PEER ADVISING MANUAL

2022-2023

For use in
ACAD 4450: Peer Advising Seminar

Idaho State
UNIVERSITY

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Office of Academic Advising

The Office of Academic Advising (OAA) staff welcomes all current and prospective students at Idaho State University. OAA serves as the coordinator of general academic advising services and support for the ISU community of students, faculty, and staff. OAA carries out advising responsibilities for specific majors for new freshmen, sophomores, transfer students, students on probation, pre-Social Work majors, and undecided majors.

Some of the responsibilities of advisors includes helping students explore and declare majors; understand degree requirements; plan and schedule their classes; understand ISU policies and procedures; and submit petitions.

Peer Advisors work alongside the professional advisors in the OAA Office (307 Museum Building). "Peers" assist ISU students in understanding academic requirements, in accessing university resources, and with mentoring students through the sometimes-challenging college experience. The personal benefits for the Peers are many and include developing and enhancing leadership and communication skills, increasing confidence, and providing experience working with diverse populations, which is valuable in any profession. Peers are of great importance and value in the OAA office; they have a significant impact on students' lives and are held to a high standard of professionalism and academic performance.

Course content includes student development theory, communication skills, role-playing, and extensive exposure to academic advising information.

Students invited to become a peer advisor (by taking the second class) can earn up to two academic credits for each semester. Peer Advisors will conduct one-on-one advising sessions, assist with campus registration programs, and assist with updating advising materials. Weekly staff meetings will provide advanced skill building and offer feedback on performance.
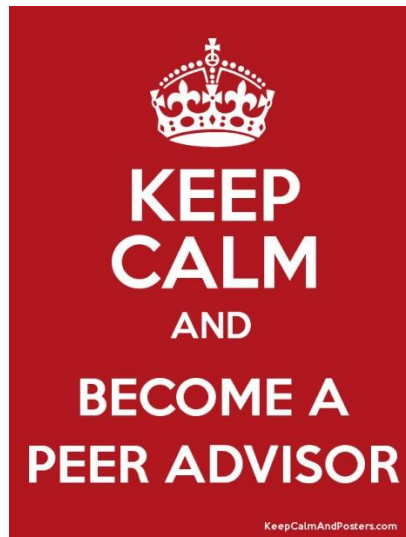
OAA Mission Statement

Helping students reach their academic goals through guidance and support

The objectives of Office of Academic Advising include:

- ✦ Training advisors to work with students
- ✦ Assignment of advisees to trained advisors
- ✦ Maintaining contact with assigned advisees
- ✦ Help the advisee formulate sound academic and career plans
- ✦ Provide and discuss all relevant information and resources with students
- ✦ To increase retention at Idaho State University
- ✦ To establish recognition of the importance of Office of Academic Advising amongst the campus-at-large

The Art of Advising

In the past, Academic Advising was considered a clerical function; it has evolved into a more prominent service on many campuses. NACADA (National Academic Advising Association) has evolved from the need of advisors to share information, insights, and frustrations resulting from the complexities of academic advisement.

The purpose of advising is not simply to make sure the student is taking the right classes. It must also include:

- Attending to the development of the whole student
- Encouraging self-reliance and self-confidence
- Promoting intellectual growth
- Improving coping skills
- Encouraging a balance between academic responsibility and social activities.

To help advisors retain the proper perspective and to guide them in advising sessions, it would be helpful to adopt the principle that the advisor does not need to "do it all" for the student. Rather, they can encourage the student to learn how to "do it all" for themselves.

If advisors allow students to participate and play an active role in the completion of a desired degree(s), students may create connections and become aware of resources in ways advisors cannot imagine.

Personalization and awareness of student needs is a must in advising. It is important to recognize that for a few students, extra help may be necessary. Extremely reserved students may be terrified to follow through on academic advice if they feel it is threatening in any way. Advisors should meet students at the student's level and help guide the students toward experiences, courses, and individuals that will facilitate the learning that at the university.

Advisors must employ excellent interpersonal communication skills to create the climate of support, openness, and trust that is essential to build the rapport crucial for superior advising.

Advising cannot merely be reduced to a set of rules or "how to's." The discipline is more sophisticated than simply adhering to a set of rules. It is not black and white; not static; not either/or; not made up of right or wrong choices. Advising is an art, not a hard science. It is fluid and situational, and requires open-mindedness and flexibility; however, we must also accurately portray policies and procedures that the student must adhere to.

