or ask what he got out of the course, what did he or she learn about self.</p>
<p>8. Challenge the idea of “compartmentalization.” Students do not become knowledgeable by only taking courses and they do not attain social skills only from extracurricular activity. Skills and learning occur as a result of an array of experiences. Have the student take a “fun” class. Discuss the value of the course beyond the content.</p>
<p>9. Let the student struggle. Before jumping to assist the student by making the decision, by talking to the professor, by filling out the forms, by choosing the courses, etc., see how capable the student is of doing it herself. Tell the student to make the decision (you lay out the pros and cons), guide the student on what to say to the professor and have her make the call from your office, give the forms to the student and point out and explain some confusing areas, and have her fill it in (she could fill it out in the waiting area and have you check it over when she is through), describe the array of courses the student can choose from and make her choose one.</p>
<p>10. Articulate your belief in developing an appreciation for diversity. Students have more of an opportunity to develop, not only a tolerance for, but an appreciation of the diversity that they are exposed to if they are told that it is important and valuable. Be an example.</p>

How to Put Developmental Advising Into Practice (Cont'd)

<p>11. <i>Adapt your advising session to the student.</i> Strategies, techniques and content need to be delivered to the student based on the environmental factors that the student brings to the session. Returning, non-traditional men and women, minorities, veteran, commuter, transfer, economically, socially, culturally disadvantaged, the talented, the student with a disability, part-time, evening, and other characteristics can be assessed and the advising can be adapted to the needs of the students. Effective advisors will be aware of these differences and be prepared to address them.</p>
<p>12. <i>Explain the “why” behind the general education requirements.</i> The intellectual competence of the student can be expanded by having a firm understanding of the purpose behind the goal requirements.</p>
<p>13. <i>Encourage students to become involved.</i> Study groups, organizations, meeting with professors for help with class, can all contribute to interpersonal competence.</p>
<p>14. <i>Address the hidden and overt emotions of the student.</i> Students may need empathy and reassurance regarding their feelings. Knowing that others, even the advisor, have had similar experiences may help to neutralize the emotions. Advisors could appropriately self-disclose and relate experiences of other students.</p>
<p>15. <i>Have the student gather information from all appropriate sources before making a decision.</i> Autonomous decisions without input may not be well-grounded. Encourage an “information-gathering” semester in which the student understands his need for interdependence.</p>
<p>16. <i>Challenge students to find the answers within themselves.</i> Help students to discover their personal values by being accepting of their ideas, by encouraging them to make the decision, by reassuring them that there is rarely a “wrong” decision.</p>
<p>17. <i>Encourage students to live on campus their first year.</i> Students can learn to tolerate and appreciate others’ differences through exposure.</p>
<p>18. <i>Identify transferable skills.</i> The ability to write well, speak well, analyze, critique, debate, research, listen, negotiate, compromise, evaluate, accept criticism, accept praise, work in a group, meet deadlines, complete a project, learn, etc., are examples of skills that students will acquire from completing a degree and can utilize in any occupation.</p>
<p>19. <i>Encourage students to challenge themselves.</i> Even if they can “get by” with a light course, it could prove valuable and build integrity to take the more demanding course with the more demanding teacher.</p>

Part Three: Career Counseling

According to Dr. Vincent Tinto, 30% of freshmen will change their major and only 1/2 who graduate will work in the field they graduated in. Expand -

Making a Satisfactory Major Decision

Self-Knowledge
Listing activities the student enjoys doing (school, work, personal)
Reviewing academic transcript (strengths and weaknesses)
Listing work values the student desires in their career (e.g. income)
Listing personal skills

Occupational Knowledge
Encouraging the student to conduct an interview with a person in the profession
Encouraging the student to visit the Career Center
Using career library resources
Using government publications
Using occupational brochures/publications written by professional groups
Using a CO-OP or internship to gain direct experience in a specific area

Educational Knowledge
Helping the student identify courses that match their interests and abilities
Identifying to the student the majors related to these courses
Arranging a meeting with the appropriate chairperson to review curricula
Providing a list of minors or elective course work which will supplement their skills
Assisting the student in developing a schedule projection for the major (if possible)
Providing a list of correlations between the major and the career being considered

Used with permission from: Virginia Gordon

Career Exploration

Examples of probing questions for helping exploratory students become aware of the choice process (These are not in any order but are intended as possible probes for initiating discussion).

Self-Exploration
As far back as you can remember, what general occupational fields have you thought of?
What subjects did you enjoy in high school? In what subjects did you earn your best grades?
Do you consider your strengths to be in the math/science areas or in the social sciences?
What types of extra-curricular activities did you take part in high school? Which were the most enjoyable? What did you learn about yourself from them?
What are your best personal qualities? What do your friends like the most about you?
What do you see as your limitations?
Name the highest point in your life so far (your greatest accomplishment). What was it about the experience that made it special?
In what kind of work environment do you picture yourself five years after graduation?
If you have a spare hour to use, what do you do?
Why are you in college?
What does a college degree mean to you?

Used by permission from: Virginia Gordon

“The supreme accomplishment is to blur the line between work and play.” ~Arnold Toynbee

Academic Major/Occupational Information
What academic areas are you currently considering? What do you like about these areas?
What occupations are you considering? What about these occupations attracts you?
How do your abilities and skills fit the tasks necessary to succeed in these areas?
Will these occupations provide the rewards and satisfactions you want for your life?
What are the differences between the two (2) majors (occupations) you are tentatively considering? The similarities?
Who has influenced your ideas about these alternatives?

Decision Making

Do you ever have trouble making decisions? Little ones? Important ones?

How do you generally go about making a decision? Describe the process.

What specific strategies do you use?

Do you use the same method for all types of decisions?

Would you describe yourself as a spontaneous or systematic decision maker?

Do you make decisions by yourself or do you need other people's opinions first?

Are you feeling anxious about deciding on a major? Pressured?

How long do you think it will take you to make a decision? How long do you want it to take?

Used with permission from: Virginia Gordon

Career Center

CAREER CENTER

Museum Bldg. Room 440

282-2380

Counseling Services - Career counselors will help students utilize the best tools available to decide on their major and career options. Research shows that students who complete a career exploration course or who have had career counseling graduate from college at a higher rate. Counseling is free, however, a nominal fee is charged for the Strong Interest Inventory and Myers-Briggs Personality Type Indicator.

Individualized Career Counseling
COUN 150, Career & Life Planning Class
Interest Inventory and Personality Type Assessment.

Employer Relations - Students can gain practical work experience by participating in the internship program, and connect with employers at one of our career fairs. Career counselors will help them learn to write an effective resume and cover letter as well as how to interview like a pro. Students will gain access to the internship program, on-campus recruiters, on-line job vacancies, and have their resumes referred to prospective employers by registering with the Career Center.

Internship Program	General Career Fairs (fall and spring)
Education Career Fair (spring)	Health-Related Career Fair (spring)
Resume and Cover Letter Assistance	Videotaped Practice Interview & Feedback Sessions
On-Campus Recruiting	Resume Referral Service
On-line Job Vacancies	

Resource Center - Students can explore major and career options on our computerized career information system or check out a book over the weekend from our resource library. Potential employers can be researched via the Internet or in directories.

Idaho Career Information System
Employer Directories
Salary/Relocation Information
Job Search Books/Videos
Career-Related Informational Handouts
What To Do With A Major In . . . Books
Computer Lab with Internet Access

Part Four: Admissions Information - Admissions Information, General Education, Course Placement, Grading/Honors/ Graduation, Major/Minors, Other

Admission Information

Freshmen Admissions Requirements (As of fall 2010)

A degree-seeking student with fewer than fourteen (14) credits of baccalaureate-level postsecondary work from another college or university must satisfy the requirements listed below.

Assured Admissions – High School Graduate

- Completed Undergraduate Application
- \$40.00 application fee
- Freshman applicants with a 2.50 or better cumulative grade point average
- Meet Idaho State Board of Education high school core requirements
- Math minimum test score of 18 ACT or 490 SAT
- English minimum test score of 18 on ACT or 460 on SAT Critical Reading
- A student will be granted automatic conditional admission if he or she will be short in only one or two core classes but still meets the above criteria for GPA and test scores
- A student from Idaho will be evaluated for completion of the Idaho State Board of Education core upon receipt of a final high school transcript with the graduation date posted

Assured Admissions – Home School & GED students between 18 & 21 years old

- Completed Undergraduate Application
- \$40.00 application fee
- General Education Development (GED) average score of 450 with no individual score lower than 410
- Composite score of at least 21 on ACT or a 1050 combined SAT Math and Critical Reading score
- Math minimum test score of 18 ACT or 490 SAT
- English minimum test score of 18 on ACT or 460 on SAT Critical Reading

Conditional Admissions – High School Graduate

- Completed Undergraduate Application
- \$40.00 application fee
- Freshman applicants with a 2.25 or better cumulative grade point average
- Math minimum test score of 12 ACT or 270 SAT
- English minimum test score of 12 on ACT or 360 on SAT Critical Reading
- A student from Idaho will be evaluated for completion of the Idaho State Board of Education core upon receipt of a final high school transcript with the graduation date posted

Conditional Admissions – Home School & GED students between 18 & 21 years old

- Completed Undergraduate Application
- \$40.00 application fee

- General Education Development (GED) average score of 450 with no individual score lower than 410
- Composite score of at least 20 on ACT or a 1000 combined SAT Math and Critical Reading score
- Math minimum test score of 12 ACT or 270 SAT
- English minimum test score of 12 on ACT or 360 on SAT Critical Reading

GED Admission Requirements

- GED students younger than 18 years of age must petition the Admissions Appeals Committee to be considered for admission
- GED applications between 18 & 21 years of age are required to meet the admissions criteria outlined above
- Applicants 21 years of age and over must have a passing GED score with a 450 (45) and no individual score below 410 (41)

Petitions

Any student who does not meet the above criteria may petition for admission and will be considered on a case by case basis.

Idaho Core High School Classes

8 credits of English:

- Composition and Literature

6 credits of Mathematics:

- Applied math I OR Algebra I
- Applied math II OR Geometry
- Algebra II
- Geometry
- Analytical Geometry
- Calculus
- Statistics
- Trigonometry

*Four of the required math credits must be taken in the 10th, 11th, and 12th grades. An additional two credits are strongly recommended: Probability, Discrete math, Analytic Geometry, Calculus, Statistics, and Trigonometry.

5 credits of Social Sciences:

- American Government
- Geography
- US History
- World History
- Sociology
- Philosophy
- Economics
- Psychology

6 credits of Natural Sciences:

Anatomy, Biology, Chemistry, Earth Science, Geology, Physiology, Physics, Physical Sciences, Zoology, or approved Vocational Science (maximum of 2 credits only in Vocational Science). Laboratory science experience in two courses required.

2 credits of Humanities/Foreign Language:

Foreign Language, Literature, History, Philosophy, Fine Arts, or interdisciplinary humanities.

3 credits of Other College Preparation:

Speech and Debate, studio and performing arts (art, dance, drama, and music), additional Foreign language, and up to 2 semesters of approved vocational courses.

Total: 30

**Admission Agreement Student Letter
Admission by Petition**

Dear xxxxx

Welcome to Idaho State University! Central Academic Advising has received your signed Admission Agreement Contract. You now are admitted to the university. Please review your acceptance letter from the ISU Office of Admissions for important information regarding your ISU ID, ISU BengalWeb username, ISU email address, and temporary password information.

In general, students on an ISU Admission Agreement Contract must:

- Limit the number of credits in which they enroll,
- Enroll in an English course,
- Enroll in ACAD 1101 (College Learning Strategies) OR ACAD 1103 (College Learning Strategies for Math),
- Enroll in ACAD 1102 (First Year Seminar),
- Attend an in-person Fundamentals of Advising and Registration (FAR) session,
- Meet with an AAC advisor once a month to review progress,
and,
- Abide by the professional judgment of the academic advisor.

The ISU Admission Agreement Contract is designed to support your efforts toward achieving your academic potential. The advising staff will work closely with you throughout the duration of your Admission Agreement Contract. However, we will rely on you to schedule your monthly appointments and take responsibility for fulfilling all conditions of your agreement. At your monthly meetings, the advisor will answer your questions, clarify university policies and procedures, explain catalog information, identify ISU resources, discuss goals, and help with course selection.

The Admission Agreement Contract restrictions are in effect until you have earned a 2.00 GPA after completing 16 ISU college level credits which must include a three credit ISU college level English Composition course (ENGL 1101 or 1102) and nine credits from additional general education courses.

A “registration hold” is in place until you have attended the Fundamentals of Advising and Registration (FAR) session. At any time, you are invited to speak with an advisor to gain a full understanding of your requirements.

We look forward to meeting with you!

Sincerely,

JoAnn Hertz, Director, Central Academic Advising
Visit our website at: www.isu.edu/advising/

<u>Pocatello</u>	<u>Athletics</u>	<u>Idaho Falls</u>	<u>Meridian</u>	<u>Twin Falls</u>
Administration Bldg.	Holt Arena	Bennion Student Union	1311 E. Central Drive	CSI campus
208-282-3277	208.282.2575	208-282-7800	208-373-1700	208-282-4840

January 20, 2012
Letter to Transfer by petition students.

Dear xxx

Welcome to Idaho State University! The Academic Advising Center (AAC) received your signed Transfer Admission Agreement Contract. You now are admitted to the university.

The ISU Transfer Admission Agreement is designed to support your efforts toward achieving your academic potential at Idaho State University.

As a student admitted to ISU with a Transfer Admission Agreement, you are:

- limited to the number of credits approved by the Admission Committee;
- required to complete the online Transfer Fundamentals of Advising and Registration (TFAR) session prior to the first semester of attendance www.isu.edu/advising/nosearch/transfer_mad/index.shtml;
- required to complete the online Probation Workshop www.isu.edu/advising/nosearch/probation/;
- required to meet with a faculty advisor in your major www.isu.edu/advising/departments.shtml (if undecided, you are required to meet with an advisor in the Academic Advising Center).

The Transfer Admission Agreement contract remains in effect until you have earned a 2.00 ISU GPA after completing 16 ISU college level credits and a C- or better in English 1101 or 1102 (or equivalent).

You have received two letters from the ISU Office of Admissions with your ISU ID number, ISU BengalWeb username, ISU email address, and temporary password information. Please let us know if you have questions.

