

Idaho State University Faculty and Professional Advisor Handbook

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HANDOUTS

At-A-Glance Advising Suggestions and Recommendations

- Freshmen should limit their credit load to 14 credits.
- To graduate in 4 years, one must take 16 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 101- College Learning Strategies; limit time consuming outside of school obligations.
- Check course descriptions for prerequisite completion 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.

Complete one English Composition course before enrolling into Communication 101.

Goal 3 Mathematics:

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

1. Determine if (and which) specific math course is required for the intended major,
2. Using ACT, SAT, Compass scores, or transcripts, determine into which class a student has placed, and 3. Outline the sequence of math courses needed to meet the goal.

Irregularities to be aware of:

Math 143-College Algebra-3 credits + 144-Trigonometry-2 credits = 147- College Algebra/Trig- 5 credits.

The grade and credit for math 143 replaces 147 when taken subsequently.

The grade and credit for math 144 replaces 147 when taken subsequently.

The grade and credit for math 147 replaces either 143 or 144 when taken subsequently.

The grade and credit for math 160 Brief Calculus replaces 170 Calculus I when taken subsequently.

The grade and credit for math 170 replaces 160 when taken subsequently.

Goals 4 Biology, 5 Physical Science:

Take Biology 101 (General Biology) and lab before Biology 301 and 302 (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 Literature, 8 Philosophy 9 US History, 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:

Econ 201 and 202 are completed more successfully if math 108 is considered their pre-requisite

Goal 12:

Avoid taking Psychology and Sociology in same semester.

Free or Reduced-Cost Services At ISU For Students

Auto Collision Repair/Re-finishing (RFC BLDG)
282-3305
Cost is for parts and materials and a small service charge, no insurance work.

Automotive Technology (RFC BLDG) 282-3605
Offer tune-ups, engine, suspension, transmission work.

ASISU Early Learning Center and Baby U (behind Student Union) 282-2769
On-campus child care center for students, faculty and 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 Floor 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 and potential students. Workshops available on personal improvement.

Center for Teaching & Learning Muse Bldg. 282-3662
Learning strategies classes, tutoring, math and writing labs.

Commuter Bus 282-4460
Bus service to ISU students. Travels as far as Rexburg and Twin Falls.

Computer Center (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, and exam offered. Cost depends on difficulty.

Familv Counseling Center 282-3156

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

ISU Speech and Hearing Center 282-3495
Speech, language, and hearing screenings; evaluation and therapy. 50% discount off customary charges.

Legal Aid Service 282-3435
An attorney is available during fall/spring semesters on Mondays and Thursdays from 4:00p.m. - to 6:00p.m. Not offered during breaks or the summer.

ISU Library 282-2958
Offers research assistance and courses to improve library skills.

Academic Advising Center (3rd Floor Admin.) 282-3277
Academic Advising for freshmen, undecided, and Admission Agreement students. Faculty and resource referral.

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 and 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 and over-the-counter medications at a reduced price. ISU students, their spouses, and part-time students can use these services.

Student Employment Service 282-2778
Helps students locate part-time and summer work while attending ISU.

Wellness Center 282-2117
Health fitness assessments, instructor-led classes, success and nutrition, lunch seminars, and health screenings are offered. Free *of charge*.

Wilderness Rental Center 282-2945
Offers student rates on water gear, backpacks, mping equipment, tents etc.

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 Alast 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

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 24	Aug 23
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 17	May 16	May 14
8 Week - Early	May 11- July 2	May 17 - July 9	May 16 – July 8	May 14 – July 6
6 Week - Early	May 11- June 18	May 17 - June 25	May 16 - June 24	May 14 - June 22
4 Week - Early	May 11-June 4	May 17 - June 11	May 16 - June 10	May 14 – June 8
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	Aug 6	Aug 5	Aug 3

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Part One

Advising 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.

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 Sciences, Business, Education, Health Professions, and Pharmacy 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. The Academic Advising Center (AAC) is staffed with professional and peer advisors and serves all freshmen, all undecided, and all underprepared students.

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.

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, including international students, who are subject to mandatory advising must complete a Mandatory Advising session sponsored by the Academic Advising Center (AAC). International students are required to attend an orientation to the university coordinated by the International Programs Office (IPO). 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/

The Academic Advising Center strongly encourages students to attend an in-person Mandatory Advising session. In-person sessions are available in Pocatello, Idaho Falls, Twin Falls, or Boise. Online

sessions are also available. **Mandatory Advising at ISU is not intended to replace college or faculty advising.** Students not meeting any of the above criteria should see their assigned advisor of record for academic advising. Contact the Office of Admissions for student advisor assignments.

ADVISOR ASSIGNMENT, STATUS, AND CHANGE OF ADVISOR

Advisor Assignment: Students are assigned an advisor based on their major choice.

Advising Status: Pre-Major, Intended Major, and Admitted Major

- Students enter the university with a default advisor assignment (based on their stated major preference on their application) and a status/notation of “P” (meaning pre-major)
- Once the student makes contact with the department, the department has the responsibility to change the status/notation to “I” (meaning Intended).
 - The status/notation of “I” indicates that the student has made contact with the intended department, has been assigned an advisor, and has met with an advisor.
 - The status/notation of “I” allows the student with 58 or more credits to register.
- The third status/notation is “A” (meaning admitted). Each department has the responsibility to change the status/notation to “A” indicating the student has met the requirements for full admission into a program or major.
 - Those departments that do not have formal Admission Requirements may make use of either notation (“I” or “A”) when the student makes personal contact with the department.
 - Individual departments without formal admission requirements may decide their own protocol with regard to when or if a student’s record must indicate the “A” status.
- Students wishing to change advisors may request reassignment within their major department.
- A change of a student's major necessitates an advisor change.

ADVISOR ROLES AND RESPONSIBILITIES

Advisement is a shared responsibility, in that both you and the student 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 (See "C" above).
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 will 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.