Please provide your own definition of advising:

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The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others who all operate from a primary interest in the art of academic advising. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.
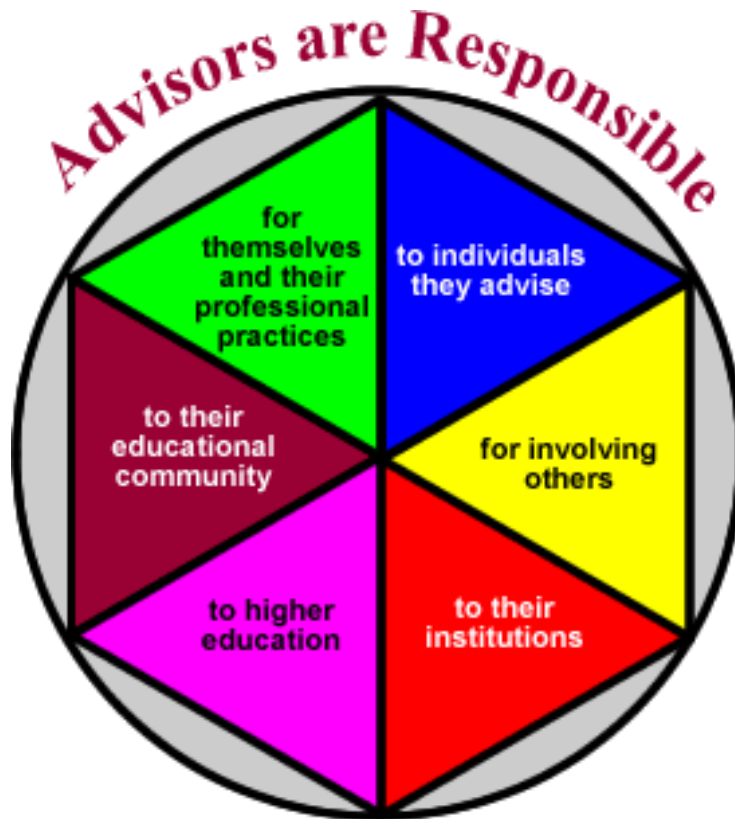
National Academic Advising Association
THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING
EXPOSITION

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

Academic Advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, Academic Advising fosters individual potential.

Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.

Advisors:

- Recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.

- Introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities, evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.

- Encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.

- Respect students' rights to their individual beliefs and opinions.

- Guide and teach students to understand and apply classroom concepts to everyday life.

- Help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.

- Seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.

- Recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.

- Are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.

- Are willing to investigate all available avenues to help students explore academic opportunities.

- Respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (**FERPA**).

- Seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.

- Document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

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

Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co- curricular programs, and graduation clearance.

Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:

Advisors:

- Have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and

- Help the institution's administrators gain a greater understanding of students' needs.

Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution

❖ Core Value 3: Advisors are responsible to their institutions.

Advisors:

- Work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.

- Keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.

- Increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.

- Respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.

- Encourage the use of models for the optimal delivery of academic advising programs within their institutions.

- Recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

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

Advisors:

- Accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.

- Base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.

- Help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making. One goal of advising is to establish a partnership between students and advisors that will guide students through their academic programs.

- Advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.

- Advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

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

Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs to bridge the gap between the academic and off-campus environments.

Where such programs exist, advisors:

- Help students understand the relationship between the institution and local, regional, national, and international communities.

- Advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and make appropriate referrals to enable students to achieve these goals.

- Understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

❖ Core Value 6: Advisors are responsible for both their professional & personal practices.
Advisors:

- Use the Statement of Core Values to guide their professional actions.

- Seek opportunities to grow professionally. Advisors identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, which can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.

- Seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.

- Recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.

- Are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain listen and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

Identify the significant impact of each of the Six Core Values of Academic Advising:

Core Value #1:

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Core Value #2:

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Core Value #3:

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Core Value #4:

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Core Value #5:

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Core Value #6:

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The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions. Advisors often face situations with students and colleagues that require making ethical decisions. The following principles of ethical behavior help advisors in working through the ethical decisions they face each day.

General Principles of Professional Ethical Behavior

(1) Beneficence & Non-Malfeasance	(2) Fidelity & Responsibility	(3) Intergrity
	(4) Justice	(5) Respect for People's Rights & Dignity

General Principles, as opposed to Ethical Standards, are **inspirational in nature**. The intent of Ethical Standards is to guide and inspire a person toward the very **highest ethical ideals** whether personal or professional.