We look forward to assisting you in any way we can, in person, via email, or by phone! Please contact our Transfer Student Specialist, Susanne Forrest, at forrsusa@isu.edu if needed.

Sincerely,

JoAnn Hertz, Director
Central Academic Advising
www.isu.edu/advising/

<i><u>Pocatello</u></i>	<i><u>Athletics</u></i>	<i><u>Idaho Falls</u></i>	<i><u>Meridian</u></i>	<i><u>Twin Falls</u></i>
Administration Bldg.	Holt Arena	Bennion Student Union	1311 E. Central Drive	CSI campus
<u>208-282-3277</u>	<u>208.282.2575</u>	<u>208-282-7800</u>	<u>208-373-1700</u>	<u>208-282-4840</u>

Catalog Requirements

Candidates for associate or bachelor's degrees may choose to fulfill the degree requirements stated in any one catalog in effect during their enrollment at Idaho State University, subject to the following stipulations:

1. Candidates for bachelor's degrees must use a catalog in effect the year that they were accepted into their major program or any later year. For majors without a formal acceptance process, the choice of catalog year begins with the year in which the student first files an intent to major in that field. For students who change majors, it begins with the year in which they changed majors.
2. The catalog cannot precede the academic year in which the student graduates by more than 8 years.
3. Selection of a catalog for certifying graduation requirements must be approved by the department's chair or program director.
4. Students with a gap in enrollment in the University for three years or more from the date of last attendance must meet degree requirements as outlined in the catalog in effect at the date of their reenrollment, degree conferral date, or any subsequent catalog.
5. If a major program is discontinued by the University and the State Board of Education, students enrolled will be assisted in transferring to an equivalent program in the state. If there is no similar program within the state, currently enrolled students will be permitted to complete the program in accordance with existing graduation requirements.

Regardless of the Catalog the student chooses, deviations may be required for accreditation, licensing or State Board of Education mandates.



General Education Requirements

Overview/Philosophy

General Education requirements at Idaho State University are intended to help students lead meaningful, responsible lives in our complex society. To be able to do this, students must possess broad knowledge and the literacy skills necessary to give, receive, and interpret information effectively. They must possess the inquiry skills necessary to understand, evaluate and synthesize information for the purposes of problem solving and decision making.

Beyond the levels of skills, however, we want our students to become responsible local, national, and world citizens. Also, students must prepare themselves to adapt constructively when technologies or organizations become obsolete.

Advising Students on General Education Requirements

Some courses used to satisfy the General Education requirements may also be required in the student's degree program. So in the sense of meeting the general education and degree program requirements, the courses "double count."

Students should be advised to fulfill many of their General Education requirements as early as possible during their first and second year. Composition, speech, and mathematics should be courses in which students enroll in their first semester and continue enrollment from then on until the goal requirements are met.

Basic Skills Requirement

All students must demonstrate proficiency in basic reading, writing, and mathematics skills before enrolling in the credit bearing math and English courses required for their respective degrees. Proficiency is usually demonstrated with:

- Appropriate SAT/ACT test scores in math and English,
- Transferring credit for first-level English and mathematics courses,
- Or, appropriate scores on the COMPASS Placement Tests.

Students failing to demonstrate such proficiency will be required to enroll in Math 0015, or 0025, and/or English 0090 at the time of initial registration.

Performance in these review courses is graded on the basis of Satisfactory / Unsatisfactory (S/U).

The review courses do not apply toward minimum degree requirements and are not computed into the student's Grade Point Average (GPA). However, they do count toward Financial Aid calculations.

General Education Summary

The General Education requirements at ISU include 12 Goals from which a student selects courses in line with interests and college and degree requirements. How many Goals, specific Goal completion, and specific classes from Goals will be determined by the student's College, Major, and Degree.

<u>GOALS</u> <i>Check major department requirements to determine if specific Goal selections are required</i>	<u>INTENT</u>	<u>BA - College of Arts and Sciences</u>	<u>BAT/BAS & BS - All Colleges</u>	<u>BBA & BA - Non-Arts and Sciences Colleges</u>
<u>One - English Composition</u>	To express ideas in clear, logical, and grammatically correct written English.	<u>Goals 1 - 5</u> <u>are Required</u> <u>for all degrees</u>		
<u>Two - Speech Communication</u>	To express ideas clearly, correctly, logically, and persuasively in spoken English.			
<u>Three - Mathematics</u>	To gain an understanding of mathematics as a language in which to express, define, and answer questions about the world.			
<u>Four- Biological Sciences</u>	To understand how the biological sciences explain the natural world.			
<u>Five - Physical Sciences</u>	To understand how the physical sciences explain the natural world.			
<u>Six - Fine Arts</u>	To understand the creative processes, the aesthetic principles, and the historical traditions of one or more of the fine arts.	<u>Required</u>	<u>One class from two different Goals are required</u>	<u>Required</u>
<u>Seven - Literature</u>	To understand how major works of literature explore the human condition and examine human values.	<u>Required</u>		<u>Required</u>
<u>Eight - Philosophy</u>	To understand how major philosophies influence human thought and behavior.	<u>Required</u>	<u>One Class from three Goals are required.</u>	<u>Required</u>
<u>Nine - US History</u>	To understand the history and culture of the United States.	<u>Required</u>		<u>Required</u>
<u>Ten A - History Outside of US</u>	To understand a culture other than that of the United States	<u>Required</u>		<u>If students choose to take a Goal 10 class for General Education, they must choose between 10A and 10B – they may not take both for Goal completion.</u>
<u>Ten B - Foreign Language</u>	To develop communication skills in a foreign language and an understanding of its cultural context.	<u>Required</u>	<u>Required</u>	
<u>Eleven - Political Science or Economics</u>	To understand how political and/or economic organizations, structures, and institutions function and influence human thought and behavior.	<u>Required</u>		<u>Required</u>
<u>Twelve - Society</u>	To understand how people function within society.	<u>Required</u>		<u>Required</u>

Double Counting Sheet

Certain courses required for the major will also fulfill general education requirements. Review the list of general education classes that meet major requirements to determine what classes can be double-counted for each degree at <http://www.isu.edu/advising/docs/DoubleCountingUpdate1.pdf>.

Course Placement

The COMPASS test is a placement test and is not to be administered to students who are currently enrolled in a course or have subsequently taken an English (remedial or 101) class **for the purpose of placement**. Faculty may choose to use the COMPASS test as a pre/post test, which is fine. However, that use is not for placement. Once a student has begun an academic course, whether it is a regular English/Math course or a remedial course, the student is then bound by the grades received in those courses to advance to the next level.

Guidelines for English Placement

ENGL 0090- Basic Writing

Students should be enrolled in this course if their ACT English score is 17 or lower (SAT Verbal score below 450), or if the COMPASS Placement Test Writing score is 67 or lower.

Eng 1101 - English Composition

Students should be enrolled in this course if their ACT English score is between 18 and 24 (SAT Verbal score between 450 and 560), or if the COMPASS Placement Test Writing score is between 68 and 94.

Eng 1102 - Critical Reading and Writing

Students should be enrolled in this course if their ACT English score is between 25 and 30 (SAT Verbal score between 570 and 690), or if the COMPASS Placement Test Writing score is between 95 and 98.

Credit for English 1101 and 1102

Students who receive an ACT score of 31 or higher (SAT 700 or higher) will receive 3 credits each for English 1101 and 1102.

Students may have completed English Composition courses in an Early College program.

Students may have earned Advanced Placement credits (see scores below).

English Placement and Advanced Placement Scores

TEST SCORE	ENGLISH PLACEMENT
ACT English below 18 SAT Verbal below 450 COMPASS Writing score of 67 or below.	Eng 0090
ACT English 18 - 24 SAT Verbal 450 - 560 COMPASS Writing score between 68 and 94.	Eng 1101
ACT English 25- 30 SAT Verbal 570 - 690 COMPASS Writing score between 95 and 99. Students who use only the COMPASS Writing Test for placement into composition courses must take English 102!	given 3 credits for English 1101 and place into Eng 1102
ACT 31 or higher SAT 700 or higher COMPASS- no equivalent	given 3 credits each for Eng 1101 and 1102
Composition & Literature Advanced Placement (AP) Score 3 Advanced Placement (AP) Score 4 Advanced Placement (AP) Score 5	-given credit for Eng 1101 -given credit for Eng 1101 and 1102 -given credit for Eng 1101, 1102, and 1102
Composition & Language	-given credit for Eng 1101

Guidelines for Math

Math Placement Guidelines

To register for a math course listed in the column at the left, a student must meet at least one of the criteria listed to the right of the desired course:

Course Registering For	Successful completion of course #	ACT Math score	SAT Math score	COMPASS PreAlgebra Score	COMPASS Algebra Score	COMPASS College Algebra Score	COMPASS Trig Score
1170*	1144 or 1147	29	650				51
1144, 1157, 1160*, 2230	1143	27	620			51	
1130*, 1143, 1147, 1153*	1108	23	540		61		
1108, 1123*, 1127*	0025	19	460		45		
0025	0015	16	390	46			
0015	No Prerequisite Required						

* = Satisfies Goal 3 All other courses are pre-requisites. As of May 2010.

Challenge Examination Procedures

Students may request a challenge examination from campus departments to prove competency in a course. However, not all courses have the option of challenge examinations.

1. Petition the department to request the challenge examination using the generic ISU petition.
2. If/when approved, pay per credit fee at the cashier's window (main floor Administration Building).
3. Schedule test in the appropriate department or, for some courses, at the Counseling and Testing Center, 3rd floor Graveley Hall. Bring picture identification.
4. Department will determine the grade for the examination.
5. Department will send the grade to Registrar's Office and the grade will be noted on the transcript.

The grade that is earned on the test will appear on the official transcript. If the student wants to improve the challenge exam grade, he or she must enroll in the class.

Grading, Graduation, and Honors

Grading System

Plus and Minus Grading System

The plus and minus grading system took effect in the fall of 1999 for all new and transfer students and former students who have not attended for 5 years or more. Students who complete a degree program under the straight grading system will start any new degree program under the new plus-minus grading policy. New and transfer students with a plus-minus grading system using different point values for their grades will be assigned ISU point values for computation of the transfer grade point average. (U of I students in Idaho Falls are exempt from this policy)

Plus / Minus Grading System

A	4
A -	3.7
B+	3.3
B	3
B -	2.7
C+	2.3
C	2
C -	1.7
D+	1.3
D	1
D -	.7
F	0

On-line web sites for GPA calculation-
<http://www.isu.edu/areg/gpacalcp.shtml>



Grade Point Averages

Grade Point Average (GPA) is determined by dividing the total number of grade points earned during the period by the number of semester hours attempted. Only courses where grades of A, B, C, D, & F are awarded will count as hours attempted.

Credits for courses in which a “D” grade is earned are acceptable toward graduation unless specifically excluded for a particular course or degree.

Math Policies:

Students must earn a C- or better in any math class to advance to the next level of math. Students may graduate with a grade of D- or better in their Goal completing math class, unless a higher grade is required by the major department.

Academic Honors

Semester Honors

Students who complete at least 12 credits and earn a semester GPA of 3.66 will be on the Dean’s list.

University Honors Program

<http://www.isu.edu/honors/>

The University Honors Program at Idaho State University is an academic learning community that offers a broad range of enriched educational experiences, typically found at a small private college, for bright, talented, and ambitious undergraduate students.

Graduates of the University Honors Program receive Idaho’s only Honors Degree: the Honors Bachelor of Arts, the Honors Bachelor of Science, the Honors Bachelor of Business Administration, or the Honors Bachelor of Fine Arts.

Admission

- ▶ High school GPA of 3.6 or better
- ▶ Minimum ACT composite of 25 (SAT of 1100)
- ▶ Letter of reference from a high school teacher, official, or non-related individual (Principal, Assistant Principal, Counselor, or someone who can speak to the applicant's academic abilities)
- ▶ Writing sample (preferably 3-5 pages; please supply teacher’s name, class, and date written)
- ▶ List of classes taken and grades earned in Mathematics, English, Social Studies, and Natural Sciences (e.g., biology, chemistry)
- ▶ Non-freshmen and International students should consult with program Director for program options. Contact: Dr. Cynthia Hill, hillcynt@isu.edu.

University Graduation Requirements

Minimum requirements for graduation are as follows:

- ▶ Required courses and minimum total credit hours listed in the appropriate curriculum of the applicable catalog must be successfully completed.
- ▶ Completion of a minimum of 128 credits required for all Bachelor's degrees.
- ▶ A minimum of 36 credit hours in upper division courses must be completed for the baccalaureate degree.
- ▶ At least 16 upper division credits required for the major must be taken at ISU.
 - A maximum of 8 credits in each of organized music, nonsectarian religious courses, physical education
 - activities including all PEAC, DAAC, and MS 110), and speech and drama activities,
 - and a maximum of 4 credits in auto-tutorial foreign language courses,
 - AND a maximum total of 12 credits from a combination of these credits may be applied toward graduation.
 - A maximum of 8 credits of electives from Professional Technical Education course work.
 - A maximum of 64 credits without an Associate degree (a maximum of 70 credits from Idaho Junior Colleges with an Associate degree) accepted from 2-year institutions.
 - A maximum of 16 credits of correspondence study,
 - a maximum of 48 credits by examination and,
 - a maximum of 32 credits of experiential learning,
 - AND a maximum total of 64 credits from a combination of these credits may be applied toward graduation.
 - A maximum of 32 credits in business courses if the student is not a Business Administration major.
- ▶ Minimum ISU GPA of 2.0.
 - Minimum GPA of 2.0 for courses taken at ISU.
 - Minimum GPA of 2.0 for courses required by the major and minor department(s)
 - Some departments may require a higher minimum GPA
- ▶ Residency requirements met. Please note: Resident Credits are not synonymous with Idaho State residency definitions for tuition purposes. Students earn "Resident Credits" for credit-bearing ISU courses.
 - Thirty-two (32) credit hours of the last 50 completed at ISU are required for the award of any Baccalaureate Degree
 - Resident Credit is also granted for program-approved non-ISU courses completed in conjunction with ISU Outreach Education Centers. Please see www.isu.edu/departments/areg/ for the lists of approved programs and their courses.
 - University of Idaho courses completed at the Idaho Falls campus are counted as Resident Credit.
 - Of the last 24 credits applied to an Associate's Degree, 16 must be Resident Credits, as defined above.