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

ETHICAL PRINCIPLES FOR ADVISING

1. ***Seek the best possible education for the advisee.*** 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. ***Treat students equitably; don't play favorites or create special privileges.*** 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. ***Enhance the advisee's ability to make decisions.*** 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. ***Advocate for the advisee with other offices.*** 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. ***Support the institution's educational philosophy and its policies.*** We need to make special note of this principle because it may not come naturally to advisors who think for themselves and have their own educational philosophies. Note that this principle does not preclude arguing against policies in appropriate forums.
6. ***Maintain the credibility of the advising program.*** 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. ***Accord colleagues appropriate professional courtesy and respect.*** 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

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: <http://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 Registration and Records 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

ACADEMIC DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

High School	College
High School, for the most part, is mandatory.	College is purely optional.
Unless attending a private high school, no tuition was paid.	In college, tuition or fees are paid to attend classes.
Most students probably attended high school near home.	Students may attend college anywhere in the world.
In high school, textbooks are provided free.	In college, students must pay for textbooks.

Student - Teacher Contact

Instructor-student contact 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 -- Choices -- 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 - student and instructor - 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.

THE ADVISING INTERVIEW

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. Don’t be embarrassed if there is silence. 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.”

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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

ADVISOR CHECKLIST - 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.		

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Satisfaction with Advisees		Yes	No
35.	With respect to motivation, my advisees are active and striving rather than passive and in need of prodding.		
36.	With respect to maturity, my advisees are growing, responsible, and capable of self-direction rather than immature and irresponsible.		
37.	I believe that the goals, priorities, and evaluation of the advising relationship should be determined by the advisor and the advisee.		
38.	I like my advisees.		
39.	My advisees appreciate the work I go through to help them.		
40.	I feel my advising is effective.		

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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. Use all available information sources
7.	When in doubt, refer to the catalog, advisor's handbook, etc.
8.	Know how and when to make referrals, and be familiar with referral sources.
9.	Do not refer too hastily; on the other hand, do not attempt to handle situations for which you are not qualified or comfortable.
10.	Have students contact referral sources in your presence, when possible.
11.	Keep in frequent contact with students; take the initiative; don't always wait for them to come to you.
12.	Do not make decisions for students; help them make their own decisions.
13.	Focus on students' strengths and potentials rather than limitations.
14.	Seek out students in informal settings.
15.	Monitor students' progress towards educational goals.
16.	Determine reasons for poor academic performance and direct students to the appropriate support services.
17.	Be realistic and honest with students.
19.	Clearly outline students' responsibilities.
20.	Follow through on commitments made to students.
21.	Encourage students to consider and develop career alternatives, when appropriate.
22.	Keep an anecdotal record of significant conversations for future reference.
23.	Evaluate the effectiveness of your advising.
24.	Do not be critical of other faculty or staff to students.
25.	Be knowledgeable about career opportunities and the job outlook for various majors.

REMINDERS FOR EFFECTIVE ADVISING (Cont'd)

- | | |
|-----|---------------------------------------------------------------------------------------|
| 26. | Encourage students to talk by asking open-ended questions. |
| 27. | Do not betray confidential information. |
| 28. | Categorize student's questions; are they seeking action, information, or involvement? |
| 29. | Be yourself and encourage students to be themselves. |

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SUGGESTED POINTS OF INTERACTION BETWEEN ADVISORS AND ADVISEES (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 (You may request names from the Office of Registration and Records).
➤ 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.

RELATIONAL/CONCEPTUAL vs. INFORMATIONAL ADVISING

The following information should help clarify whether a student needs an advisor to emphasize relational/conceptual or informational advising. Different situations solicit different types of advising.

Relational/Conceptual Advising	Informational Advising
Student thinks trouble with math class means he will never be an engineer	Needs help selecting classes
Student is not sure that he will make it in college; has been out too long	Needs to know if transfer credits will apply toward degree
Student is thinking of quitting school; really having a rough time settling in	What does academic probation mean?
Student has taken on more than he can handle; can't keep up with debts	Needs to know if it is acceptable to have more than one minor
Parents are getting a divorce and student thinks he must go home	Thinking of joining a professional organization and wants to know if it will help in finding a job
Relational/Conceptual Advising also helps with:	Informational advising also helps with:
Decision making about career and educational goals	General information about courses of study, admissions, financial aid, and registration
Assistance with personal problems that interfere with educational goals	Interpretation of academic policy and procedure
Coping with crisis situations that result from trying to balance the roles of student, parent, spouse, and/or employee	Information on graduation requirements
Dealing with a touchy roommate situation	Interpreting placement scores and recommending appropriate courses for success
Referrals for outside professional assistance	

PUTTING DEVELOPMENTAL ADVISING THEORY INTO PRACTICE

<p>1. <i>Consciously raise questions.</i> 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. <i>Probe assumptions about majors.</i> 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. <i>Help students draw inferences.</i> Help students build if/then contexts from the initial choices they make.</p>
<p>4. <i>Challenge conclusions.</i> 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. <i>Allow students their own mind.</i> 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. <i>Teach advisees how to make decisions.</i> 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 educationBdeveloping mature and self-directed students.</p>
<p>7. <i>Discuss course content with the students.</i> 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. <i>Challenge the idea of "compartmentalization."</i> 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 Afun@ class. Discuss the value of the course beyond the content.</p>
<p>9. <i>Let the student struggle.</i> 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 himself. 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 him make the call from your office, give the forms to the student and point out and explain some confusing areas, and have him fill it in (he could fill it out in the waiting area and have you check it over when he is through), describe the array of courses the student can choose from and make him choose one.</p>
<p>10. <i>Articulate your belief in developing an appreciation for diversity.</i> 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>

PUTTING DEVELOPMENTAL ADVISING THEORY INTO PRACTICE

Cont'd

11. ***Adapt your advising session to the student.*** 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.