❖ **Principle 1: Beneficence & Non-Malfeasance**

- Striving to **benefit** those with whom you work and care for, in order to **do no harm**.

- In all actions, seek to **safeguard the welfare and rights** of those with whom you interact.

- Attempt to **resolve** conflicts in a responsible fashion that avoids or minimizes harm.

- Remain alert, and guard against personal factors that might lead to misuse of your influence.
- Be aware of the effect of your own physical and mental health on your ability to help those with whom you work and interact.

❖ **Principle 2: Fidelity & Responsibility**

- Establish relationships of **trust** with those with whom you work and interact.

- Be aware of your professional **responsibilities** to the specific communities in which you work.

- Uphold professional **standards of conduct**; clarify your **roles and obligations**.
  - Accept appropriate responsibility for your behavior.
  - Seek to manage **conflicts of interest** that could lead to exploitation or harm.
- Consult with other professionals to best serve the interests of those with whom you work.

- Remain aware and address the ethical compliance of your colleagues' professional conduct.

- Strive to contribute a portion of your time for little or no compensation or personal advantage.

❖ Principle 3: Integrity

- Seek to promote **accuracy, honesty, and truthfulness** in all personal and professional encounters.
  - In these activities an ethical professional does not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact.

- Strive to **keep promises** and avoid unwise or unclear commitments.

- In situations in which deception may be ethically justifiable (to maximize benefits and minimize harm), you will have an obligation to consider the possible consequences of such actions.

❖ Principle 4: Justice

- Recognize **that fairness and justice** entitle all persons' access to and benefit from public and institutional resources, and to equal quality in the processes, procedures, and services being conducted by the representatives of those institutions.
  - Fair, balanced, and non-judgmental

- Exercise reasonable judgment and take precautions to ensure that your potential biases, the boundaries of your competence, and the limitations of your expertise do not lead to or condone unjust practices.

❖ Principle 5: Respect for People's Rights & Dignity

- Be aware that special safeguards may be necessary to protect the rights and welfare of persons whose vulnerabilities impair autonomous decision-making.

- Be aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups.

- Try to eliminate the effect of biases on your work based on those factors, and do not knowingly participate in or condone activities of others based upon such prejudices.

- Respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination (FERPA - Family Educational Right to Privacy Act, AKA The Buckley Amendment).

Identify one rapport-building implication that can result from implementing each of the general principles:

Principle #1:

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Principle #2:

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Principle #3:

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Principle #4:

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Principle #5:

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As part of the ethical guidelines in the practice of Academic Advising, FERPA should be taken into consideration during all interactions within advising.

How FERPA Applies to Faculty & Staff

Access to the Student Information System is not tantamount to authorization to view the data. Faculty and staff are deemed "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."

It is imperative that a peer advisor never release student information to an individual that is not an ISU Faculty or staff member who has a legitimate educational interest. If an individual without a legitimate educational interest requests a student's information contact your supervisor, explain the request of information, and let your supervisor determine whether or not to share the information.

In accordance with the Family Education Rights and Privacy Act of 1974 (known as 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
  - Enrollment Status
  - Class Level
  - Full-Time/Part-Time Status
  - Major Field of study
  - Degree Types and Dates
  - Club and Athletic Participation Records

SECTION TWO - PART A

STUDENT DEVELOPMENT THEORY

SECTION HIGHLIGHTS

Chickering's Seven Vectors of Human Development

Considering Chickering's Theory

Putting Developmental Advising Theory into Practice

PART A: STUDENT DEVELOPMENT THEORY

Chickering's Seven Vectors of Human Development

Arthur Chickering is a leading theorist of the psychological development of young adults. In *Education and Identity*, he identifies seven "vectors" of development which young adults "typically" go through during their college years:

(1) Developing Competence

- Intellectual competence
- Physical & manual skills competence
- Interpersonal competence

(2) Managing Emotions

- Awareness of emotions
- Acknowledge emotions
- Release of emotions
- Control of emotions
- Bonding With others

(3) Moving Through Autonomy Toward Interdependence

- Function with self-sufficiency
- Free from continual & pressing need for reassurance/approval
- Organize activities or solve problems in a self-directed way
- Willingness to pursue strong interest or stand on convictions

(4) Developing Mature Interpersonal Relationships

- Tolerance & appreciation of differences
- Capacity for intimacy, which is enduring and nuturing