- Of the last 50 credits applied to meet the graduation requirements for a Bachelor's Degree, 32 must be Resident Credits, as defined above.
 - At least 16 upper division credits required for the major must be Resident Credits, as defined above and approved by the department.
 - At least 6 credits required for the minor must be Resident Credits, as defined above and approved by the department.
 - Certain pre-professional curricula allow completion of the fourth year in a professional school. In these cases the last 32 credits of work taken before transfer to the professional school must be Resident Credits, as defined above.
- ▶ All debts and obligations to the University are paid.

Coming Soon - Information is in the process of being verified and updated

Majors/Minors

Majors and Minors Earned After the First Bachelor's Degree

An ISU student who wishes to complete additional majors or minors after the receipt of a baccalaureate degree at ISU (using general education and elective credits already earned) may be admitted as a “post baccalaureate student and must meet the major or minor course requirements as determined by the program.

Requirements for Admission to Arts & Sciences Major for AY 2010-11			
Department	Current Admission Requirement	New Admission Requirements	Contact Person
American Studies	Meet with department advisor to outline formal plan of study.	Students must complete goals 1, 2, and 3; complete AMST 200 with C or better; and have an overall gpa of 2.5 or better.	Dr. Margaret Johnson johnmarg@isu.edu
Anthropology	Complete major declaration form at the Anthropology Department office.	Complete major declaration form at the Anthropology Department office.	Dr. Richard Holmer holmrich@isu.edu
Art	2.5 overall GPA and 3.0 GPA in ART foundation courses (100, 103, 104, 105, 106) or submission of portfolio for faculty review.	2.5 overall GPA and 3.0 GPA in ART foundation courses (100, 103, 104, 105, 106) or submission of portfolio for faculty review.	Dr. Rudy Kovacs kovarudo@isu.edu
Pre-Architecture	2.5 overall GPA and 3.0 GPA in ART foundation courses (100, 103, 104, 105, 106) or submission of portfolio for faculty review.	2.5 overall GPA and 3.0 GPA in ART foundation courses (100, 103, 104, 105, 106) or submission of portfolio for faculty review.	Dr. Rudy Kovacs kovarudo@isu.edu
Biological Sciences	Complete major declaration form at the Biology Department office.	Complete major declaration form at the Biology Department office.	Sandy Mitchell (for Dr. Bowyer) mitcsand@isu.edu
Chemistry	Meet with program advisor to outline formal plan of study.	Meet with program advisor to outline formal plan of study.	Dr. Rob Holman holmrobe@isu.edu
Communication and Rhetorical Studies	No formal requirements.	No formal requirements	Dr. James DiSanza disajame@isu.edu
Criminal Justice	No formal requirements.	No formal requirements.	Dr. Gregg Leavitt leavgreg@isu.edu
Economics	No formal requirements.	No formal requirements	Dr. Dennis Stowe stowdenn@isu.edu
English and Philosophy	Meet with department advisor to outline formal plan of study.	Meet with department advisor to outline formal plan of study.	Dr. Margaret Johnson johnmarg@isu.edu

Geosciences	Complete major declaration form at the Geology Department office, and plan of study with department advisor. Completion of Goals 1, 2, and 3. Grade of C or better in GEOL 100 or 101 and GEOL 110.	Complete major declaration form at the Geology Department office, and plan of study with department advisor. Completion of Goals 1, 2, and 3. Grade of C or better in GEOL 100 or 101 and GEOL 110.	Dr. David Rodgers rodgdavi@isu.edu
History	Completion of Goals 1, 2, 3, 9, and 10A. 2.5 overall GPA.	No formal requirements	Dr. Laura Woodworth-Ney woodlaur@isu.edu
International Studies	Completion of Goals 1, 2, and 3. Minimum of 8 credits in a foreign language. POLS 221 with C or better. Minimum 24 credit hours with overall 2.25 GPA or better.	Completion of Goals 1, 2, and 3. Minimum of 8 credits in a foreign language. POLS 221 with C or better. Minimum 24 credit hours with overall 2.25 GPA or better.	Dr. Sean Anderson andesean@isu.edu
Languages and Literatures	Completed 27 credit hours of 300-level courses, most of which are given in the respective language	Meet with advisor to formalize plan of study.	Dr. James Fogelquist/ CathleenTarp tarphele@isu.edu
Mass Communication	Completion of MC 119, 121/121L, and 215 or 230/230L. Minimum overall GPA of 2.0 and Goals 1, 2, 6, 11 & 12. Submission of completed departmental application form, due by April 1 for Fall admission or November 1 for Spring admission	Completion of MC 119, 121/121L, and 215 or 230/230L. Minimum overall GPA of 2.0 and Goals 1, 2, 6, 11 & 12. Submission of official transcript and completed departmental application form, due by April 1 for Fall admission or November 1 for Spring admission	Dr. Thomas Terry terrthom@isu.edu
Mathematics	Completion of Goals 1 and 2. Completion of MATH 175 and completion of MATH 287 or 240, all with C- or higher. Completion of departmental plan of study with departmental advisor.	Completion of Goals 1 and 2. Completion of MATH 175 and completion of MATH 287 or 240, all with C- or higher. Completion of departmental plan of study with departmental advisor. Meet with advisor every semester. Contact Dr.Robert Fisher.	Dr. Robert Fisher fishrobe@isu.edu
Music	Contact Music department prior to first semester to be assigned a department advisor, and take diagnostic placement tests, and performance auditions	Contact Music department prior to first semester to be assigned a department advisor, and take diagnostic placement tests, and performance auditions	Dr. Randy Earles earlrand@isu.edu
Physics	After completion of 24 credits, meet with program advisor to outline formal plan of study.	After completion of 24 credits, meet with program advisor to outline a plan of study.	Dr. Richard Brey brey@athena.physics.isu.edu

Political Science	Minimum 24 credits with 2.25 GPA. Completion of Goals 1, 2, and 3. Completion of POLS 101 and 202 with minimum grade of C or better. Signed agreement between student and member of the faculty agreeing to academic advising.	Minimum 24 credits with 2.25 GPA. Completion of Goals 1, 2, and 3. Completion of POLS 101 and 202 with minimum grade of C or better. Signed agreement between student and member of the faculty agreeing to academic advising.	Dr.Wayne Gabardi gabawayn@isu.edu
Psychology	Completion of Goals 1, 2, and 3. Completion of PSYC 101 and 201 with a minimum grade of a D- or better. Minimum overall GPA of 2.0.	Completion of Goals 1 (C- or better), 2, and 3 (MATH 1153 is prereq for PSYC 227). Completion of PSYC 1101 and 2201 with a minimum grade of a D or better. Minimum overall GPA of 2.0.	Dr.Shannon Lynch lyncshan@isu.edu
Sociology	No formal requirements.	No formal requirements	Dr. Ann Hunter oakeann@isu.edu
Social Work	SOWK requirements: Minimum 61 credits completed. Completion of Goals 1, 3, 4, 11, and 12. Completion of SOWK 271, 272, and SOC 248, all with grade of C or better. Submission of formal application, 3-5 page typed statement which addresses job history, prior life experiences, and commitment to the SOWK profession, ethical standards, and factors in own life which lead to choice of career, and proof of professional background check which is due February 15th for Fall admission or October 1 for Spring admission.	SOWK requirements: Minimum 61 credits completed. Completion of Goals 1, 3, 4, 11, and 12. Completion of SOWK 2271, 2272, and SOC 2248, all with grade of C or better.* Submission of formal application, 3-5 page typed statement explaining why you would like to be a social worker and why you might be a good fit for the Social Work Program at ISU, and proof of professional background check. Application deadlines are October 1st for Spring admission and February 15th for Fall admission *Students must have completed or be currently enrolled in required coursework at the time of application to the Social Work Program.	Staci Jensen-Hart, MSW hartstac@isu.edu
Theatre and Dance	Meet with program advisor to outline formal plan of study.	Meet with program advisor to outline formal plan of study.	Dr. Randy Earles earlrand@isu.edu

Other

Course Load and Student Classification

Student Status

To be considered a full time student, an undergraduate must be enrolled for 12 or more credits. Graduate students are full time when enrolled for 9 or more credits.

For financial aid purposes, an undergraduate may qualify for half-time financial aid when enrolled for 6, 7, or 8 credits, and three-quarter time financial aid when enrolled for 9, 10, or 11 credits per semester.

To qualify for ASISU elective or appointive office, a student must enroll for at least 8 credit hours.

Of Note:

To graduate in four years, an undergraduate student must complete all required coursework with an average of 32 credits per year (16 credits per semester).

Full time fees are assessed at 10 credits. Part time students pay by the credit hour from 1 to 9 credits.

Full time status depends on the credit hours attempted (12 credits or more) not the fees paid.

Student Load

The maximum allowable credit hour load for students before overload approval is required is 18 credits per Fall/Spring semester or 12 hours per summer session. Students who have earned a 3.4 GPA may enroll for up to 21 credits. Those with less than a 3.4 may enroll for more than the maximum with approval from an advisor and the appropriate College Dean.

Student Classification

Students are classified based on the total number of semester credit hours earned toward their degree. The following table shows this classification.

Freshman	25 credits or less
Sophomore	26-57 credits
Junior	58-89 credits
Senior	90 or more credits.

“Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them.”

~Henry Steele Commager

Part Five: Students in Academic Difficulty

Academic Probation and Dismissal

All students admitted to the University are considered to be “in good standing.”

New freshmen and new transfer students who successfully petition the regular admission requirements are considered to be in good standing.

Continuing freshmen (0-25 credits) are in good academic standing if they earn a GPA of 1.75 or greater.

Continuing sophomores, juniors, and seniors (26+ credits) are in good standing if they earn a GPA of 2.00 or greater.

Academic Warning, Probation One, Probation Two, and Dismissal

► At the end of any semester, freshmen whose CUMULATIVE GPA is less than 1.75 and sophomores, juniors, and seniors whose cumulative GPA is below 2.00 will be placed on Academic Warning and limited to 13 credits for the next semester of attendance.

► Students on Academic Warning must earn a SEMESTER GPA of 2.00 (or attain the appropriate CUMULATIVE GPA) or they will be placed on Probation One and limited to 9 credits for the next semester of attendance, and required to meet with their advisor of record prior to registering for classes.

► Students on Probation One must earn a SEMESTER GPA of 2.00 (or attain the appropriate CUMULATIVE GPA) or they will be placed on Probation Two and limited to 6 credit for the next semester of attendance, and required to meet with their advisor of record prior to registering for classes.

► Students on Probation Two must earn a SEMESTER GPA of 2.00 (or attain the appropriate CUMULATIVE GPA) or they will be dismissed unless the undergraduate student is a freshman who has not attempted 12 or more ISU credits (not including withdrawals).

► Students on Academic Warning, Probation One, and Probation Two who earn a SEMESTER GPA of 2.00 but have not attained the ISU CUMULATIVE GPA for their grade level will be limited to the number of credit for the probationary status immediately preceding the semester in which the 2.00 GPA was earned (not to exceed 13 credits).

► Students on Academic Warning, Probation One, and Probation Two who earn the ISU CUMULATIVE GPA for their grade level will removed from any probation status.

All students on Academic Warning, Probation One, and Probation Two will be required to complete the Online Probation Workshop (www.isu.edu/advising/nosearch/probation/) prior to course registration.

Readmission

Readmission to the university after a dismissal will require the student to petition the Readmission Review Board (located in the Academic Advising Center) prior to the deadlines of August 1 for fall readmission and December 1 for spring readmission.

The student must complete a University Petition and a Readmission Supplement which will include a thoughtfully prepared statement clearly stating 1) what is being requested, 2) what circumstances led to the dismissal, 3) what corrective measures have been undertaken, and 4) what will ensure success in subsequent semester.

The advisor will need to:

- review the student's transcript and graduation requirements of both the major department and the university,
- determine if any courses need to be repeated,
- consider if full time or part time attendance would be in the best interest of the student's ability to succeed,
- complete the 3 semester plan of study identifying the sequence of courses to be taken,
- and sign the University Petition indicating "recommends" or "do not recommend" readmission.

If the application for readmission is approved, the Readmission Review Board may make adjustments to the recommended plan of study.

If readmission is granted, students will have stipulations such as completing the online probation workshop, repeating courses, limiting credits attempted, enrolling in specific courses, meetings with advisor, and referrals to campus resources (i.e. Career Center, ADA, tutoring).

Students who wish to be considered for Financial Aid funding must complete a separate Financial Aid Appeal.

Advising Students Who Are In Academic Difficulty

As the semester progresses, students may realize that they are not doing well in one or more courses. Be prepared to help your advisees determine reasons for the problem(s) and plan ways to improve.

Students will present their problems with classes in a variety of ways. Most will have received low grades in tests or on papers or have received the mid-term report and know that they are likely to fail a class before they talk about it with you.

Listed below are some points that you may need to cover and information that you may need to explain to the student.

Determine the reason for the problem.

Some common ones are:

- < poor class attendance
- < inadequate preparation for class (readings, assignments)
- < poor note-taking skills
- < poor study habits
- < test anxiety or other problems with taking tests
- < working too many hours

Discuss possible solutions and, when appropriate, refer student for help.

Stress the importance of meeting with the professor and recommend the services of other campus resources.

Discuss possible consequences of failing.

Be sure that student understands the grading system and what impact individual grades have on the semester and cumulative grade point average.

Record your suggestions in the student's folder so that you can follow up.

Advising notes help to ensure continuity in the advising process and also help you avoid repetitious questions and discussion.

Satisfactory Progress.

Discuss, when appropriate, the impact of poor performance on Financial Aid eligibility, scholarship awards, and athletics.

Used with permission from: University of Delaware College of Arts and Science Advisement Center

Repeat of Courses

A student may repeat any university course as often as necessary or desired, except if it is pre-requisite to a course already passed or if there is a departmental policy limiting the number of repeats. The grade for each attempt will appear on the student's permanent academic record. In determining the GPA, the most recent grade replaces the previous grade.

Dropping a Course

Dropping is allowed within the first 10 school days of the semester. No notation appears on the transcript. Summer semester has varying drop dates.