12. ***Explain the “why” behind the general education requirements.*** The intellectual competence of the student can be expanded by having a firm understanding of the purpose behind the goal requirements.

13. ***Encourage students to become involved.*** Study groups, organizations, meeting with professors for help with class, can all contribute to interpersonal competence.

14. ***Address the hidden and overt emotions of the student.*** 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.

15. ***Have the student gather information from all appropriate sources before making a decision.*** Autonomous decisions without input may not be well-grounded. Encourage an “information-gathering” semester in which the student understands his need for interdependence.

16. ***Challenge students to find the answers within themselves.*** 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.

17. ***Encourage students to live on campus their first year.*** Students can learn to tolerate and appreciate others’ differences through exposure.

18. ***Identify transferable skills.*** 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.

19. ***Encourage students to challenge themselves.*** 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.

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.

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PROBLEMS WITH A PROFESSOR - SOME CONSIDERATIONS

Advisees often have problems with professors ranging from personal dislike (sometimes mutual) to failure to meet academic standards the advisee feels are important. It is important to respond appropriately to these concerns. The following guidelines may be helpful:

In the case of personal dislike:	
1.	The Program Chair overseeing a multi-section course may be willing to arrange for an advisee to change sections.
2.	Counsel the student on the importance of maintaining professional behavior in class.
3.	Guide the student toward listening techniques which may allow the student to tune out distracting personal qualities.
4.	Make sure the professor has not intimidated or harassed the student. If you feel either action has occurred, refer the student to the Vice President of Student Affairs.

In the case of violation of the University's academic standards:	
1.	Make sure the student understands appropriate academic behavior. Some students, for example, do not understand that they can be tested on material they are assigned to read but which has not been covered in class.
2.	If you feel a violation of university standards has occurred, contact the Department or Program Chair and ask for their feedback when the matter has been resolved.
3.	DO NOT provide the student's name; DO provide other specified information such as dates and documents.

ADVISING FOLDERS/CASE NOTES/RECORD KEEPING

You should 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.	Copies of the initial registration forms with notes on the registration meeting
5.	ISU Petitions: financial aid; transfer equivalencies, re-admissions, etc.
6.	Copies of major worksheets
7.	Copies of minor applications
8.	Correspondence

AAC Advisors are required to keep electronic case notes of all meetings with advisees, to provide continuity, to keep an accurate account of the session and advice given, and to verify student meetings.

ADVISEE CONFERENCE NOTES

Sample

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

Date	Subject of Conference/Comments	Length of Conference

Section Three
CAREER COUNSELING

MAKING A SATISFACTORY MAJOR DECISION

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

Occupational Knowledge
Encouraging students 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 students 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

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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?

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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?

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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
Education Career Fair (spring)
Resume and Cover Letter Assistance

On-Campus Recruiting
On-line Job Vacancies

General Career Fairs (fall and spring)
Health-Related Career Fair (spring)
Videotaped Practice Interview & Feedback Sessions
Resume Referral Service

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

Section Four

Admissions Information

**Admission Requirements to Idaho State University -
(High School graduation requirements and requirements for ISU admission are generally different).**

Regular (Assured) Admission to ISU Requires:

ACT or SAT Test (for those under 21)
\$40 Application fee
High School (or college transcripts)
2.00 GPA or above from core High School classes
(Or, 1.5 or above ISU predicted GPA)

Core High School Classes consist of the specific number of credits from the following categories:

8 credits of English

Composition and Literature

6 credits of Mathematics

Applied math I OR Algebra I	Analytical Geometry
Applied math II OR Geometry	Calculus
Algebra II	Statistics
Geometry	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	Sociology
Geography	Philosophy
US History	Economics
World History	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 Levels

Level One and Level Two

In an effort to help retain students, an admission system was adopted in 1989. The university predicts what a student's first semester GPA will be by weighting the average of the High School Core (*only those classes required for ISU college entrance*) GPA and the ACT/SAT composite score. If the student has completed all of the required core high school classes, and the predicted GPA is below a 2.00, the student is Level One; if the predicted GPA is above 2.00, the student is Level Two. Level Two students do not have any restrictions other than two semesters of Mandatory Advising. Level One students are restricted to a maximum of 13 credits and must complete two semesters of Mandatory Advising prior to registering for classes. **Level One students who complete 12 credits of college level work, in four college level classes, with a 2.00 GPA or better, will have all restrictions removed and will be changed to Level Two status.**

Admission Agreement (Contract) Students

Students who do not meet the admission requirements for regular admission may be admitted through an appeal process. A committee, chaired by the Director of Admissions, will discuss each individual appeal and base a decision on ACT/SAT scores, grades in high school courses, courses taken, letters of support, reasoning, etc. The committee may: decide to deny the petition until the student can prove academic readiness; allow part-time admission; or, admit with a limit of 7, 9, or 13 credits. If admitted, the student will have an Admission Agreement status, (a sub-category of Level One status) and will have an individualized set of requirements to follow. Admitted students receive a written agreement which lists individualized requirements. **Admission Agreement students will be held to the conditions of their admission agreement contract until they earn 14 college credits, 12 credits of which are general education and in 4 different subject areas, and attain a 2.00 ISU GPA.**

How GPA is predicted

The indexing system adopted in 1989 utilizes a mathematical formula specific to ISU. Students were tracked for three semesters and it was determined that the GPA of core courses used for admission proved to be most reliable to determine how the student would do in college courses.

The formula weights the core GPA heavily and weights the ACT composite slightly.
 $(.99 \times \text{Core GPA} + (.031 \times \text{ACT}) - 1.29 = \text{predicted GPA}.$

As a result, ISU students are accepted as conditional or assured and assigned to a level.

Level 1: regular admission with restrictions

Level 2: regular admission with no restrictions

Admission Agreement: provisional (conditional) admission with restrictions

Open admission: regular admission with no restrictions (Students who graduated from high school in 1989 or before).

GED: same as Level One. (Professional judgment by an advisor can modify the requirements for the GED student).