(5) Establishing Identity

- Comfortable with self: physical, social, spiritual
- Clarification of roles & lifestyle
- Strong sense of self in response to feedback from valued others

(6) Developing Purpose

- Clear vocational goals
- Formulating plans for action with set priorities
- Strong interpersonal & family commitments

(7) Developing Integrity

- Humanizing values: balancing self-interest with interests of others
- Personalizing values: affirming core beliefs while respecting other points of view
- Develop congruence: matching personal values with socially responsible behaviors

Considering Chickering's Theory

In the more than 30 years since Chickering first developed his theory, many questions about the details of his analysis have arisen, including, most prominently, the differences gender make in the aptness of his model of development. But for the purposes of the academic advisor, Chickering makes clear a crucial reality about college students; regardless of the precision (or lack thereof) in his model -- college students are extremely busy with maturational tasks at the same time that they are trying to succeed in the classroom.

Consider & discuss all the "work" Chickering tells us college students have to do inside and outside the classroom:

> Achieve intellectual competence for academic success
> Develop social and interpersonal competence for relating to others
> Resolve parent-child authority relationships
> Learn to manage emotions
> Adjust to growing sexual impulses
> Reduce dependency on others
> Become self-sufficient and goal-directed
> Learn interdependence and collaborative skills
> Clarify personal values
> Solidify sexual identity
> Select moral and ethical positions for oneself
> Answer the questions, "Who am I?" and "Where am I going?"
> Learn tolerance for a wide range of persons, their beliefs and cultures
> Develop mature interpersonal relationships with peers
> Establish the capacity for mature intimacy
> Set appropriate educational and vocational goals
> Choose one's life work
> Choose one's life style
> Decide upon a personally valid set of beliefs
> Establish congruence between personal values and behavior
> Learn to tolerate ambiguity in life

There is considerable overlap and interdependence between these "tasks", but one's overwhelming impression reviewing them must be a renewed appreciation for how **overwhelmingly busy** college students tend to be.

With an understanding of Chickering's theory, the academic advisor is able to empathize with and normalize the student's experiences. The advisor can then effectively implement the use of developmental advising in assisting and encouraging student's individualized growth within the vectors.

How to Put Developmental Advising Theory into Practice

1. Consciously raise questions
Help students determine what it is they know about "majors" and their relationship to field of study, personal interest, and career goals.

2. Probe assumptions
Help students ask themselves what they assume or take for granted about their ideas on academic majors, and the relationship between academic majors and what the students want to do.

3. Help students draw inferences
Help students build if/then context from the initial choices they make.

4. Challenge conclusions
Help students test their own conclusions and decisions by having them talk with different types of people who have expertise in the students' areas of interest.

5. Allow students their own minds
Students need to develop a sense of responsibility that can include refusal of advice and even results in failure. Advisors need to provide appropriate information but they must also respect the students' right of self-determination.

6. Teach advisees how to make decisions
Elevate the advising function from a prescriptive and mechanical role of signing forms to more of an art form. Advisors who can teach advisees how to make decisions, contribute most effectively to the significant goal of a college education, developing mature and self-directed students.

7. Discuss course content with the students
Before or after the student takes the course, discuss how the course might be useful to their career, or ask what they got out of the course, what they learned about themselves.

8. Challenge the idea of "compartmentalization"
Students do not become knowledgeable by only taking courses and they do not attain social skills only from extracurricular activities. Skills and learning occur as a result of an array of experiences. Have the student take a "fun" class. Discuss the value of the course beyond the content (i.e. stress relief, balance with academics, social interaction).

9. Let the student struggle
Before jumping to assist the student by making the decision, by talking to the professor, by filling out the form, by choosing the course, etc., see how capable the student is at taking the action on his/her own. Tell students that these are decisions they may need to make (lay out the pro and cons for them to make an informed choice), guide students on what they may wish to say to a professor and have them make the call from your office. Give the forms to the students and point out some of the confusing areas, and have them fill it in (they can fill it out in the waiting area then return to have it reviewed). Describe the array of courses available and allow them to make informed choices.

10. Articulate your belief in developing an appreciation for diversity
Students have more of an opportunity to develop, not only a tolerance for, but also an appreciation of the diversity that they are exposed to if they are told that it is important and valuable. Be an example.

11. Adapt your advising sessions 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, veterans, commuter, transfer, economically disadvantaged, gifted and talented, disabled or challenged, part-time, evening, and many other characteristics can be assessed to adapt the advising session to meet the needs of the individual student. Effective advisors will be aware of these differences and be prepared to address them.