Withdrawal from a Course

Withdrawal is different than dropping. Students may withdraw from individual classes and receive a grade of "W" beginning the 3rd week through the 10th week. Summer semester has varying withdrawal dates.

Withdrawal from the University

Withdrawing from all classes (university withdrawals) may be initiated up to the last two weeks of the semester without a petition. After that point, a petition is required.

Withdrawing from a course or courses may result in a refund. Refer to the Withdrawal/Refund Schedule available in Class Schedule and the Cashiers' Office for the timeline and percentage of refund allowed.

To withdraw from the University, a withdrawal form must be obtained from the Office of the Registrar or students may withdraw on-line. At that time, students will be encouraged to consult with a professional staff member of the Academic Advising Center (AAC) for an exit interview to determine consequences of withdrawal and receive information on readmission. No signatures other than that of the student are required. Students should be advised of their payment obligations to the university and should contact Financial Services to understand their particular obligation before withdrawing.

Once the Withdrawal Form is submitted to the Office of the Registrar or submitted on-line, the student is withdrawn from all courses as of the effective date indicated on the form. Monies are credited or bills are sent in accordance with university policy. A two week processing time is required for refund checks.

Medical Withdrawals

Students must first complete a standard withdrawal through the Office of Registration and Records or Admissions at Applied Technology. An additional Medical Withdrawal Form must be completed, attached to the standard withdrawal form, and submitted to the Student Health Center along with documentation of the medical problem (e.g. hospital discharge summary, chart notes, letter from physician describing the problem). The completed material is reviewed and medical withdrawal eligibility determined. Appropriate offices on campus will be notified in writing if a medical withdrawal is granted. For questions, please call 282-3320. If a medical withdrawal is granted and the student is not allowed a refund due to the deadline for refunds, a student may appeal in writing to the Comptroller in the Financial Services Office.

Part Six: Transfer Issues

Transfer Policy

Students who transfer into ISU with 58 or more credits from other institutions, but who do not have an Associates Degree, will have the 12 Goal requirements assessed in the following manner:

All students pursuing any Bachelor’s degree (BA, BS, BBA, BAT/BAS) must complete

Goal 1 - English 1101 and 1102 or exact equivalent

Goal 2 - Comm 1101 or exact equivalent

Goal 3 - Math 1123, 1127, 1130, 1160, 1170, 1153 or exact equivalent

Goals 4 and 5 - a total of 8 credit hours in the Biological and/or Physical Sciences
and

Bachelor of Arts (BA) in College of Arts and Sciences	Bachelor of Arts (BA) in Other Colleges And Bachelor of Business Administration (BBA)	Bachelor of Science (BS) in Any College And Bachelor of Applied Technology/Applied Science (BAT/BAS)
Goals 6, 7, and 8 may be met with a total of 9 credit hours in the Humanities	Goals 6, 7, and 8 may be met with a total of 9 credit hours in the Humanities.	Goals 6, 7, and 8 may be met with a total of 6 credit hours in the Humanities.
Goals 9, 11, and 12 may be met with a total of 9 credits of Social Sciences.	Goals 9, 10, 11, and 12 may be met with a total of 12 credits of Social Sciences.	Goals 9, 10A, 10B, 11, and 12 may be met with a total of 9 credits of Social Sciences.
Goal 10A - One 3 credit course in a culture other than the United States.	Those who choose to fulfill Goal 10B (one year of foreign language generally 8 credits) must also have 9 credits from Goals 9, 11, or 12.	Those who choose to fulfill Goal 10B (one year of foreign language generally 8 credits) must also have 6 credits from Goals 9, 11, or 12.
Goal 10B - One year of a foreign language (generally 8 credits).		

- ▶ Transfer students with less than 58 credits will have their credits evaluated on a course-by-course basis.
- ▶ AFTER enrolling at ISU, courses taken by transfer students to meet the General Education Requirements for BA, BS, BBA, or BAT/BAS degrees must be selected from the unfulfilled goals in those groups.

Petition for Equivalency: For classes that are not evaluated as direct equivalents to general education or major requirements, but are similar in content and purpose, students may petition the appropriate department chairs to determine equivalency status. Petitions are available at each Dean’s Office. State what is desired, include such items as course descriptions, catalog descriptions, and/or course work from the completed class, and submit all materials to the chairperson of the department in which the class in question is offered. A separate petition is required for each class.

Acceptance of Credit from Other Institutions

- ▶ Credits from institutions listed in the Accredited Institutions of Postsecondary Education published by the American Council on Education (ACE) are normally accepted at full value; however, the applicability of credits to specific degree programs is evaluated on a course-by-course basis.
- ▶ Transfer credit will be accepted without regard to the date the courses were completed. However, departments reserve the right to disallow old credits from fulfilling major requirements or general education requirements.
- ▶ Course work completed at another institution with a grade of A, B, C, D, P, or equivalent will be accepted. F and U grades will be noted on the transcript but no credit will be granted.
- ▶ Generally, it will be left to the discretion of the student in consultation with his advisor, to determine whether to retake the courses with a D, F, or U grade or where placement testing indicates a deficiency.
- ▶ However, students who enter the University on probation will be on an Admissions Agreement which may stipulate courses that must be retaken or other action to be taken.
- ▶ All acceptable transfer credit will be entered on the ISU transcript, regardless of whether or not it may be applied toward the degree being pursued.
- ▶ The Office of Admissions will complete a transfer equivalency sheet for students.
- ▶ For classes that do not have a direct ISU equivalent, the student may petition the chair of the department in which the course is offered to determine on an individual basis the equivalency of the course.
- ▶ Students are advised to submit syllabi, course descriptions, or other documents to assist the chair in his decision.

Transfer Students with Associate Degrees/Idaho Core

Students who transfer in from a U.S. accredited college with an earned A.A. or A.S. degree have met the Idaho State University general education requirements. Students who have met general education requirements will still need to take any course that is a prerequisite to a higher level course and/or is required by the student's major. Students who transfer in from a U.S. accredited college who have completed the Idaho general education core and have their transcripts noted "Idaho Core Certified" by the sending institution have met the Idaho State University general education requirements.

Core Certified Transcripts will consist of 36 credits in the following areas:

2 from speech, rhetoric, debate

3-6 from English comp (depending on placement)

6 from behavioral science (anth, econ, geography, hist, poli sci, psych, soc) 2 different disciplines

6 from humanities, fine arts, foreign language (art, philosophy, literature, music, drama theatre, foreign language) 2 different disciplines

7 from natural sciences (biol, chem, physical geography, geology, physics) 2 different disciplines, 1 lab

3 from mathematics (college algebra, calculus, finite, statistics) NOTE: Math 108 doesn't count **AND** other courses from these areas to equal 36 (college level) credits.

Coming Soon - Information is in the process of being verified and updated

Schedule Change Cards

- 1) To add a course:
 - *Through 10th day*
No signatures are needed if the course is open and no other restrictions exist.
 - After 10th day until last day to withdraw from a course and receive a "W" (end of 10th week).
Signatures needed: Instructor and department stamp (or department chair signature).
 - *After, students must use the Late Registration Petition.*
- 2) To change a registered course to audit (***audits affect athletic eligibility, veteran's benefits, financial aid, and scholarships and is not advised as a method to avoid a poor grade.***)
 - *Through 10th day:*
No signatures needed
 - After 10th day until last day to withdraw from an individual course (end of 10th week)
Signatures needed: Instructor, department stamp (or department chair signature), and Dean of the student's college.
After, students must use the University Petition.

Other uses of the Schedule Change Card

Courses that require a student status such as sophomore or junior standing.

The Registrar's Office can override these statuses with a schedule change card with Instructor signature and department stamp (or department chair signature).

Courses that require a permit on the students permit record such as English and math.

The Registrar's Office cannot override these permit requirements. Call department and ask that the permit code be entered or what the student must do to be allowed the permit code.

Courses that are closed.

The Registrar's Office can override a student into a closed class with instructor signature and departmental stamp (or department chair signature). Note: it is never possible to exceed the fire code, regardless of any signatures/stamps. Some departments will never authorize overloading a course (i.e. math department).

Dropping versus Withdrawing

Generally, after the 10th day, if a student wishes to no longer be in a course, a withdraw ("W") will go on the student's record. Only rarely is a student granted a drop (meaning deletion of all record of that course) and then only by University Petition and when there is evidence of University error.

Part Seven: Financial Aid & Scholarships

Financial Aid (www.isu.edu/finaid)

Scholarships (www.isu.edu/scholar/)

Federal Financial Aid consists of Grants (gift aid which does not need to be repaid), Loans (which need to be repaid with varying interest rates), and Work-study (which the student earns through a job, usually on campus). Students must apply each year to determine eligibility for aid. It is recommended to have student and/or parent's taxes completed and the **online Free Application for Federal Student Aid (FAFSA)** submitted by **March 1 of each year.**

Financial Aid Satisfactory Academic Progress (SAP)

Students must make satisfactory academic progress, defined by the Financial Aid Office, in order to receive federal financial aid. Academic records will be reviewed when the annual FAFSA is received and at the end of each semester to determine SAP compliance.

SAP policy requires the student to:

- be seeking a degree or certificate
- be in good academic standing with the university (i.e. not on probation or dismissal)
- earn passing grades in at least 67% listed on the transcript, including transfer credits. (Incompletes, repeats, audits, and grades of F, U, NP, X, W, NR and IP do not count as passing grades).
- achieve a minimum grade point average*
- achieve a degree or certificate within the maximum number of credits allowed (i.e. 150% of the published normal length of the academic program).

**Freshmen (fewer than 26 earned credits) must maintain a cumulative ISU GPA of 1.75 or above. Sophomores, Juniors, and Seniors (26 credits and above) must maintain a cumulative ISU GPA of 2.00 or above. Graduate students must maintain a 3.00 GPA.*

Scholarships (www.isu.edu/scholar/) are another form of gift aid and can be earned through academic merit, meeting specific donor specifications, or financial need. **Students are encouraged to check the Scholarship website regularly for information on open scholarships.**

Scholarships Satisfactory Academic Progress (S. SAP)

To retain eligibility for a scholarship that is renewable, students must successfully complete at least 12 credits each semester or 24 credits for the academic year, achieve the minimum GPA required (which varies by scholarship), and any other criteria outlined for the scholarship.

Repeated courses will not count toward meeting minimum credit requirements.

If a student has a deficiency (credits or GPA), it is generally allowed to make up the deficiency over

the summer semester.

When a student fails to meet all renewal criteria, the award is cancelled and will no longer be available to the student.

Federal Regulations require every school to have a Financial Aid Satisfactory Academic Progress (SAP) policy with both quantitative (number of credits) and qualitative (GPA) components. Each school is allowed to develop its own policy with consideration for the unique characteristics of its student population.

ISU FA SAP Policy Points (Significant changes and new terminology from 2009-10 FA Policy are highlighted:

Financial Aid uses the same GPA requirements when determining FA SAP. To be in Good Academic Standing at the university, ISU requires freshmen (0-25 credits) to have a 1.75 cumulative GPA and sophomores, juniors, and seniors (26 +) to have a 2.00 cumulative GPA.

1. Financial Aid also requires the student to have passed 67% of all credits ever attempted.
2. FA SAP (credits passed and GPA) will be reviewed:
 - a. when the FAFSA is received by the ISU Financial Aid Office.
 - b. at the end of every semester (fall, spring, and summer).
4. Students must pass at least one class each semester or will be denied FA.
5. Students will be placed on Financial Aid Probation when either the credit or GPA minimum requirements are not met.
 - a. FA Probation status will be granted one time only.
 - b. Students on FA Probation must come into full compliance (GPA and Percentage completion) at the end of the FA Probation semester or be denied further Financial Aid.
5. Students may appeal.
 - a. All appeals must include significant and relevant documentation
 - b. There is not a limit on the number of appeals that are allowed.

Detail:

If a student fails to earn the FA SAP in a given semester (i.e. earned less than the minimum class level cumulative GPA and did not complete at least 67% of all credits ever taken), or failed to pass at least one class in a semester, the student will be placed on FA Probation

- FA Probation status will be allowed one time.
- It does not require an advisor approved schedule or a contract.
- At the end of the FA Probation semester, students must have achieved the SAP minimums (cumulative GPA of 1.75 or 2.00 and 67% attempted credit completion).
- if all SAP requirements are met, the student will be off FA Probation and in good standing with FA.
- if all SAP requirements are not met, Financial Aid will be denied for future semesters.

Students can regain FA eligibility by:

- using financial resources other than Financial Aid, achieving the minimum SAP requirements (GPA and Completion Percentage) and submitting a Request for Review form to the Director of FA.

- successfully appealing FA suspension if extenuating and documentable circumstances are present.

1st Written Appeal requires:

- the appropriate FA forms (www.isu.edu/finaid/satpro.shtml)
- an explanation of the extenuating circumstances
- documentation supporting the claim
- an explanation of how the issues have been resolved.
- an advisor approved and signed schedule,
 - the appeal is reviewed by 2 professional counselors in the Office of FA
 - either approval or denial results if the 2 counselors are in agreement.
 - if a difference of opinion occurs, Sheri Dewey decides the outcome (in consultation with appropriate sources, as needed).
 - if approved, the student is placed on a FA Contract and must complete the total number of advisor approved credits with a 2.00 semester GPA.
 - at the end of the Contract semester, students who meet the conditions of their FA Contract but who are below the SAP minimums will be placed on a Continuation Contract each semester until compliance is attained.
 - Continuation Contracts do not require an advisor approved schedule.
 - students on a Continuation Contract will return to good standing when they achieve minimum SAP requirements.
 - if denied, the student is sent a letter with the decision and of the opportunity to meet in person with the FA Appeals committee. The committee decision is final.
 - if the student chooses NOT to meet with the committee, he or she may regain FA eligibility by raising the cumulative GPA and Completion Percentage the minimum levels using other than federal financial aid funds. Once this is accomplished, the student may submit a Request for Review and have Financial Aid reinstated.

2nd (and greater) Written Appeals FA Appeals follow the same course as that for the 1st Written Appeal.

Advisors may call Sheri Dewey within the first 10 days of the semester to request an adjustment to the number of semester credits the student on FA Contract must take as long as the adjustment is within the credit range of the status level that was approved:

<i>Status</i>	<i>Credit Range</i>
Part-time status:	6-8 credits
¾ -time status:	9-11 credits
Full-time status:	12 or greater

Attempted Credits will be assessed each semester.