Classification/Intervention

Reason

<p><i>Open Enrollment</i> - No restrictions other than two semesters of Mandatory Advising</p>	Graduated from High School in May 1989 or before the establishment of the State Board of Education's college entrance requirements
<p><i>Level Two</i> - No restrictions other than two semesters of Mandatory Advising</p>	High school core completed. A 'weighted' average of high school core GPA and ACT/SAT composite "predicts" student to <u>earn a 2.00 or above</u> college GPA (with no intervention).
<p><i>Level One</i> - Limit of 13 credits a semester and must complete two semesters of Mandatory Advising, and register for 1st semester classes with an AAC advisor.</p> <p>Level One students who complete 12 credits of college level work, in four college level classes, with a 2.00 GPA or better, will have the restrictions removed and will be changed to Level Two status.</p>	High school core completed. A 'weighted' average of high school core GPA and ACT/SAT composite "predicts" student to <u>earn less than</u> a 2.00 college GPA (with no intervention).
<p><i>GED</i> - Limit of 13 credits a semester and must complete two semesters of Mandatory Advising, and register for 1st semester classes with an AAC advisor.</p>	GED students may not have had the class room experience that High School graduates have had and may be at a disadvantage. Many GED students are academically competent, however, and the restrictions can be modified with professional judgment of the AAC advisor.
<p><i>Admission Agreement</i> - Limited to between 6 and 13 credits, must complete two semesters of Mandatory Advising, meet with an advisor in the Academic Advising Center to register, meet with an AAC advisor once a month during the semester, must abide by individualized agreement, and take prescribed classes. Generally, students are on this agreement for 3 semesters or more.</p> <p>Admission Agreement students will be held to the conditions of their admission contract until they pass 14 college credits, 12 credits of which are general education in 4 different subject areas, and attain a 2.00. Once the requirements are met, the student will be changed to Level Two status.</p>	Student is lacking one or more high school core classes and the average of high school core GPA and ACT/SAT composite "predicts" student to earn less than a 2.00 GPA (with no intervention). Student must petition the Admissions Committee who will rule on enrollment. If the student is allowed entrance, an individualized agreement is developed which includes a variety of intervention strategies to assist the student's progress.

See the next page for a copy of the Admissions Agreement and Letter to Admission Agreement students that are sent to students and monitored by the Academic Advising Center.

Athletics, Trio, and the 8 academic departments of Geology, Vocational Teacher Education, Child and Family Studies, Music, Pharmacy, Engineering, Corporate Training, and Dietetics MAY monitor declared students in their majors who have entered the university on Admission Agreement. Mass Communication majors will be advised through that department.

Sample Admission Agreement Letter
Welcome to Idaho State University!

Dear ():

The Office of Admissions has referred you to the Academic Advising Center (AAC) for advisement. You have been placed on an Admission Agreement with the university and the advisors in the Advising Center are here to help you complete the requirements of your agreement. **Refer to your Admissions letter for a copy of your Admission Agreement requirements.**

The Advising Center staff will work closely with you to help you become academically successful. You have been admitted to the university on the condition you meet certain requirements.

- Limit your credits
- Take the math and English Compass tests
- Enroll in ACAD 101, College Learning Strategies (or ACAD 103 College Learning Strategies for Math),
- Enroll in ACAD 102, First Year Seminar.
- **Attend an in-person mandatory advising session before your first semester**
- **See an advisor, from the list below, once a month for a “check-in” appointment.**

At your check-in appointments, the advisor will help to clarify university policies and procedures; explain catalog information; identify resources that ISU offers; discuss your goals; keep you informed on upcoming registration events; and, help schedule your classes. *Admission Agreement requirements are in effect until you have earned 14 college-level credits, completed four general education requirements, and have earned at least a 2.00 GPA.*

An advising block has been placed on your registration and will be removed after you have attended a mandatory advising session. Please make an appointment to come in for an advising session and to speak with an advisor to gain a full understanding of your Admission Agreement requirements.

Be sure to tell your advisor you are on an Admission Agreement.

Pocatello, Academic Advising Center, Room 316, Administration Building, Mon – Fri. 8 - 5p.m. Phone: 208-282-3277.

Idaho Falls, Student Services, University Place, Samuel H. Bennion Building, Mon – Fri. 8 - 5. Phone: 208 - 282-7800.

Twin Falls, CSI Evergreen Bldg, B-40, Phone: 208 -736-2101 or 282-4840.

Boise, Explorer Dr. Ste. 102, Phone: 208-373-1700

We are looking forward to meeting with you!

Sincerely,

JoAnn Hertz, Director
Academic Advising Center

Pocatello Advisors

JoAnn Hertz
Dustin Robinson
Linda Hill
Johanna Jones
Michelle Lance
Jacque Baergen
Peer Advisors

Boise Advisors

Ali Crane
Danessa Miyasako

Idaho Falls Advisors

Susan Morris
Todd Johnson
Susan Macomb
Peer Advisors

Twin Falls Advisors

Chris Vaage
Lesa Wagner

CATALOG APPLICABILITY

From the time a student initially matriculates, he or she may choose to graduate using the requirements of any catalog if there has not been an absence of 5 or more years from ISU. After a five or more year absence, students must either meet the degree requirements of the catalog in effect at the time of readmission or may choose the requirements within any subsequent catalog in effect during their re-enrollment. However, if the major department has admission requirements, the catalog in effect at the time of acceptance into the major will be the applicable catalog used for graduation requirements.

If students have not been enrolled at ISU for a 3-year period, students must re-apply for admission to the University and an application fee will be assessed.