12. Explain the "why" behind the general education requirements
Having a firm understanding of the purpose behind the goal requirements can expand the intellectual competence of the student.

13. Encourage students to become involved
Study groups, organizations, meeting with professors for help with class, can all contribute to the student's 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 may 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 may develop an understanding of his/her need for interdependence and cooperation with available resources.

16. Challenge students to find the answer within themselves
Help students to discover their personal values by being accepting of their idea, 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 groups, meet deadlines, complete projects, 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 a more demanding course with a more demanding instructor.

Check for Understanding

Provide a personal example of how you currently identify with one of Chickering's seven vectors:

Vector:_____

Personal Example:_____

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How can understanding the developmental tasks of each vector help you better empathize with advisees?

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SECTION TWO - PART B

STUDENT DEVELOPMENT THEORY

SECTION HIGHLIGHTS

The Mentor: An Academic Advising Journal

The Six Phases of Appreciative Advising

The Six Phases Defined and Practical Applications

The Mentor: An Academic Advising Journal

Incorporating Appreciative Inquiry into Academic Advising

Jennifer L. Bloom, Ed.D., University of Illinois at Urbana-Champaign, and Nancy Archer Martin, Educational Management Network/Witt/Kieffer

"There comes that mysterious meeting in life when someone acknowledges who we are and what we can be, igniting the circuits of our highest potential."
~ *Rusty Berkus* ~

Have you ever had a person in your life who really believed in you and your potential, even when that potential wasn't exactly obvious to you? Chances are that we have all been recipients of such a gift from others and that the doors that they opened for us have changed our lives in important ways. It is a powerful moment when you choose to see others as full of potential, with the ability to build upon the skills and talents they already possess. Appreciative Inquiry (AI) is an organizational development tool that focuses on bringing out the best in people and organizations, instead of viewing them as problems that need to be solved. In this paper, we will explore how academic advisers might incorporate the principles of AI into their advising interactions with students.

In 1986, David Cooperrider was a young doctoral student at Case Western Reserve University working under the tutelage of his adviser, Dr. Suresh Srivastva, when he completed his doctoral dissertation, which laid out the basic framework of the concept he called Appreciative Inquiry: "Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them . . . AI involves the art and practice of asking questions that strengthen a system's capacity to heighten positive potential" (Cooperrider & Whitney, 1999, p. 10). The link to academic advising seems clear. As advisers, we are constantly trying to help our students reach their full potential, and one of the primary tools that we have for empowering students is asking questions. AI challenges us to make sure that we ask positive questions, aimed at helping students discover their strengths, abilities, and skills.

It is important to understand some of the principles behind AI in order to fully grasp its power. In particular, Cooperrider bases his AI theory on the connection between positive images and positive actions. One of the key founding AI principles is that we are by nature "heliotropic," meaning that, "just as plants of many varieties exhibit a tendency to grow in the direction of sunlight (symbolized by the Greek god Helios)," there is a human tendency to "evolve in the direction of positive anticipatory images of the future" (Cooperrider, Sorenson, Whitney, & Yager, 2000, p. 30). Indeed, we respond more favorably to people who are optimistic thinkers and who help us create positive images of our futures, rather than to people who are negative and disapproving of our plans. Therefore, as advisers, it is important to remember that students will likely respond more positively to us if they know that they will be treated as someone with outstanding potential instead of just another problem child. S.N. Parker once said, "People have a way of becoming what you encourage them to be—not what you nag them to be" (Cook, 1993, p. 272).

The Pygmalion phenomenon is another important principle upon which AI is built. Cooperrider et al. (2000) cites the classic Pygmalion study conducted in the classroom setting. In the study, before the class begins, a teacher is told which students in the class are high achievers and which are not. In reality, there is an equal distribution of bright students in each group. Multiple studies have shown that, over time, the

weaker students who were previously identified to the teacher as high-achieving end up doing better than the bright students who the teacher had earlier been told were not good students. The teacher's perception of the students has a powerful effect on student outcomes. Of course, there is a valuable lesson in this for academic advisers: we need to treat each student as if he or she might someday be our own future physician, lawyer, next-door neighbor, or other influential person in our lives. Johan von Goethe once said, "Treat people as if they were what they should be, and you can help them become what they are capable of becoming" (Cook, 1993, p. 272). For advisers, one of the challenges we face is to treat the last appointment on a preregistration day with the same amount of enthusiasm generated for the first person through the door. Each student that walks through our doors deserves our full attention and passionate interest.