- A maximum of 150% of the total number to complete the stated degree is allowed.
- For a bachelor degree, once a student earns 192 credits the student may appeal for aid for additional credits needed to complete the degree. Maximum credits for other degrees can be found at: http://isu.edu/finaid/sat_pol11.pdf
- Documentation of extenuating circumstances is needed – this may be a letter from an advisor stating the reasons why the student needs additional semesters of aid (e.g. inability to

complete the degree due to medical, legal, disability, or health issues, an inappropriate “fit” with previous major, family or personal issues, or letters from a doctor or lawyer or mental health counselor).

- a plan of study completed by the advisor, indicating all courses needed to graduate, must be submitted.
- if 2 professional reviewers approve, then the appeal is approved.
- if a difference of opinion occurs between two reviewers, then Sheri Dewey decides the outcome (in consultation with appropriate sources, as needed).
- if approved, the student is NOT on FA Probation and will be held to the time limits of the plan of study

Second Bachelor’s and Graduate Degree Funding Limitations:

- Students pursuing a second bachelor’s degree are allowed financial aid for a maximum of 90 credits. Other degree limits are shown at: http://www.isu.edu/finaid/sat_poll1.pdf
 - No PELL Grant funding is available once a bachelor’s degree is earned.
 - if the maximum loan amount was reached with the first bachelor’s degree (\$57,500), there will NOT be additional loan money for the 2nd degree.
- For a graduate degree the maximum loan amount is \$138,500.
 - This amount includes the loans already taken out for the undergraduate degree.

PELL Grant eligibility:

- Eligible students can be awarded PELL Grants for a maximum of 18 full time semesters.
 - Eligibility will be prorated for PT attendance.
- Summer Pell award for less than 6 credits requires the student to have remaining eligibility (meaning the student did not attend FT in the fall and/or spring semester).
 - if FT in both fall and spring semesters, the student must take at least 6 credits in the summer to be eligible for a PELL Grant.

FA Phone Numbers:

Sheri Dewey – 282-7704 (282-7794-not for distribution and not for student use).

Kent Larsen – 282-2981

James Martin – 282.2341

Financial Aid Probation and Suspension

New students, and those who have never previously been denied financial aid at ISU, are allowed one FA probation semester.

If credits earned or GPA drops below the required minimums, the student will be placed on Financial Aid Probation but will remain eligible for financial aid the following semester.

If credit and GPA requirements are not met while on Financial Aid Probation, (or if the student does not pass at least one class during a semester in which Financial Aid was received), the student is suspended from Financial Aid eligibility.

Students who use their own resources and make up credit and GPA deficiencies may request reinstatement of financial aid eligibility by contacting the Director of the ISU Financial Aid Office.

Financial Aid Appeal

The Financial Aid office relies on AAC advisors and faculty advisors to review information with the student and sign their schedule indicating APPROVAL and AGREEMENT with the chosen classes and course load.

Anyone who approves a schedule for a Financial Aid appeal should be aware of their RIGHT and RESPONSIBILITY to only approve a schedule with which they agree and to never approve without discussion.

1. AAC professional advisors should only approve schedules or develop a plan of study (i.e. gen eds and lower division requirements) for:

- ▶ academic freshmen
- ▶ undecided sophomores
- ▶ pre-Social Work majors
- ▶ all other students must go to their department, or their college Dean's office, or COT for schedule approvals.

2. Approving Schedules for Financial Aid means an appointment lasting a significant amount of time (30 - 60 minutes) to:

- ▶ explain how the student did not meet Financial Aid Satisfactory Progress - grades? Credits completed? Percentage of attempted credits?
- ▶ discuss the issues that led to the situation and whether the issues are resolved,
- ▶ develop a plan to assist the student in meeting Satisfactory Progress during the next semester (repeats, less credit load, reduction of work hours, non-attendance, tutoring, ADA assistance, etc.)
- ▶ discuss relevant university requirements and resources.

3. The expectations by the Financial Aid Office regarding advisor approved schedules include:

- ▶ the advisor and student reviewed the transcripts, major requirements, and university
- ▶ the advisor’s signature indicates the courses chosen are:
 - necessary for the degree,
 - appropriate given what we know of the student’s situation,
 - in the student’s best interest
- ▶ that we will write a note on the schedule or call Financial Aid staff if there is information that should be shared.

Before Suggesting Dropping or Withdrawing Classes, Consider and Discuss with student:

<p>Scholarships and Financial Aid Contract.</p>	<p>Students with a renewable <u>Scholarship</u> generally must complete 12 credits in a semester/24 credits in a year and earn the appropriate GPA.</p> <p>Students who successfully appeal for reinstatement of Financial Aid must agree to the conditions of a <u>Financial Aid Contract</u>. Generally, students must complete 100% of the credits for which they were funded and achieve a 2.00 GPA.</p> <p>The student on a Financial Aid Contract or a Scholarship must consider the <u>costs and benefits</u> of dropping/withdrawing from a course in which he or she is receiving a poor or failing grade. Dropping/withdrawing may remove the student from Financial Aid or Scholarship eligibility but may avoid dismissal from the university.</p>
<p>The minimum standards of Financial Aid (and Scholarships) Satisfactory Academic Progress.</p>	<p>If a student (not on a Financial Aid Contract) drops or withdraws from a course, but completes 67% of all credits ever attempted, achieves a 2.00 ISU GPA, and has not attempted 150% of the total number of credits needed for the program, Financial Aid Satisfactory Academic Progress will be met.</p>
<p>If dropping or withdrawing will affect the student’s future eligibility for financial aid.</p>	<p>Dropping or withdrawing will be used in calculating the percentage of credits completed and will negatively affect financial aid eligibility</p>

	if the total percentage falls below 67%.
If the student drops/withdraws from all classes in a semester, what must be repaid.	<p>An unofficial withdrawal (where the student did not complete any courses within the semester, but took no action to officially withdraw) and an official withdrawal may require the student to repay some or all of their aid. See more at: www.isu.edu/finserv/titleIVfunds.shtml</p> <p>Generally, students are not expected to repay any portion of a Scholarship</p>

Coming Soon - Information is in the process of being verified and updated

Part Eight: Specific Student Populations

Athletes

In order to participate in athletics at ISU, students must first be cleared by the NCAA Eligibility Center. The following documents should be sent to the NCAA Eligibility Center at PO BOX 7136, Indianapolis, IN 42607-7136, Phone (877)-262-1492

- ▶ Completed and signed Student Release Form and fee
- ▶ Official high school transcript
- ▶ ACT or SAT scores

In addition, a student needs to complete the NCAA Amateurism Questionnaire on the NCAA Eligibility Center Website (ncaaclearinghouse.net) and complete the electronic signature page after April 1st of your graduation year.

Student athletes must adhere to the requirements of NCAA in order to play sponsored sports at ISU. These include semester requirements and degree completion requirements in certain time frames.

Satisfactory Progress for NCAA eligibility requires student athletes to:

- ▶ be enrolled in at least 12 credit hours each semester.
- ▶ pass at least 6 credit hours each semester.
- ▶ maintain a 2.00 GPA.
- ▶ pass 24 semester credits in first two full time semesters (freshman year).
- ▶ pass a minimum of 18 credits per academic year (fall and spring only).
- ▶ Complete the required % toward degree (see below)
- ▶ declare a major before the 5th semester.

Degree Completion Requirements: Student athletes must have completed 40% of their degree by the beginning of their third year (5th semester), 60% by the beginning of their 4th year (7th semester), and 80% by the beginning of their 5th year (9th semester).

By the beginning of:

Year in college:	% of degree requirements met	# of credits completed
3rd	40%	52 credits
4th	60%	77 credits
5th	80%	103 credits

Student athletes can take remedial classes (math 0015, 0025 and English 0090) during their freshman year ONLY. In addition, they will only be allowed to count 6 total remedial credits. Remedial classes DO NOT COUNT toward the “40/60/80” percent of degree requirement, but DO COUNT as part of the 24 credits for satisfactory progress needed during freshman year. If remedial courses are taken in or above the sophomore year, students must take more credits to maintain 24.

Contact Matt Steuart, Athletic Advisor, steumatt@isu.edu, with questions.

Veterans

Contact Allison Gonzalez, Veterans Affairs Officer, gonzalli@isu.edu, 208-282-2676

Students who are receiving Veteran's benefits should contact the Veterans Affairs Office, within the Office the Registrar in the Museum Building (208-282-2661), before making changes to their schedules, as changes may affect their benefits. Veterans are advised to take only courses that are degree applicable to ensure full benefit eligibility.

Veteran's Sanctuary

(<http://isu.edu/veterans/>)

Contact Casey Santee, Veteran Recruiter/Counselor, santcase@isu.edu, 208-282-4298

The mission of Veterans' Sanctuary Program at Idaho State University is to assist veterans, guardsmen, reservists, and others receiving US military benefits in making a successful transition into the ISU community.

Students receiving federal funds from the GI Bill

Must take 12 **full-semester credits** in order to receive full time benefits or will be considered full-time for only the amount of time he/she is actually taking all 12 credits.

- If the student is registered for 12 credits but one credit is an eight week class in the first eight weeks, the students should enroll in an eight week "mirror" class in the second eight weeks to have 12 **full semester** credits (and a total of 13 credits).
- If the student is registered for 12 credits but has a course that is scheduled to meet for only one or two days, that student should register for a full semester class (and a total of 13 credits).

If a benefitted military veteran fails a course, federal regulations require that ISU provide the agency with the last date of attendance.

- if the student did not attend to the final day and take the final test, the student will be required to repay part or all of the benefit received for that semester at the determination of the VA.

The responsibility for knowing and understanding rights and obligations resides with the student.

VA regulations can be seen at: www.va.gov/education/aacrao

Handout for Veterans:

As a student receiving federal funds from the GI Bill

Did You Know...

...that you must take 12 full-semester credits in order to receive full time benefits?

...that if you take an eight week class in the first eight weeks, you need to take an eight week class in the second eight weeks or you will not be considered full time, even if you are enrolled for a total of 12 credits?



...that if you are registered for 12 credits, but have a course that is scheduled to meet for only one or two days, you will be considered full-time for only the amount of time that you are actually taking all 12 credits?

...that if you fail a course, federal regulations requires that ISU provide the agency with the last date of attendance and if the student did not attend to the final day and take the final test, the student will be required to repay part or all of the benefit received for that semester at the determination of the VA?

...that the responsibility for knowing and understanding your rights and obligations are yours and you can view the VA regulations at the following website?
www.va.gov/education/aacrao

Students with Disabilities

Disability Services (Rendezvous 1st floor, 282-3599) is committed to providing educational support services to students with documented disabilities. In the area of academic advisement, students are the best resources - they are usually experts on their disabilities and are only interested in adjustments which allow them to demonstrate their academic capabilities. Evaluative support services could include, but are not limited to proctored exams in a private location, extended test taking time, oral exams, note takers, tape recorded lectures, lecture notes in advance, advocacy, and counseling.

Costs incurred for testing and evaluation are the responsibility of the individual student. Students may receive Learning Disability testing for approximately \$50 at the Psychology Clinic, 3rd floor, Graveley Hall. Call 282-2129 to be scheduled..

Recommendations for Advisors:

First time freshman students with disabilities can be encouraged to take ACAD 1102, First Year Seminar, to assist with college transition concerns.

Students who have Attention Deficit Disorder or learning disabilities can improve their chances of academic success by attempting a minimum credit load. This is especially important for freshmen who are adjusting to the many facets of campus life as well as university academic challenges.

New students may be unaware that summer semester courses require accelerated reading and daily assignments; therefore, one course might constitute the maximum some students could handle.

Students who have learning disabilities need information on how to obtain the various kinds of tutorial assistance available on campus. The CAT Program at 282-3334 is a resource for all students.

Contact Todd DeVries, Disability Services Director, 282-3599, devrtodd@isu.edu with questions.

International Students

International undergraduate students, new to ISU, will need to complete the Fundamentals of Advising and Registration session prior to registering for their first semester classes. More information can be found at: www.isu.edu/advising/ Graduate students must meet with an academic advisor in their department in order to plan each semester's schedule. All incoming freshmen (first year university students) are required to take the math and English placement exams (\$5.00 per exam) unless they have taken, and are satisfied with their SAT or ACT math and English scores.

The English for Speakers of Other Languages (ESOL) Program (www.isu.edu/ctl/ located in the Student Success Center) serves all non-native speakers of English enrolled at Idaho State University. The ESOL Program offers a wide variety of assistance including:

- individual tutoring,
- workshops and courses in idioms,
- lecture comprehensions,
- American culture,
- pronunciation, grammar, and skills for conversation and discussion.

Helpful courses

AMST 1100 - Introduction to American Culture and Language

This active, participation oriented class looks at the not-so-obvious daily American life, enabling a better understanding of American culture. Pocatello is used as a living laboratory with many off campus excursions and discussions. AMST 1100 is designed for students new to the US and/or to Pocatello, but all students interested in cross cultural understanding are welcome.

ENGL 1100 - Introduction to American University Writing & Speaking for ESOL Students at ISU

This class offers ESL-appropriate feedback and answers cultural questions that are NOT part of the regular ISU classroom process. Assignments increase awareness of how first language impacts English and explores many surprise expectations that are not part of one's own educational traditions. Topics stressed are:

- grammar,
- sentence structure,
- verbs,
- extensive vocabulary expansion,
- use of dictionaries, and
- Internet and technologies.

International Programs Office (www.isu.edu/iso/index.shtml, IPO)

The IPO will assist students with immigration questions and issues and provide relevant workshops. Additionally, the IPO sponsors the annual International Student Orientation.

Coming Soon - Information is in the process of being verified and updated

College of Technology

Admission Requirements for the College of Technology

- Application for Admission
- \$40 Admission Fee
- High School Transcript or GED scores
- ACT or SAT strongly encouraged - required for scholarship eligibility
- All college transcripts
- COMPASS placement test for math and English

For students who transfer from Academic to Technology, the following courses substitutes for the Applied Technology Technical General Education Core (TGEC)

<u>Academic Course</u>	<u>Applied Technology Course</u>
English 1101	TGEC 151 and 152
Comm 1101	TGEC 153
Economics 1100 <u>or</u> 2201, <u>or</u> 2202	TGEC 156
Psyc 1101 <u>or</u> 1102 <u>or</u>	TGEC 160
Soc 1101 <u>or</u> 1102	

Advisor Information:

Up to 8 College of Technology credits may be used as unrestricted electives toward an academic degree. Contact the Office of Registration and Records for the forms.