CHANGE OF MAJOR PROCEDURE – in HP1 System

1. {Go to #11, Assigned Advisor Screen, on Adco toggle menu }
2. Enter F in Action field and “A” for #1, Enter Division
3. Enter Student ID number
4. Click on F2, Deg1/Maj Change
5. The cursor will take you to line #5 where you put AA, AS, BA, BS or BBA depending on major.
6. The cursor will go to line #6 for the major code. If you don’t know the major code put in “h” for help and you will go to a screen to find the major. When you find the major you want then you type in the line number in the action field and press enter to transfer to the advisor screen.
7. If the cursor goes to option, click on enter
8. The cursor will go to line #7, Major status. You put “P” for premajor the cursor will go to double major. If there is one it can be entered the same as above, otherwise press enter.
9. Cursor will go to #16, Catalog yr. Click on enter for the default year that they started school or put in a more current year of their choice.
10. Cursor will return to action field, type in #3 to go to Advisor line
11. If you don’t know the advisor code, type in “h” to look up. Find the chair of the dept and put in the line number in the action field to enter on the advisor screen.
12. Click on update

To add a minor, put in #10, Minor, in the action field. To look up minor code type in “h” to find. Type in line number that minor code is on and press enter to take back to advisor screen.

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 015, or 025, and/or English 090 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 & 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.	<p><u>Goals 1 - 5</u></p> <p><u>are required</u></p> <p><i>(Students pursuing a Bachelor of Science (BS) degree must complete goal 4 AND goal 5 OR 12 credits in the biological sciences OR 12 credits in the physical sciences).</i></p>		
<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>Required</u>
<u>Nine - US History</u>	To understand the history and culture of the United States.	<u>Required</u>	<u>One Class from three Goals are 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>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>Students must choose between 10A and 10B for General Education requirements- 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>Eleven - Political Science</u>	To understand how political and/or economic organizations, structures, and institutions function and influence	<u>Required</u>		<u>Required</u>

<u>or Economics</u>	human thought and behavior.		
<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 below the list of general education classes that meet major requirements to determine what classes can be double-counted for each degree.

All majors: Engl 101, 102 and Comm 101

College of Arts and Sciences

Anthropology	Anth 237 or 238 Math 253	Goal 10A Goal 3
Biological Sciences	Biol 101 and 102 Math 160 Foreign Language (specific to Zoology)	Goal 4 Goal 3 Goal 10B
Chemistry	Chem 111 and 112 Math 170	Goal 5 Goal 3
Economics	Econ 201 and 202 Math 160 or 170 and 253	Goal 11 Goal 3
English	Engl 257 or 258 (general and writing option)	Goal 7
Foreign Languages	Lang 207 Lang 201 and 202	Goal 10A Goal 10B
Geology	Geol 100 and Lab or Geol 101 and 110 Lab Math 170	Goal 5 Goal 5 Goal 3
History	Hist 101 and 102	Goal 10A
International Studies	Econ 201 Lang 101, 102, 201, 202	Goal 11 Goal 10B
Mass Communication	MC 210 (for photography emphasis)	Goal 6
Music	Musc 108	Goal 6
Physics	Chem 111 and 112 Biol 101 and 101 Lab (Health Physics Option) Math 170	Goal 5 Goal 4 Goal 3
Political Science	Pols 101	Goal 11
Psychology	Psyc 101 Math 253 (recommended)	Goal 12 Goal 3
Sociology	Soc 101 Math 253	Goal 12 Goal 3
Social Work	Soc 101 Math 253 Biol 100 (recommended) Econ 100 (recommended)	Goal 12 Goal 3 Goal 4 Goal 11

College of Business

Econ 201 and 202	Goal 11
Math 160 or 130	Goal 3

College of Ed Elementary

Art 100, 101, 102, Musc 100, 106 or Danc 201	Goal 6
Engl 110, 115, 257 or 258	Goal 7
Hist 111, 112 or Amst 200	Goal 9
Anth 237, 238, Hist 101, 102, or 251-255	Goal 10A

	Econ 100, 201, 202 or Pols 101	Goal 11
	Soc 101, 102 or Anth 100	Goal 12
	Math 256 and 257	Goal 3
College of Engineering	Phys 211 and 212	Goal 5
	Math 170	Goal 3
<u>Kasiska College of Health Professions</u>	Biol 101 and 101Lab	Goal 4
	Chem 101 and 102	Goal 5
	Psyc 101 or Soc 101	Goal 12
	Math 253	Goal 3
	Anth 237 or 238 (specific to Nursing)	Goal 10A
	Econ 100, 201, or 202 (Nursing and HCA)	Goal 11
	Phys 100 (Radiographic)	Goal 5
<u>College of Pharmacy</u>	Biol 101 and 101 Lab	Goal 4
	Chem 111 and 112	Goal 5
	Psyc 101 (strongly recommended)	Goal 12
	Math 160	Goal 3
	Econ 201 or 202	Goal 11

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 8 credits. Part time students pay by the credit hour from 1 to 7 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.

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.

GUIDELINES FOR ENGLISH PLACEMENT

ENGL 90- 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 101 - 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 102 - 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 101 and 102

Students who receive an ACT score of 31 or higher (SAT 700 or higher) will receive 3 credits each for English 101 and 102.

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

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

English 105 - Writing Laboratory - 1 credit

This course is designed for students who transfer to ISU from a quarter-system school and who are deficient in one or more hours of English composition credits to meet the minimum requirement for either English 101 or English 201. Students must fill out a petition requesting the course and meet with the Director of Composition who will monitor the completion of the course requirements.

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 090
ACT English 18 - 24 SAT Verbal 450 - 560 COMPASS Writing score between 68 and 94.	Eng 101
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 101 and place into Eng 102
ACT 31 or higher SAT 700 or higher COMPASS- no equivalent	given 3 credits each for Eng 101 and 102
Composition & Literature Advanced Placement (AP) Score 3 Advanced Placement (AP) Score 4 Advanced Placement (AP) Score 5	-given credit for Eng 101 -given credit for Eng 101 and 110 -given credit for Eng 101, 110, and 102
Composition & Language Advanced Placement (AP) Score 3 or 4 Advanced Placement (AP) Score 5	-given credit for Eng 101 -given credit for Eng 101, and 102

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
170*	144 or 147	29	650				51
144, 157, 160*, 230	143	27	620			51	
130*, 143, 147, 253*	108	23	540		61		
123*, 127*	025	19	460		45		
108	025	18	430		40		
025	015	12	250	46			
015	No Prerequisite Required						

* = Satisfies Goal 3 All other courses are pre-requisites. As of Summer 2004

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.