Cooperrider and Whitney (1999) contend that there isn't an AI "formula" but put forth four phases that are typically used in AI: Discovery, Dream, Design, and Destiny. AI has mainly been used as an organizational development tool, but its potential as an individual development tool has yet to be fully explored. We submit that AI can be a powerful mechanism for academic advisers to intentionally reframe their interactions with students. We will now explore how advisers might be able to adapt the four phases of AI in advising individual students. According to Cooperrider and Whitney (1999), "At AI's heart is the appreciative interview. The uniqueness and power of an AI interview stems from its fundamentally affirmative focus" (p. 11). For example, the Discovery phase involves asking students about their strengths and passions. The key to this phase of AI is listening carefully to responses and asking only positive, affirmative questions. The Dream phase is a continuation of the Discovery phase, in which, based on the answers students provide, the adviser and the students work to build upon their articulated strengths, aspirations, and interests. Together they begin to dream about and formulate a plan for their lives and careers. In the Design phase, the adviser works with students to devise strategies to accomplish short- and longer-term goals and to discuss the skills they need to develop to make their dreams come true. In the Destiny phase, the adviser allows the students room to accomplish these goals. But the adviser is there as a safety net to provide guidance and moral support to the students.

As academic advisers, there is much for us to learn from AI, which, in many ways, is still in its infancy. Researchers are continuing to unlock and document the power of it as a tool for encouraging organizations and individuals to become the best that they can be. We offer specific suggestions on how AI can be used to improve advising:

1. Believe in the goodness of each student who walks through your door. Treat him or her like you would want your son/daughter/best friend to be treated.
2. Utilize positive open-ended questions to draw out what students enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question (Discovery phase).
3. Help students formulate a vision of what they might become and then assist them in developing their life and career goals (Dream phase).
4. Give students a clear idea of what they will need to do by devising concrete, incremental, and achievable goals to make these dreams come true (Design Phase).
5. Be there for them when they stumble, believe in them every step of the way, and help them continue to update and refine their dreams as they go (Destiny phase).

It is not anticipated or expected that all of your conversations with students will be about positive topics. We do advocate building an advising relationship grounded in AI principles with each of your students. This approach can assure students that you are there to do whatever you can to empower them to fulfill their goals and dreams. And, when they do occasionally veer off track, they will come back to you for

direction and inspiration to reestablish their course.

In conclusion, one of the most powerful quotes we have found on advising came from Nancy Twiss, a former scholarship adviser at Kansas State University, who gave a speech on the value of advising at a national scholarship conference in 1999. She said, "Most of us will not find answers to the causes of cancer, or solve the problems of homelessness, or defuse international conflicts, but we feel that through our advising, we may be able to make a small but pivotal contribution to our students' ultimate work . . . It seems to me that our students represent an unequivocal reply to Margaret Mead, when she famously said: 'Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it's the only thing that ever has'" ("Scholarship advising," 2001). By using the principles of Appreciative Inquiry, our impact on these students can be far greater and more rewarding than we ever imagined.

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Appreciative Advising

Appreciative Advising is defined as "the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials."