Technology courses may be used to meet ISU Academic requirements. Review the grid on the next page.

Articulation of Credits/Courses between College of Tech and Academic Previous Articulations

Law Enforcement – completion of certificate.	Twelve credits articulate into the general electives for the Associate of Arts Criminal Justice degree.
Child Development – completion of certificate.	Students who pass the National Child Development Associate credential (CDA) can articulate twelve credits. The courses are: <ul style="list-style-type: none"> * CSF 203 (The Young Child) * CSF 209 (Early Childhood Environments) * EDUC 201 (Development and Individual Differences) * EDUC 204 (Families, Communities, Culture)
TGE 151 (Applied Technical Writing I) and TGE 152 (Technical Writing II)	Count towards the fulfillment of Goal 1 – historical – CTech faculty now teach English 101 but some certificate programs still require 151 and 152. Up to fall 2002, these courses waived ENGL 101, but no longer.
GEMT 122 (Intermediate Surveying)	Equivalent to CE 301 (Surveying)

English Department

(Approved May 10, 1999)

TGE 154 (English Composition for Technology)	Equivalent of ENGL 101 (English Composition) – no longer teaching – historical
TGE 100W (Writing)	Equivalent to ENGL 90 (Basic Writing) as sufficient for placing students into ENGL 101 (English Composition)

Math Department

(Approved 2000)

ELTR 141/142 (Applied Mathematics I and II) and CET 110/120 (Applied Mathematics I and II) Memo sent to Curriculum Committee asking that either of these pairs carry 5 transferable credits to apply to 128 required for a bachelor’s degree, but not fulfill Goal 3. Approved by Curriculum Committee 4/25/00.	Sufficient to meet any prerequisite that requires Math 147 (Precalculus)
(March 2001) TGE 100A (Algebra I)	Equivalent to Math 025 (Elementary Algebra)
ELSY 372 (Calculus for Advanced Electronics)	Alternative means of fulfilling Goal 3 – Approved

Speech Department

(Approved May 8, 2001)

TGE 153 (Applied Technical Speaking)	Equivalent to COMM 101 (Principles of Speech) for two academic credits – no longer teaching – historical
TGE 101 (Spoken Communications), 3 credits, beginning fall 2003	Alternative means of fulfilling Goal 2 of the General Education requirements - historical

(Continued)

Engineering

(Approved January 2002 and May 2002)

EMDD 120 (Drafting Laboratory II) or DEDR 123 (Drafting Technology Laboratory II)	Granted 2 credits for ENGR 105 (Engineering Graphics)
CET 111 (Drawing with CAD)	Transfer as direct equivalency to ENGR 105 (Engineering Graphics), 2 credits
MACH 275 (CAD/CAM II)	Transfer as direct equivalency to ENGR 105 (Engineering Graphics), 2 credits
CET 122 (Intermediate Surveying)	Granted 3 credits for CE 301 (Surveying)

Computer Science Department (COE)

(Approved May 24, 2004)

*Equivalencies are for graduates of the Computer Software Engineering Technology Program only.

CSET 189 – Microcomputer Software	CS 181– Intro to Computer Science and Programming I
CSET 219 – Unix and C++ Programming	CS 182 – Intro to Computer Science and Programming I
CSET 222 – C & C++ Programming Advanced	CS 282 – Advanced Computer Programming
CSET 224 – Java Programming	CS 263 – Advanced Object Oriented Programming

College of Health Professions

(Approved October 2003 Delane Kritsky)

HO 106 (Medical Terminology)	HCA 210 (Medical Terminology and Communication) or HE 210 (Medical Terminology and Communication) requirement will be waived.
HO 105 (Intro to Allied Health)	HCA 110 (Introduction to the Allied Health Professions) requirement will be waived.

Physics Department

(Approved June 6, 2006)

PHYS 101/101L – Elements of Physics – 4 cr.	Satisfies goal 5 - Only College of Technology students may enroll.
---	--

Revised 6/08 dr jh

Part Nine: New Advisor Information

Who Serves As Academic Advisors

Faculty: Each department at ISU structures advising in the manner that is most effective for that unit. Generally, academic faculty take on advising duties after one year as a teaching faculty member at ISU. College of Technology faculty take an active role immediately.

Professional Advisors: The Colleges of Arts and Letters, Business, Education, Science and Engineering, Pharmacy, and the Division of Health Professions each house an advising coordinator - a professional advisor who serves an advising function for the college. The College of Technology students are advised by professional counselors as well as faculty within major departments. Central Academic Advising is staffed with professional and peer advisors and serves the undecided, underprepared, and pre-Social Work majors.

The success of the academic mission hinges on the extent to which faculty and professional advisors carry out their responsibilities. The advising process should involve those faculty/staff members who have the knowledge, experience and interest in developing communication with students that is genuine, sincere and confidential. Recognizing that students differ in terms of the variety and urgency of their need for help, advisors should be particularly interested in the academic planning, scholastic achievement, career planning, and social adjustment of their assigned students. Such counseling should be based on the evaluation of skills and abilities and the identification of a student's personal priorities.

Advising Process

CAA advisors:

- ▶ discuss the chosen major or, if undecided, explore what the student may be leaning towards and identify the major options at ISU.
- ▶ review Colleges and differences among degrees - BS - BA - BBA...
- ▶ review general education requirements - thorough but brief.
- ▶ explain terminology as we go along. - credit, prerequisite, upper division...
- ▶ discuss what is needed to complete a degree - 128 credits, major, gen ed's, minor (optional), electives.
 - ▶ Goal 3 (mathematics) may require extended discussion.
 - ▶ discuss "double counting."
 - ▶ review catalog pages of degree requirements.
 - ▶ discuss resources.

Appeal Processes

Appeal for Admission: Students who do not have the required High School core classes, and who do not have a predicted GPA of 2.00 or above, may petition the Admission Committee (Laura McKenzie, Director of Admissions, 282-2475) for acceptance into ISU. If approved, these students are identified as **Admission Agreement** students. **No ISU faculty recommendation is required.**

Appeal for Readmission: Students who do not meet the **Academic Satisfactory Progress** requirements (1.75 for freshman, and 2.00 for all other class levels) are placed on Academic Warning and limited to 13 credits. At the end of the Academic Warning semester, if a student does not achieve a 2.00 semester GPA, the student is placed on Probation One and limited to 9 credits. At the end of the Probation One semester, if a student does not achieve a 2.00 semester GPA, the student is placed on Probation Two and limited to 6 credits. At the end of the Probation Two semester, if a student does not achieve a 2.00 semester GPA, the student is dismissed from the university. A student may petition the Readmission Review Board (JoAnn Hertz, Director of CAA, 282-3277) for readmission. **Faculty recommendations and plans of study must be submitted with Readmission petitions.**

Appeal for Financial Aid: Students who do not meet **Financial Aid Satisfactory Progress** requirements (2.00 GPA and completion of 85% of funded courses) are denied additional Financial Aid unless an appeal is submitted and approved Jody Finnegan, Associate Director of Financial Aid, 282-2756). A student is allowed 3 appeals at which time further Financial Aid is denied until the student completes 12 credits with a 2.00 GPA using their own funding. **Students are required to meet with faculty for approved schedules that must be submitted to the Financial Aid Office, and for their third appeals, are required to submit a faculty approved plan of study identifying the required and recommended course work for major completion.**

Faculty Tools

By accessing **Faculty Tools**, you will have access to information useful to your advising or personal needs.

Go to: <http://www.isu.edu/faculty.shtml> and find:

- Individual student information: Class Schedule, Unofficial Transcript, Transfer Evaluation, etc.
- Class information: Class list, Web grade input, etc.
- Advisor information: list of advisees, email addresses of advisees, etc.
- Personal information: Payroll information, address information, etc.

Academic Advising Center website:

<http://www.isu.edu/advising/>

- * Mandatory Advising On-Line Workshops
- * Course Scheduling Assistance:
Current Class Schedules
- * Tips for Academic Success
- * The Freshman Advisor
- * Tutorial help for ISU Students
- * Graduation Procedures
- * Level One & Provisional Students
- * "Undecided" Student Advising:
Majors & Careers
- * Admissions Agreement Students
- * Peer Advising Opportunities
- * Financial Aid Information

At-A-Glance Advising Suggestions and Recommendations

- Freshmen should limit their credit load to 14-16 credits.
- To graduate in 4 years, one must take 15 credits a semester each fall and spring. However, summer school attendance can decrease the semester credit load and allow the student to graduate in 4 years, successfully. When taking more than 14 credits, students are strongly advised to not work more than 20 hours a week.
- Consider “Double Counting” major requirements and general education requirements.
- Vary the styles of courses taken each semester - Constant Discipline course (i.e. foreign language, math), Large Lecture (i.e. Psychology, History), Interactive (i.e. Speech, English literature).
- For non-science and non-math majors, be cautious of taking math and science courses together. Be cautious of taking math and science in the summer.
- Time Management is critical to success. Work, classes, study, hobbies, civic obligations, children, sports, fun must be managed. Use a daily planner; take ACAD 1101- College Learning Strategies; limit time consuming obligations outside of school.
- Check course descriptions to determine if the prerequisites have been before enrolling in a course.

Goals 1 English and 2 Communication:

- Check ACT, SAT, and Compass English placement scores to determine if credit will be awarded for specific English courses because of high scores.
- Complete one English Composition course before enrolling Communication 101.

Goal 3 Mathematics:

Many majors (not all) require a specific math class which can be used to complete Goal 3. Three steps should be taken to avoid enrolling in inappropriate math courses:

1. Determine the specific math course required for the intended major, eg. Math 1153 for Nursing
2. Determine which class a student has placed, and
3. Outline, for the student the sequence of math courses needed to meet the goal. eg. Math 0025, Math 1108, Math 1153.

Coming Soon - Information is in the process of being verified and updated

Irregularities to be aware of:

- Math 1143: College Algebra (3 credits) + 1144: Trigonometry (2 credits) = 1147: College Algebra/Trig- (5 credits).
- The grade and credit for math 1143 replaces 1147 when taken subsequently.
- The grade and credit for math 1144 replaces 1147 when taken subsequently.
- The grade and credit for math 1147 replaces either 1143 or 1144 when taken subsequently.
- The grade and credit for math 1160 Brief Calculus replaces 1170 Calculus I when taken subsequently.

- The grade and credit for math 1170 replaces 1160 when taken subsequently.

Goals 4 Biology and 5 Physical Science:

- Take Biology 1101 (General Biology) and lab before Biology 3301 and 3302 (Anatomy & Physiology).
- Decide between taking one 4 credit Physical Science course or a two-semester (8-10 credit) Physical Science sequence which may be double-counted for some majors.
- Do not take more than two lab classes in one semester.

Goals 6 Fine Arts, 7 Literatures, 8 Philosophy, 9 US History, and 10A Other Cultures:

- Goal 6 is not a performance or production class.
- Consider completing one English composition course before enrolling in Goal 7, 8, 9 and 10A.

10B Foreign Language

Determine if 10B is a requirement for the intended major. Consider taking a Foreign Language sequence (two semesters) even if it is not required.

Goal 11 Political or Economic Organization:

Econ 2201 and 2202 are completed more successfully if math 1108 is considered their pre-requisite.

Goal 12 Functioning of People in Society:

Avoid taking Psychology and Sociology in same semester.

Professional Advisors

Areas of Concentration for New Advisors

New Advisors:

What to concentrate on knowing:

- ▶ General Education Requirements – BA, BBA, BS differences.
- ▶ Levels of Admission - One, Two, Open Enrollment, Admission Agreement, GED
- ▶ Admission Agreement standards and obligations.
- ▶ Specific admission requirements to majors – Business, Health Professions, Education etc.
- ▶ Resources on campus – CAT, CTL, Math and English labs, etc.
- ▶ Financial Aid policies and issues
- ▶ Be familiar with the tools – catalog, class schedule, registration on-line, etc. - to be able to show the students how to use them.

What to do with your time:

- ▶ Review the advising manual.
- ▶ Complete the online Mandatory Advising sessions.
- ▶ Sit in on Mandatory Advising Session with other advisors.
- ▶ Sit in on office appointments with other advisors.
- ▶ Become acquainted with the Y-drive where all majors should have a 4 year plan of study that you can print and use for advising with student.
- ▶ Other duties as assigned. i.e. updating training manual; updating plans of study; special projects from Michelle or JoAnn; helping front office; stuffing envelopes; attaching labels; errands; etc.

Call the appropriate person if you have any questions. Our policy is to give absolutely accurate information.

New Advisor Training Sequence

- Meet with Human Resources
- Meet Staff
- Get settled in office
- Review Catalog General Information
- Review Training Manual - answer questions by finding the page number in the current catalog. Test yourself using the answer key provided.
- Review AAC manual - SIGN the Confidentiality form.
- Complete the online Mandatory Advising session

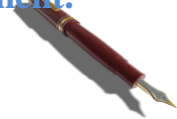
- Observe in-person Mandatory Advising session
- Observe professional advisor appointments - write notes as you observe (questions, reminders) Discuss your questions or notes with the professional advisor after the session. Sit in with Admission Counselors on student tour appointments.
- Become acquainted with computer registration. Read the computer registration instructions. Schedule a session with JoAnn to demonstrate how to practice using the ID code of 999 00 0001 (1 - 6 are available).
- How to add, drop, cancel, find the admission screen, find the advisor block screen, and how to find test scores will be found in your manual.
- Role play a first meeting with another advisor (types of students: Admission Agreement, Level One, Level Two, open enrollment student)
- Meet with JoAnn Hertz to go over advising points, questions, etc.
- Meet with Director of Admissions for Admission information,
- Gai McCune for Financial Aid information,
- Jody Finnegan for Scholarship information,
- Advising Coordinators for College information.
- Meet with Monica Niemeier for front office protocol (answering phones, messages, copy machine, etc.).
- Schedule to take several appointments with a professional advisor observing.