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.
- Maximum of 64 credits without an Associate degree (70 for 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.
- 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 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.
- Minimum cumulative GPA of 2.0.
- Minimum cumulative 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.
- All debts and obligations to the University are paid.
- Residency requirements met.
- Thirty-two (32) credit hours of the last 50 completed at ISU are required for the award of any Baccalaureate Degree.
- A maximum of 50 credits earned in the major area of study.

Graduation Requirements

Resident Credit Requirements

- Students earn "Resident Credits" for credit-bearing ISU courses.
- 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.

Please note: Resident Credits are not synonymous with Idaho State residency definitions for tuition purposes. For further information, please see your academic advisor or program chair.

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 special graduate student and must meet the major or minor course requirements as determined by the program.

Limitations to this policy include a) the additional coursework must be completed within five years of the first bachelor's degree; b) a maximum of nine credits may be transferred from other accredited colleges/universities, as approved by the program; and c) a maximum of sixteen credits will be allowed under this policy. A student who needs more than sixteen credits for the major or minor should proceed to earn the second degree (32 credit minimum).

After acceptance by the appropriate department/college and verification of completion, the student's permanent academic record will be posted accordingly. No additional diploma or certificate will be awarded. Requests for the additional posting of such majors and minors must be made to the graduation staff in the Office of Registration & Records by the posted graduation application deadline for the relevant term. *Students should consult with a program advisor or department chair for any program restrictions to this policy.*

Anthropology	No requirements
Art and Pre-Architecture	Overall 2.5 gpa 3.0 gpa in ART 100, 103, 104, 105, & 106
Biological Sciences	No requirements*
Chemistry	C or higher in CHEM 111 2.0 avg in Chem courses other than 100, 101, & 102
Communication and Rhetorical Studies	No requirements
Economics	No requirements*
English and Philosophy	No requirements
Foreign Languages	No requirements*
Geosciences	No requirements*
History	Gen Ed Goals 1, 2, 3, 9, and 10A 2.5 gpa*
Mass Communication	Gen Ed Goals 1, 2, 6, 11, and 12 2.0 gpa MC 119 with C or higher MC 121 and 121L with C or higher MC 215 (or 230) with C or higher
Mathematics	Gen Ed Goals 1 and 2 Math 175 and 287 with C- or higher Plan of study
Music	Audition, Interview, Placement into program Intent to major after successful completion of audition Formal admittance to major after Junior Standing exam
Physics	24 or more credits completed*
Political Science	Gen Ed Goals 1, 2, and 3 24 or more credits completed with 2.25 gpa POLS 101 and 202 with C or higher Signed agreement regarding advising
Psychology	Gen Ed Goals 1, 2, and 3 2.0 gpa PSYC 101 and 201
Sociology, Social Work, and Criminal Justice	CJ: No requirements SOC: No requirements SOWK: May apply after completing 61 credits: Formal Application Gen Ed Goals 1, 2, 3, 4, 11, and 12 2.5 gpa SOWK 271, 272, 240 with C or higher*
Theatre and Dance	No requirements

* Information taken from Undergraduate Catalog 28 October 2005

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.

Students who secure minimum grade point averages of 3.33 and also are in the top 10% of their respective college's graduating class are designated as graduating with honors. Those in the top 5% graduate with high honors. Honors designations must be approved by the student's major department and dean.

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 hillcynth@isu.edu

Part Five
Students in Academic Difficulty

ACADEMIC PERFORMANCE

Academic Probation and Dismissal

Normally, all students who are admitted to the University are in good standing. In exceptional cases, students who were dismissed or had a cumulative grade point average (GPA) of less than 2.0 from the last institution attended may be admitted on probationary status.

Freshmen (0-25 credits) are in good academic standing with an ISU GPA of 1.75 or greater. Sophomores, juniors, and seniors (26+ credits) are in good standing with an ISU GPA of 2.00 or greater.

Probation and Dismissal

- Freshmen whose cumulative ISU GPA is less than 1.75 at the end of any semester will be placed on academic probation.
- Sophomores, juniors, and seniors whose cumulative ISU GPA is below 2.0 at the end of any semester will be placed on academic probation.
- Students on probation must earn a semester GPA of 2.00 (or attain the appropriate ISU cumulative GPA) or they will be dismissed.
- Students on probation who earn a semester GPA of 2.00 but have not attained the ISU cumulative GPA for their grade level will be placed on continued probation.

ACADEMIC STATUS	CAUSE FOR STATUS	RESTRICTIONS APPLIED
Academic Probation	<ul style="list-style-type: none"> < Transfer student with less than 2.0 cumulative GPA from last institution < Less than 1.75 cumulative ISU GPA if less than 26 credits earned (freshmen) OR less than 2.0 cumulative ISU GPA if 26 or more earned credits (sophomore-senior) 	<ul style="list-style-type: none"> ➤ Placed on probation and must earn a 2.00 semester GPA for probation semester ➤ Must earn a 2.00 semester GPA for probation semester. ➤ Must complete the online probation workshop at: www.isu.edu/advising/nosearch/probation/
Continued Probation	<ul style="list-style-type: none"> < Previously on probation and earned a 2.00 semester GPA but has not attained the minimum ISU cumulative GPA for grade level. 	<ul style="list-style-type: none"> ➤ Must earn a 2.00 semester GPA or attain an ISU cumulative GPA at or above the minimum level for his or her grade level.