The Six Phases of Appreciative Advising:

```
          Disarm
   Don't          Discover
  Settle

   Deliver          Dream

          Design
```
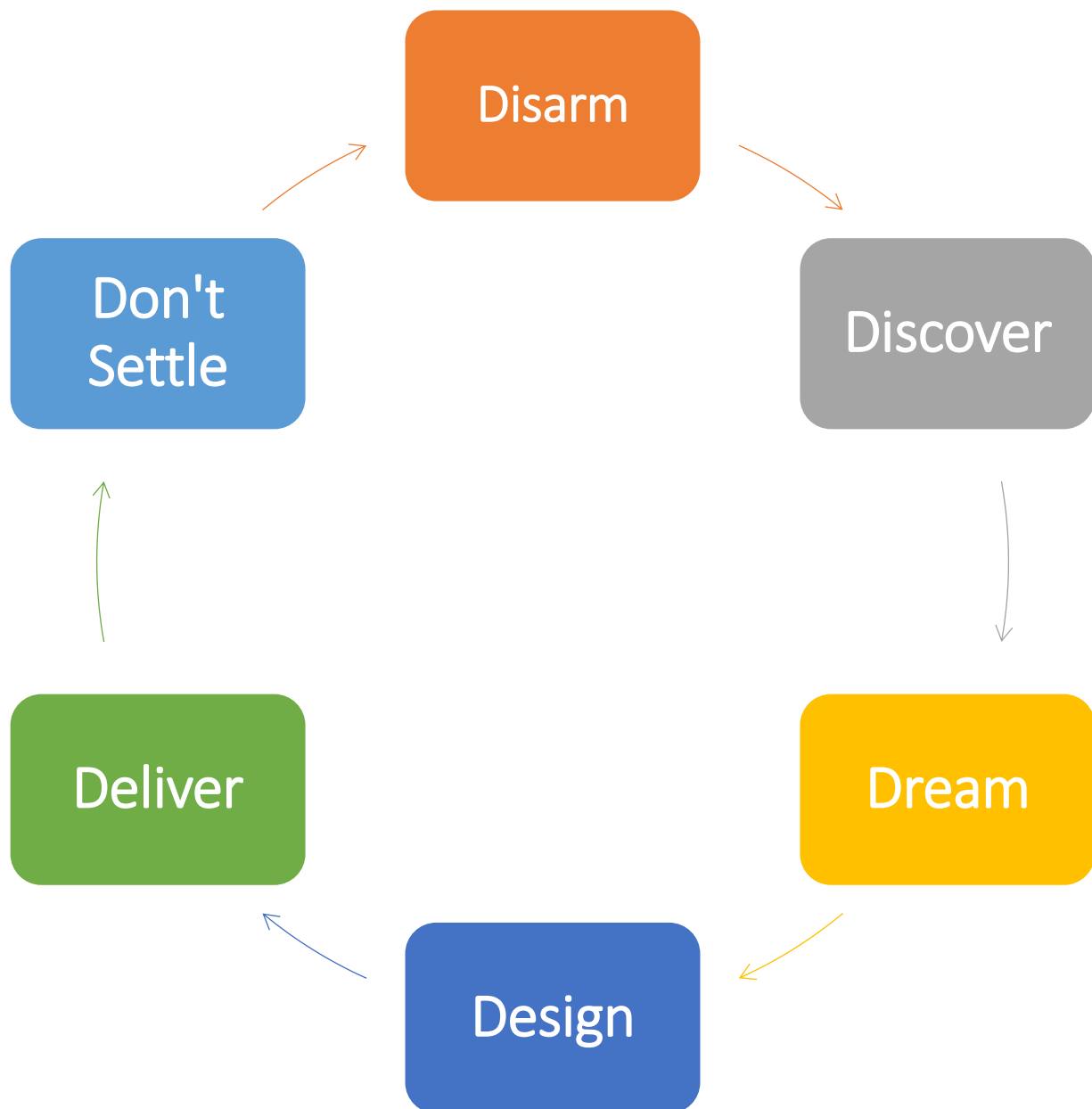
The Six Phases Defined and Practical Applications

Disarm
Recognizing the importance of first impressions, create a safe, welcoming environment for students.

Discover
Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.

Dream
Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

Design
Help students devise concrete, incremental, and achievable goals.

Deliver
The students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.

Don't Settle
The advisor challenges the student to proactively raise the student's internal bar of self- expectations.

Check for Understanding

Provide an experience where someone acknowledging your strengths or potential had a positive impact on you:

_____

_____

_____

_____

SECTION THREE

COMMUNICATION

SECTION HIGHLIGHTS

Significance of Communication in Advising

Forms of Communication

The Three Levels of Meaning

Effective Listening

Verbal Skills

Additional Guidelines for Effective Communication in the Advising Appointment

Significance of Communication in Advising

Advisors must be excellent interpersonal communicators to facilitate the rapport-building necessary to provide quality advisement. Communication Theorist, Paul Watzlawick's first axiom of communication states, "One cannot not communicate." His axiom expresses a reality of human communication that advisors must respect. We must understand that communication is inevitable, unavoidable, and constant. In the advising appointment, two forms of communication are simultaneously occurring.

Forms of Communication

Interpersonal Communication – takes place between at least two individuals; relies on speaker's ability to convey message effectively and correctly for interpretation by the listener

Intrapersonal Communication – takes place within the individual; often referred to as "inner monologue"

Within interpersonal communication, advisees will attach meaning to more than the words an advisor speaks. Advisees will derive meaning from advisors' facial expressions, tone of voice, physical gestures, posture, office décor, etc. Advisors must be conscious to avoid allowing negative aspects of the "inner monologue" to be expressed in the interpersonal communication. The meaning individual's attach to all aspects of the communication exchange are interpreted through three levels of meaning.