Advisor Training - Summer Training

1. You are seeing a new student on Admissions Agreement who does not know why or how she was placed on AA. What do you tell her?
2. You are meeting with a new student who has a 25 ACT score in English and had registered for English 101. Do you have any words of wisdom?
3. A student majoring in Business is stressing about the foreign language requirement. What can you tell him?
4. You are meeting with a student who is considering Cosmetology, Business Administration, and Psychology. She is concerned about math and has tested into the Math 015 class. What advice is best for her regarding her math sequence?
5. A transfer student with an AAS degree has heard that her general education requirements are met. What do you tell her?
6. A former student who is returning with a .90 GPA is interested in Nursing or Elementary Education. What issues should you bring up?
7. A high school freshman from Century calls to find out what courses she should take in high school to be admitted to ISU. What do you tell him?

Best Practices for CAA advisors

- **Bring up Hp1 with each student:**
- Check for blocks, remove blocks when appropriate, check major validity, check classification of student, review performance in classes, check to see if classes have late-start date and discuss.
- Bring up and review the student's transcript and current class schedule with each appointment.
- Before dropping or withdrawing, discuss Financial Aid and Scholarship issues. Advise student of possible repayment of Financial Aid to the university of 60% of semester has not elapsed.
- **Write a case note on each student immediately after appointment.**



In Brief

- Conduct ethical advising - cause no harm.
- Only give accurate information- always check if you are unsure.
- Honor colleagues and faculty - refrain from discrediting remarks.
- Know university policies - review often.
- Developmental advising is conversing with the student rather than dictating.
- Do not take a parental approach - persuade through logic and respect.
- Challenge student assumptions - e.g. discuss the benefit: to not taking the easy course; of diversity, etc.
- Advise conservatively - work with the student to help them consider realistic balance between other obligations and school.
- Review previous course work - review the transcript at every advising session.
- Always consider the student's major when advising - change the major with the student in your office if it is inaccurate.

Appointment Outline

Using the outline below, you can assess your advising meetings with students to determine if you are addressing the most pertinent information with your student during their first or second meeting with AAC. During any advising session, you will want to address the question at hand, but also inquire about the other things listed below so they have a comprehensive meeting.

I. Get acquainted

II. What brings you here - “What can I do for you today?”

A. Gather appropriate information and write it down if necessary.

1. On Admission Agreement contract?
2. On Financial Aid?
3. Working or other obligations? How many hours a week of work?
4. Know your major?
5. Leaning towards...?

B. Discuss the above.

1. What it means
2. Don't have to go full time, can get financial aid for less than full time, Admission Agreement says you can't take MORE, but you can take less.
3. Balance
4. Review major options
5. Discuss Career Counseling
6. Most students do not complete their degree in four years, may be 5 or 6.

III. Give an overview of goals, then degree differences (BA, BS, etc.) then specific information for the major of the student.

A. Discuss each Goal

B. Make sure to include discussion of:

1. “Zero” classes (0090, 0015, 0025)
2. Math pre-requisites
3. Specific math requirements for particular majors

4. Health related Biology and overview Biology
 5. Year-long sequences in Goal 5 option
 6. Goal 6 is not a performance or production class.
 7. Goal 10A and 10B can be considered as Goal 10.
 8. Foreign Language needs two semesters of the same language to complete the goal. Placement test for Spanish.
 9. The concept of “double -counting.” (course fulfills goal and major)
- C. Briefly explain the differences between the BA, BS, BBA.
- D. Show the student his or her major in the catalog and review the components of the degree.
- E. Graduation Requirements
1. Need 128 credits to graduate
 2. Of those 128; 36 must be upper division
 3. Of those 128; the student may need to complete “Admission Requirements.” (varies).
 4. The 128 credits are made up of major classes, gen eds and electives (what about a minor?). Most students will need electives and they are “okay” to take.
 5. Refer to resources (tutoring, ADA center, Student Activities, etc)

Mandatory Advising

To provide a baseline of information to students about general education, campus resources, policies, and best practices, advising is mandatory for two groups of students: 1) degree seeking, new, academic freshman prior to their first two semesters of attendance at ISU and 2) degree seeking, academic transfer students prior to their first semester. Students subject to mandatory advising must complete a Mandatory Advising session sponsored by the Academic Advising Center (AAC). The Mandatory Advising sessions, First Session, Second Session, and Transfer, may be viewed at:

http://www.isu.edu/advising/nosearch/first_mad/

http://www.isu.edu/advising/nosearch/second_mad/

http://www.isu.edu/advising/nosearch/transfer_mad/

Coming Soon - Information is in the process of being verified and updated

Blocks Used At ISU

58 credit block - students have earned 58 credits and have not declared a major. Can be overridden by AAC advisors or Registration and Records personnel.

Admission pending block - has not been fully admitted. Cannot be overridden. Call or send the student to the Admissions office.

Admission Restricted block - missing documents from previous semester. Cannot be overridden. Call or send the student to the Admissions office.

Cancelled before Registering - must update information. Call the Admissions office.

Over 18 credits block - Students must get permission from the Dean to take more than 18 credits.



Registration Blocks Used In AAC

D Block = Admission Agreement student needing 1st Mandatory Advising session.

E Block = Admission Agreement student needing 2nd Mandatory Advising session.

F Block = Admission Agreement student who needs to meet with an advisor until the student earns 14 college level credits, takes 4 different goal classes, and attains a 2.00 ISU GPA.

Admission Agreement students are those who have been admitted to ISU without the required core high school courses and without a predicted GPA of above 2.00.

R block = Readmitted

Students with an R block have been dismissed, have sat out the required time and are now ready to register but must see an advisor first. **THEY DO NOT NEED TO PETITION.**

S Block = Non-Compliance of Admission Agreement requirements. Student has not met the conditions of the Admission Agreement.

P Block = Must complete the online Probation Workshop.

www.isu.edu/advising/nosearch/probation/

I = International Student. Students who are international students must see Shawn Bascom or Maria Fletcher to remove the block.

M = First Mandatory Advising Session Requirement has not been met.

N = Second Mandatory Advising Session Requirement has not been met.

J = Athlete block Students must see Nancy Graziano or Matt Steuart. Cannot be overridden.

Y = Non-specified. University-wide block.

Z = Miscellaneous Block. Check case notes for reason for block. Students must see JoAnn Hertz or other identified AAC advisor to remove this block.

B = Student is enrolled as a BAS or BAT student. Cannot remove this block - refer to Debbie Ronneburg in CTECH.

T = TRIO Student is to be advised by the TRIO office. Cannot remove this block.

Coming Soon - Information is in the process of being verified and updated

Part Ten: Resources, Handouts & Forms

Resources

ISU Resources

- **AAC** - Academic Advising Center, responsible for undecided and underprepared students, and available to assist all students.
- **Faculty advisor** - Students should meet with an advisor once each semester.
- **Center for Teaching and Learning** - Math lab and English lab.
- **CAT program.** Content Area Tutoring - Free tutors for all subjects other than math and English **Other labs: Speech lab, Biology lab, Econ, Accounting**
- **TRIO** - A federally funded program assisting eligible students with advising, mentoring, tutoring, and success strategies. Eligible students must have an academic need, AND one of three requirements: first generation student, low income, or a documented learning or physical disability.
- **ADA Center for students with disabilities**
- **Computer Center** - Sign up for an account in the basement of Business Admin Building. #5
- **Library** - A vast selection of books, periodicals, and journals, rooms for quiet study, on-line options, and a 2 credit course entitled Introduction to Library Use.
- The **Counseling and Testing Center** offers personal counseling, free to full-time students with a minimal charge for any testing that may be required.
- The **Career Center** offers career counseling using assessments such as the MBTI and the Strong Interest Inventory.
- **Student Employment** to help with finding part-time jobs.
- **Student Health Center.** Students are allowed to use the Student Health Center and Pharmacy whether or not they purchase the ISU student health insurance, and services are free to students who pay full time fees and a minimal charge for spouses of students and part-time students.
- **Baby U and ASISU Early Learning Center** is available for children ages 6 weeks to six years for full, part-time, and some drop in care.
- **Student Organizations** Those who are involved outside of the classroom graduate at higher rates than non-involved and build skills useful for resume building and employment.
- **National Student Exchange and Study Abroad** Attend a semester or two at a different location in the nation or in the world.

Coming Soon - Information is in the process of being verified and updated

Free or Reduced-Cost Services at ISU for Students

Auto Collision Repair/Refinishing 282-3305

Cost is for parts and materials & a small service charge, no insurance work.

Automotive Technology (RFC Bldg) 282-3605

Offer tune-ups, engine, suspension, transmission work.

Early Learning Center & Baby U 282-2769

On-campus child care center for students, faculty & staff: Open Monday through Friday, twelve months a year. Hours are 7:30 a.m. to 5:30 p.m. (call for finals and summer hours). Open for full-time or part-time care. There is a waiting list.

Career Center (4th Fl Museum Bldg) 282-2380

Occupational resources, career interest inventories, job search skills are all offered.

Center for New Directions (3rd Floor RFC Bldg) 282-2454

Offers personal and career counseling to students & potential students. Workshops available.

Center for Teaching & Learning, Museum Bldg 282-3662

Learning strategies classes, tutoring, math & writing labs.

Commuter Bus 282-4460

Bus service to ISU students. Travels as far as Rexburg & Twin Falls.

Computer Center (Bsmt Business Bldg) 282-4732

Offers several computer workshops to improve computer proficiency.

Cosmetology 282-2866

Provides discount to all students off already low prices.

Dental Hygiene Program (Dental Arts Bldg)

Cleaning, x-rays, fluoride treatment, & exam offered. Cost depends on difficulty.

Family Counseling Center 282-3156

Parent education offered in the fall, couple & family counseling offered in spring.

ISU Speech and Hearing Center 282-3495

Speech, language, & hearing screenings; evaluation & therapy. 50% discount off customary charges.

Legal Aid Service 282-3435

An attorney is available during fall/spring semesters on Mondays & Thursdays from 4:00p.m. to 6:00p.m.

ISU Library 282-2958

Offers research assistance & courses to improve library skills.

Academic Advising Center (3rd Fl Admin) 282-3277

Academic Advising for freshmen, undecided, & Admission Agreement students.

Student Health Center 282-4330

Office calls are free to all students (even if they do not carry ISU insurance) who carry 8 or more credit hours. Part-time students >8 credits & spouses of full-time students are charged a clinic fee. Medical personnel for students in Idaho Falls are at 282-7818.

Student Pharmacy 282-2960

Provides low cost prescription drugs & over-the-counter medications at a reduced price. ISU students, their spouses, & part-time students can use these services.

Student Employment Service 282-2778

Helps students locate part-time & summer work while attending ISU.

Wellness Center 282-2117

Health fitness assessments, instructor-led classes, success and nutrition, lunch seminars, & health screenings are offered. Free of charge.

The Bengal

***Do you want a ferociously healthy GPA
and a strong academic record?***

***Do you want to stay off of Academic Probation
and avoid Dismissal?***

Then take the advice of **The Bengal**

- ▶ SEE AN ADVISOR EACH SEMESTER.
- ▶ ISU research shows that Probation, Dismissal, and loss of funding result when students do not have enough time for the extensive study hours needed at the college level. Full-time work hours should be paired with only part-time college credits. Full time college credits should be paired with part time work hours.
- ▶ Plan on 2 hours of homework for every one credit of class time – i.e. 12 credits = 12 hours in class, plus $12 \times 2 = 24$ hours of homework = $12 + 24 = 36$ hours a week needed to be successful in college.
- ▶ Balance the styles of courses each semester. Pair difficult and time-consuming courses with lighter courses.
- ▶ The national average to complete a bachelor's degree is five years.
- ▶ If you just stop attending a class, you will receive an F.
- ▶ Even if your instructor doesn't take attendance, go to every class every time it meets.
- ▶ Just because you can dance till dawn and sleep till dusk, don't.
- ▶ Schedule study time like a required class and *take breaks*. Avoid marathon studying!
- ▶ Sit in the front of the classroom and be attentive to your instructor.
- ▶ Make sure you are aware of *Satisfactory Progress Requirements* so you are not dismissed or denied Financial Aid.
- ▶ Pick a few extracurricular activities and get involved!
- ▶ Talk to your instructors; make sure they know who you are.
- ▶ Study alone, AND THEN study with other students.
- ▶ Take control of your time and learn to say "NO" when necessary.
- ▶ Get a daily planner, carry it and use it.



Coming Soon - Information is in the process of being verified and updated

Handouts

Overview of ISU Policies to Improve GPA

PETITION	REPEAT	CHANGE OF CURRICULUM	ACADEMIC RENEWAL	TRANSFER POLICY
<p>The General Petition policy of the university allows students to petition their instructors for any reason with regard to final grades earned to determine if a grade could be changed to: a different grade; a W; a full drop; an I; or, an AU. The success of each petition is determined on the merits of the individual petition.</p> <p>The Dean of the students major college has the final determination.</p> <p>Scholastic Appeals - Students may file a petition with the Dean of Students to have the Scholastic Appeals Board review a disputed grade.</p> <p>Hardship Withdrawal - for a given semester when trouble is encountered, and after the regular withdrawal deadline is passed, students may file a hardship withdrawal with their academic dean.</p> <p><u>Appropriate for:</u> malfunction of telephone registration system, human error, hardship, or medical issues.</p>	<p>Students may choose to repeat any class at ISU - as long as it is not a prerequisite for a course that has been already completed. (Some Colleges have set a maximum number of repeats for individual classes within a degree program).</p> <p>If a course is repeated, the most recent grade is used in the calculation of the GPA.</p> <p><u>Appropriate for:</u> upgrading individual course knowledge and grade. Time consuming and costly if used repeatedly. Financial Aid limits repeats to courses in which D=s or F=s were earned.</p>	<p>If a student changes to a radically different curriculum, that student may, after one semester in the new major, petition to have particular grades deleted from the computation of the GPA. The grades must be: lower division; not part of the general education core; and, not be closely associated with the new curriculum.</p> <p>The decision to approve this petition will be made by the dean of the college of the new major.</p> <p><u>Appropriate for:</u> Students who make a drastic change in their major choice (eg. Chemistry major to Mass Comm) and who have poor grades in courses that do not have any bearing on the new major.</p>	<p>Students whose previous performance in college is not consistent with current abilities may be eligible for Academic Renewal if the student has:</p> <ul style="list-style-type: none"> - had an absence of 3 years or more from any institution of higher education. - a cumulative ISU GPA of below 2.00 - upon returning to ISU, earned a 2.50 GPA after taking 12 credits; or, a 2.0 GPA after taking 24 credits <p>If the above conditions apply, students may request that the GPA and corresponding courses from previous, consecutive ISU semesters be removed from the calculation of the GPA for the purpose of raising the GPA without having to repeat courses. This is a one time only option.</p> <p>Students are not limited in the number of semesters they may Arenew@ but are advised to remember the grades and courses in the renewal semesters will not count toward graduation requirements. Students should discuss this option with an advisor.</p> <p>The Dean=s Office will determine the eligibility of the student and the Registrar=s Office will make a notation on the transcript to identify the semesters to be deleted from the computation of the GPA.</p> <p><u>Appropriate for:</u> students who were under-prepared or who had unforeseen events occur on a previous attempt at college.</p>	<p>All credits and grades from other institutions are evaluated and accepted according to ISU policy. Transfer students will have a transfer GPA, an ISU GPA, and a cumulative GPA.</p> <p>Students will receive a transcript evaluation showing equivalencies of courses taken elsewhere to ISU courses. If no ISU equivalency is shown, but the student believes an equivalency exists, he or she may petition the department chair in which the course resides to request consideration of equivalency. The student is advised to submit a course description, syllabus, or course assignments to demonstrate equivalency.</p> <p>Students may use the Academic Renewal Policy for transfer credits.</p>

Improving Memory and Concentration

MEMORY

1. To grasp new information: sit as close to the speaker as you can; take notes; read assignments before class so you will know what to listen for; repeat information both orally and in your notes to remember it better!
2. Organize your information: use codes or rhymes to help trigger information create a mental picture of what you are studying; learn by “rote,” which is just repeating the material over and over.
3. To remember new material: say the answers out loud when studying; learn a little each day (don’t cram); paraphrase the material to understand it better.