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ACADEMIC STATUS	CAUSE FOR STATUS	RESTRICTIONS APPLIED
Dismissal	<p data-bbox="451 233 906 325">< Less than 2.0 cumulative ISU GPA for the semester of probation</p> <p data-bbox="451 478 906 541">< Transfer student – not in good standing at previous institution</p>	<p data-bbox="938 233 1414 352">➤ Lay out one semester for first dismissal Lay out two semesters for second dismissal</p> <p data-bbox="938 359 1414 451">➤ Lay out two semesters and petition the Readmission Review Board for third or subsequent dismissals.</p> <p data-bbox="938 478 1414 571">➤ Transfer students will be held to the same policies as are continuing ISU students.</p>

Summer Dismissal Information

Students who are dismissed must layout either fall and/or spring semester(s) depending on the number of previous dismissals. The layout period for first and second dismissal is not petitionable. Summer semester is not considered to be a semester layout. Summer semester attendance is allowed for students who have been dismissed but they will NOT be eligible for Financial Aid.

If a student on *dismissal* attends summer and does not earn a 2.00 GPA, that student will be placed on “continued dismissal” and must fulfill the previously assigned layout period during the fall and/or spring semester(s).

A student on *probation* who attends summer session, but does not earn a 2.00 GPA and does not achieve the appropriate cumulative GPA, will be on “continued probation.”

Dismissed students whose grades from summer are sufficient to remove the student from probationary status will be allowed to take courses in the fall semester.

READMISSION PETITION

Those who have been dismissed three or more times, must layout two semesters and petition to be readmitted by filling out the university petition, submit the readmission supplement including the 3 semester plan of study at: www.isu.edu/advising/docs/Readmission-Supplement-2-2006.pdf and any documentation that supports the students’ claims and submit them to the Academic Advising Center (AAC), 316 Administration Building. The petition, with instructions, can be picked up at the AAC office, Idaho Falls AAC Office, or the Registrar’s Office, 3rd floor, Museum Building.

The Readmission Review Board meets at least once a month. The decision of the Review Board is final.

Readmission to the university does not necessarily mean readmission to the major. Readmitted students who intend to receive Financial Aid will be required to file 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.

<p><u>Determine the reason for the problem.</u></p> <p>Some common ones are</p> <ul style="list-style-type: none">X poor class attendanceX inadequate preparation for class (readings, assignments)X poor note-taking skillsX poor study habitsX test anxiety or other problems with taking testsX working too many hours
<p><u>Discuss possible solutions and, when appropriate, refer student for help.</u></p> <p>Stress the importance of meeting with the professor and recommend the services of other campus resources</p>
<p><u>Discuss possible consequences of failing.</u></p> <p>Be sure that student understands the grading system and what impact individual grades have on the semester and cumulative grade point average</p>
<p><u>Record your suggestions in the student's folder so that you can follow up.</u></p> <p>Advising notes help to ensure continuity in the advising process and also help you avoid repetitious questions and discussion.</p>
<p><u>Satisfactory Progress.</u></p> <p>Discuss, when appropriate, the impact of poor performance on Financial Aid eligibility, scholarship awards, and athletics.</p>

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 Records and Registration 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 Registration and Records 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 101 and 102 or exact equivalent

Goal 2 - Comm 101 or exact equivalent

Goal 3 - Math 123, 127, 130, 160, 170, 253 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 - A 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, 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. AND 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.

SIGNATURES REQUIRED FOR PETITIONS

Petitions dealing with **General Education Requirements** must have the following signatures:

1. Major Advisor, if not a transfer course. (Transfer courses do not need major advisor signature).
2. Department Chairperson (the department in which the course in question is offered).
3. Chairperson of the General Education Committee.
4. Dean of the college from where the student is seeking his/her degree (**final authority**).

Petition to **waive a G.E. requirement completely**: all signatures listed above but also must have the signature of the Provost/Vice President for Academic Affairs (**final authority**).

Petitions dealing with **University Requirements** (Graduation Requirements) such as: residency total credits, upper division credits, etc. **must** have the following signatures:

1. Major Advisor.
2. Department chair of the major.
3. Dean of the college from where the student is seeking his/her degree.
4. Provost/Vice President for Academic Affairs (**final authority**).

Petitions dealing with *complete* **Withdrawal/Drop from current semester** (between the last day to totally withdraw and the end of the term) **or prior semester**:

1. Major Advisor
2. Dean of College Major

Petitions dealing with late **Withdrawal/Drop** from *single class* in current or prior semester must have the following signatures:

1. Instructors.
2. Department Chairperson for the class
3. Dean of the college where the student is seeking his/her degree

Petitions dealing with **Departmental and/or College** requirements **must** have the following signatures:

1. Major Advisor.
2. Department Chairperson.
3. Dean of college from where the student is seeking his/her degree (**final authority**).

Petitions dealing with **Readmission** must have the following signatures:

1. Faculty Advisor (or Dean of College in which the student wishes to re-enroll) for plan of study.
2. Chair of Readmission Review Board (**final authority**).

Petitions for **Academic Renewal** must have the following signatures:

1. Major Advisor
2. Dean of College where seeking degree
3. Provost/Vice President for Academic Affairs (**final authority**)

Petitions dealing with **Graduate Student Requirements** Refer to the Graduate School.

Petitions dealing with **Challenge by Examination** and

Petitions dealing with **Late Registration**

Refer to Frequently Requested Forms at: <http://www.isu.edu/areg/policy-proc/rr-forms.shtml>

1. To add a course:

Through 10th day

No signatures are needed if the course is open and no other restrictions exist.

2. 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.

3. 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

4. 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 can not 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.

University Petitions (Use black or blue pen. No highlighters or fashion-colored pens).

1. Petitions dealing with courses that do not systematically show as repeats.

Courses such as ANTH 237, 238, ENGL 115, HE 201, 401, WS 205, 405, HIST 405 and PEAC courses which can be repeated with different content are not reviewed systematically by HP1 repeat program, even when the course was failed and same topic is repeated with a passing grade. Student may petition for the repeat to be posted.