CONCENTRATION

1. Set aside a place where you will study that has minimum distractions. Eliminate any distractions that you can, and make the environment comfortable.
2. Make sure you have all your materials when you sit down to study: this may include pencils, pens, calculator, textbooks, paper, research materials, etc.
3. “Pencil Technique” – always study with a pencil in your hand. Rewrite what you have read, your notes, key points, questions.
4. Set time limits and stop studying before you are too tired to achieve the best concentration and retention.
5. Vary the activity – read awhile, then take some notes. Do a worksheet, then outline a paper.
6. Build in breaks! Give yourself incentives – if you finish a big research paper, give yourself a break and go visit friends or at least do some homework that is more interesting!

Note Taking Tips

1. Complete assignments before class; bring all your materials; get to class early enough to look over your previous notes; these things will help you know what is important to record.
2. Force yourself to concentrate when your mind wanders.
3. Watch for clues: repetition of words or topics, anything written on the board, handouts with key phrases or terms.
4. During a lecture, just write down the main ideas and key points and use abbreviations.
5. After the lecture, go back through your notes and rewrite them with as much detail as possible.
6. If you do not wish to rewrite your notes, try to leave spaces for details and write legibly, using key phrases, not whole sentences.
7. Develop a system of highlighting, using underlining, checkmarks or indentations to signify important areas.
8. Make sure you separate your own thoughts from the lectures. If you are unsure of your understanding, make a note to ask the instructor for clarification.
9. Always record examples the instructor gives B these will often clarify an abstract idea, and/or be on the test.
10. Try to get to know someone in your class, just in case you need notes or want to study with someone.
11. If you are having difficulty keeping up with the instructor, you might want to tape record the lecture and review it later.

Test Preparation Tips

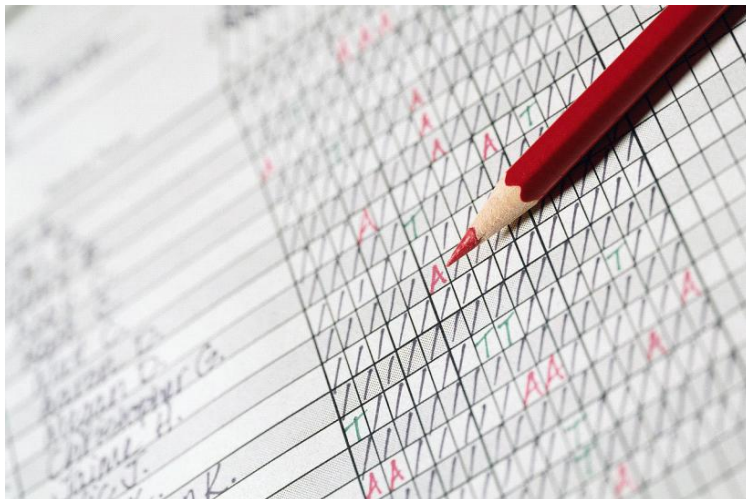
1. Keep up with reading assignments throughout the course so there will be no need to cram!
2. Review the materials a little at a time, including information from early in the semester, so nothing will be a surprise!
3. Ask questions of classmates and the professor, you need to really understand before you will remember!
4. In reviewing, try to predict what the test will cover and review those areas more, without forgetting everything else!
5. Review old handouts, notes, quizzes, exams, and papers for clues and information you may have forgotten.
6. If your instructor does not return old tests, ask if you can schedule a time to come in and look at them.
7. Learn and study your instructors test technique: the types of questions they favor, if they prefer long, detailed answers, or short, concise answers, if they like important dates, etc.
8. Use questions from you texts to help study!
9. Study alone and then study with other students!
10. Give yourself a good night's sleep and maintain a well-balanced diet so you will not be tired or hungry during the test!

“Procrastination is opportunity's assassin.” ~Victor Kiam



Test Taking Tips

1. Be on time and come fully prepared with any materials you need.
2. Read the directions at least twice to make certain you understand what is expected.
3. Look over the test to see what kinds of questions there are and to provide you with an idea as to how long you should allot for each area.
4. Read each question carefully. Look for absolute words like “always” and “never”.
5. Take your time. Think carefully and don’t panic. Don’t let other students who are leaving distract or rush you.
6. Be sure to make arrangements with your instructor *before* the scheduled test if you must miss a test or need to make one up.
7. Don’t linger on one question too long. Mark your best guess and come back to the question if time permits.
8. Be careful about changing your first answers without a good reason. Your first choices are most likely to be correct.
9. Write down any formulas, equations or rules you have memorized or will need before actually working on the test itself.
10. Always show your work. This often leads to partial credit even if the answer is wrong.
11. Do not be in a hurry. Look over your test for careless errors like number transposition or a decimal point in the wrong place.
12. On essay questions, give the major points first and details last.
13. Use simple and correct words. Do not abbreviate or use slang. Check your spelling and punctuation. Write legibly and neatly - print if your printing is better than cursive.



Miscellaneous Study Tips

READING TEXTBOOKS

1. Look over the preface, introduction, table of contents, chapter and section headings to give you an idea of what the text is all about, and where to find important ideas!
2. Question parts of the reading you do not understand – finding the answers will also keep you alert!
3. Read as if you must teach this material to someone else – some texts will require you to read each and every word, others will allow for skimming.
4. Review what you have just read by either writing down key points or just saying them out loud.

STRESS MANAGEMENT

1. Organize yourself by setting goals, committing to completing those goals, pacing yourself and investing your time and energy in the things that matter to you personally!
2. Take control of your environment – eliminate distractions and seek out supportive relationships.
3. Accept your limits, “just say no,” and always have a sense of humor!
4. Establish a healthy lifestyle, including: exercise, good food, relaxation, and personal rewards.

MISC. HELPFUL HINTS

1. Remember to be a good listener!
2. Don't miss class if you don't have to! Make up the work quickly!
3. Learn about campus resources: tutoring programs, math and writing labs, study groups, computer facilities, the library...
4. Maintain a good attitude whenever possible! Take courses you are interested in learning more about!
5. If you need further assistance, or are encountering a problem – ask for help before things get too overwhelming!
6. Ask questions – no question is stupid!
7. Look at the big picture: review your goals, your major, academic requirements, and future plans periodically.

Time Management Study Tips

1. Balance your activities. Plan to spend time doing a variety of activities:
2. Classes
3. Homework
4. Sleeping
5. Recreation
6. Eating

1. Make certain you do something fun every now and then to take a break from your studies.
2. Give yourself a time and place to study. The average amount of time is three (3) hours of study time per week per credit hour of each course you are taking. Build this time into your daily schedule so it becomes natural. Also, try to study in the same place at the same time each day to form a habit.
3. Make a schedule and stick to it. If you must alter your schedule, don't just give up. Get back on your schedule as soon as possible.
4. Put important due dates on a calendar and include dates you need to begin work on those projects. Count backwards and give yourself plenty of time.
5. Study immediately after class while everything is still fresh, or any time you have an hour or two between classes.
6. Don't cram. Try to study on a regular basis for 1 ½ to 2 hours at a time, remaining alert and concentrating on the subject at hand.
7. Get together with other students and study in a group. This can give you insights and information you might have missed in your own notes.



International Student Advising Undergraduate

Freshmen (0-25 credits; transfer students with less than 14 credits)

Academic Advising Center (AAC)

Freshmen are required to complete two advising sessions; one prior to each of the first two semesters of attendance. Online or in person sessions are available in the AAC. Freshmen are encouraged to meet also with a faculty advisor in their area of interest each semester.

Sophomores (26-57 credits), Juniors (58-89 credits), Seniors (90 credits and above)

Faculty advising

Sophomores, Juniors, and Seniors with declared majors should see their faculty advisor each semester.

Transfer Students (those with 14 or more transferrable credits)

Academic Advising Center (AAC) and Faculty advising

Transfer students are required to complete one online advising session prior to registering for their first semester. Online sessions are available in the AAC. Upon completion of the advising session, transfer students should meet with their faculty advisor.

Departmental Faculty Mentors and online Fundamentals of Advising and Registration Sessions for freshmen and transfer students can be found within the Academic Advising Center's website at: www.isu.edu/advising/.

Helpful Courses for Non-native Speakers of English

AMST 100: Introduction to American Language and Culture, 3 credits

ENGL 100: Introduction to Academic Writing and Speaking for Non-Native Speakers of English, 3 credits

For more information, contact:

English for Speakers of Other Languages, (208) 282-3662, Rendezvous Building, 3rd floor.

Contact Central Academic Advising

Museum Building 3rd floor, (208) 282-3277

Mon-Fri: 8:00 am to 5:00 pm. **Evening appointments** by request.

Summer Hours: Mon-Fri, 7:30 am to 4:00 pm

For additional information, you are welcome to contact JoAnn Hertz, Director, Central Academic Advising, hertjoan@isu.edu

Coming Soon - Information is in the process of being verified and updated

The Academic Advising Center (AAC) offers assistance to all freshmen, all students who are undecided as to their major, and students who have entered the university by petition. The AAC is staffed with both professional and peer advisors available to answer questions and readily provide students with:

- information on ISU major options,
- an understanding of general education requirements,
- information and referral to campus resources and support services,
- help with class schedules, and
- clarification of campus policies and procedures.

Faculty Advisors in the major department are experts in their field. Students should seek to develop this relationship as soon as they decide their degree path so they can be assured of receiving the most current information from the department. They will benefit by developing a positive professional relationship with a professor who can write recommendation letters for research or internship opportunities or serve as a scholarship reference. Faculty advisors can also help with career questions and graduate school applications.

Responsibilities and Expectations of Advisors and Students

Advisors

- Understand and effectively and accurately communicate curriculum, graduation requirements, and university policies and procedures.
- Listen to concerns and respect individual values and choices.
- Assist in creating an educational plan that is consistent with academic and personal goals.
- Be available to answer questions through scheduled meetings, phone, or email.
- Assess academic performance and areas of strength to ensure they are consistent with students' personal needs and plans.
- Refer to other campus offices and resources as appropriate.

Students

- Schedule and attend advising appointments approximately once per semester.
- Be involved in the advising session by being prepared to discuss goals and educational plans.
- Be open and willing to consider advice from faculty, advisors, and other mentors.
- Bring a list of questions to advising appointments.
- Review major plan of study each semester and track progress towards completing graduation requirements.
- Commit to a major when appropriate and actively engage with a faculty advisor on a regular basis.
- Access and read ISU email regularly and respond promptly to all correspondence.
- Become knowledgeable of campus policies, procedures, and resources.
- Take primary and increasing responsibility for making decisions based on available information and advice.

Coming Soon - Information is in the process of being verified and updated

Academic Planning Calendar

2008-2012

Note: Dates are subject to change without notice prior to the beginning of a specified semester. The Academic Calendar Committee meets twice a year to review dates and make adjustments as necessary.

FALL				
YEAR	2008	2009	2010	2011
Classes Begin	Aug 25	Aug 24	Aug 23	Aug 22
Labor Day	Sept 1	Sept 7	Sept 6	Sept 5
Thanksgiving	Nov 24-28	Nov 23-27	Nov 22-26	Nov 21-25
Finals Week	Dec 13-19	Dec 12-18	Dec 11-17	Dec 10-16
SPRING				
YEAR	2009	2010	2011	2012
Classes Begin	Jan 12	Jan 11	Jan 10	Jan 9
Martin Luther King Day	Jan 19	Jan 18	Jan 17	Jan 16
President's Day	Feb 16	Feb 15	Feb 21	Feb 20
Spring Break	Mar 23-27	Mar 22-26	Mar 21-25	Mar 19-23
Finals Week	May 2-8	May 1-7	Apr 30 - May 6	Apr 28- May 4
Commencement	May 9	May 8	May 7	May 5
SUMMER				
YEAR	2009	2010	2011	2012
Classes Begin	May 11	May 10	May 9	May 7
8 Week - Early	May 11- July2	May 10 - July 1	May 9 - June 30	May 7 - June 28
6 Week - Early	May 11- June 18	May 10 - June 17	May 9 - June 16	May 7 - June 14
4 Week - Early	May 11-June 4	May 10 - June 3	May 9 - June 2	May 7 - May 31
Memorial Day	May 25	May 31	May 30	May 28
Independence Day	July 3 (Fri)	July 5 (Mon)	July 4 (Mon)	July 4 (Wed)
Commencement	July 31	July 30	July 29	July 27