Signatures needed: Advisor (optional)
Department Chair of the course
Dean of the student's college.

2. Petitions to add a course to existing schedule beginning the 11th week.

Use Late Registration Petition

3. Petitions to change from credit to audit beginning the 11th week

Signatures needed: Instructor of the course, Chair of the course department, Dean of the student's college.

Revised 3.28.07

Part Seven

Financial Aid

Financial Aid consists of Grants, Loans, and Work-study opportunities. Students must apply each year to determine eligibility for aid. It is recommended to have individual and/or parent's taxes completed, and submit the Free Application for Federal Student Aid (FAFSA), which is online, by March 1st of each year aid is desired.

Students and each university noted by the students will be sent a Student Aid Report (SAR) used in calculating the individual award. If an additional SAR is needed, call: 319-337-5665 or 1 - 800 - 4 Fed Aid.

Students must make satisfactory academic progress, defined by the Financial Aid Office, in order to receive federal financial aid.

Satisfactory academic progress 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)
- complete at least 67% of all credits attempted
- achieve a minimum grade point average*
- achieve a stated degree or certificate within the maximum number of credits allowed.

***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.**

Financial Aid Satisfactory Academic Progress Appeals

Students *not* meeting the conditions of Satisfactory Progress must petition for Financial Aid reinstatement and, if approved, abide by the conditions of their Financial Aid Contract.

Generally, the conditions of a Financial Aid Contract are to complete 100% of the credits for which the student was funded, and attain the appropriate GPA.

Students on contract, who satisfy the above requirements but still have not attained a completion rate of 67% for all credits attempted, will remain on contract until the percentage has been reached and will not have to re-appeal.

Financial Aid Appeal Process for Student

1. Obtain the Satisfactory Progress Appeal Form online or from the Financial Aid Office.
2. Complete the forms, attach all requested information including a class schedule and any required documentation.
3. Meet with the assigned advisor to review and approve or change the semester schedule and sign.
4. Return the completed form to the Financial Aid Office.
First petition - automatic approval after documentation is submitted.
Second petition - internal review by Financial Aid officers and possibly a referral to committee to meet with student.
Third petition - immediate referral to committee who will meet with student.
Fourth petition - immediate referral to committee who will meet with student.
5. The Financial Aid Office will send a notification letter of the appeal decision.

Before Withdrawing or Dropping Classes, Students Should Consider:

Am I on a Financial Aid Contract?	Whether or not a student is on contract is significant to what is allowed regarding reducing the credit load during the semester.
Will I still be meeting the minimum standards of progress if I drop or withdraw?	It depends. If a student is <u>not on contract</u> , he or she must complete enough credits to have completed 67% of all credits ever attempted by the end of the Spring semester. If a student is <u>on a contract</u> with financial aid, he or she must complete 100% of the required courses with the appropriate GPA, or he or she will be denied assistance and must petition for consideration.
Will dropping or withdrawing affect my future eligibility for financial aid?	Dropping or withdrawing below the minimum standards of progress will require the student to petition. A student is allowed 4 petitions before he or she must complete and pay for 12 credits on his or her own and earn a 2.00 GPA.
Will my financial aid need to be immediately repaid if I withdraw?	In the case of an unofficial withdrawal (where the student did not complete the semester, but took no action to officially withdraw) the University determines the withdrawal date. The student may be required to repay some or all of their aid. See more at: www.isu.edu/finserv/titleIVfunds.shtml
If I am withdrawing from the university, how soon will my loan repayment begin?	Generally, students are allowed a 6 month grace period after graduation or dropping below 6 credits. The six month grace period is a one time only option.

Part Eight

Specific Student Populations

Athletes

Veterans

Students with Disabilities

GED Students

College of Technology

ATHLETE'S

In order to participate in athletics at ISU, students must first be cleared by the NCAA Clearinghouse. The following documents should be sent to the NCAA Clearinghouse at PO BOX 4043, Iowa City, IA 52244-4043, Phone (319) 337-1492:

- * completed and signed Student Release Form and fee
- * Official high school transcript
- * ACT or SAT scores
- * 48-H Form

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).
- 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, 60% by the beginning of their 4th year, and 80% by the beginning of their 5th year.

By the beginning of

Year in college:	% of degree requirements met	# of credits completed
3 rd	40%	52
4 th	60%	77
5 th	80%	96

Student athletes can take remedial classes (math 015, 025 and English 090) 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

Students who are receiving Veteran's benefits should contact the Veterans Affairs Office, within the Office the Registration and Records in the Museum Building (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. Even though ISU allows a full credit for 8-week courses, 8-week courses do not constitute a full credit for veterans unless there is a "mirror" eight week course in each eight week session.

Contact, Veterans Affairs Officer (208.282.2661), with questions.

STUDENTS WITH DISABILITIES

The ADA and Disabilities Resource Center (Graveley Hall, 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 102, 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 Dennis Toney, ADA Director, 282-3599, tonedenn@isu.edu with questions.

Applied 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 101	TGEC 151 and 152
Comm 101	TGEC 153
Economics 100 <u>or</u> 201, <u>or</u> 202	TGEC 156
Psyc 101 <u>or</u> 102 <u>or</u>	TGEC 160
Soc 101 <u>or</u> 102	

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 – 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 – 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 – 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)

College of Health Professions, 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.

Computer Science Department (COE) – 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

Physics Department – June 6, 2006

PHYS 101/101L – Elements of Physics – 4 cr.	Satisfies goal 5 - Only College of Technology students may enroll.
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Revised 6/08 dr jh

BLOCKS USED AT ISU

58 credit block - students have earned 58 credits and have not declared a major. Can be overridden but 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 credits than 18.

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.

I = International Student Students who are international students must see Suzanne Forrest, 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 Stewart.

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 - refer to Debbie Ronneburg in CTECH.

T = TRIO Student is to be advised by the TRIO office.