Three Levels of Meaning

The three levels of meaning are content, interpretive, and relationship.

- **Content:** actual words or behavior
- **Interpretive:** meaning attached to words or behavior
- **Relationship:** interpersonal cues or connotations

Level of Meaning	Components Evaluated	Perceived Meaning
Content	Actual words or behaviors	Literal denotation of the words
Interpretive	Non-verbal cues (tone of voice, gestures, sighs, facial expressions, proximity)	Sincere, sarcastic, envy, instructional, command
Relationship	Interpersonal cues or connotations that define the relationship	The perceived type of relationship (business, family, friend, acquaintance, inferior, intimate partner, subordinate)

Advisors must be aware that the interpretive and relationship levels of meaning derive from non-verbal cues. Non-verbal cues include all external stimuli other than spoken or written words to which others attach meaning. The communication process is greatly influenced by facial expressions, open body posture, head nods, eye contact, attending to the other person, punctuality, tonal quality, sincerity, enthusiasm, and effective listening skills. Communication studies show that anywhere from 65-93% of the meaning attached to the communication experience is through nonverbal behavior.

Another important factor in the communication experience is the advisor's attentiveness to the individual's verbal and non-verbal messages. The advisor's attentiveness will be referred to as effective

listening.

Effective Listening

Listening is an active, <u>not</u> passive process. With awareness to the strategies of effective listening, an advisor is better able to address advisees' needs and share accurate information if they understand advisees' unique circumstances, academic goals, questions, and concerns.

Strategies of Effective Listening

- Do not interrupt the speaker
- Fight off distractions
- Learn to take effective notes
- Don't make assumptions about the intended message of the speaker
- Check in with the other person periodically
    - Give feedback
    - Ask questions for elaboration or clarification
- Avoid exhibiting posture and gestures that indicate boredom or restlessness (Be aware of non-verbal cues)
- Ask open-ended questions for clarification or elaboration
- Avoid mentally criticizing advisee's choice of words
- Don't overreact to words or phrases (over excitement when opposed or questioned)
- Understand complaints contain valuable information. In every complaint, there is an embedded request.

Active listening requires more than remaining quiet while the advisee speaks. Through the use of the following non-verbal cues advisors can convey attentiveness to the advisee.

Lean slightly forward
Insight; work to understand what the speaker is dealing with
Stay focused on the speaker, resist letting your mind wander
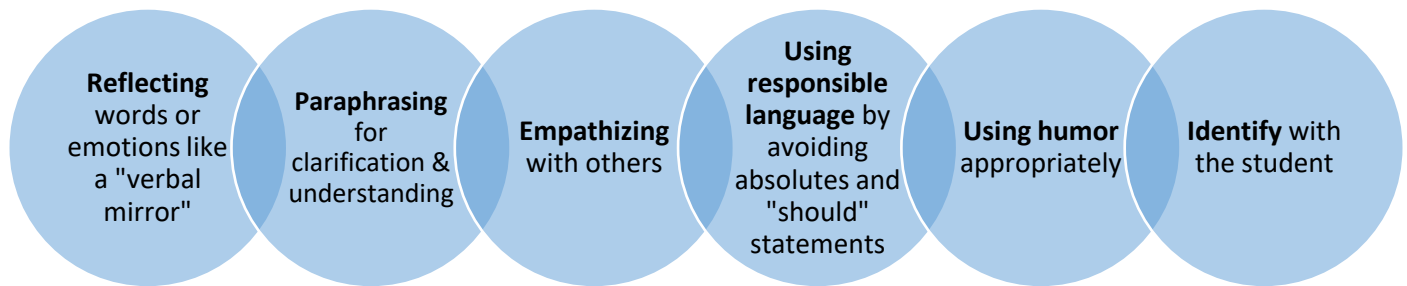**T**ake notes as a way of staying focused on the task
Eye contact; look for the color of their eyes (when culturally appropriate)
Nod your head (or use other encouragements such as vocal aids).

Interestingly enough, verbal skills are a key component of effective listening. Through the use of the following verbal skills, advisees are reassured that the advisor understands their needs and values them.

Verbal Skills

An advisor should use verbal skills as tools to communicate effectively and efficiently. Such verbal skills include:

| **Reflecting** words or emotions like a "verbal mirror" | **Paraphrasing** for clarification & understanding | **Empathizing** with others | **Using responsible language** by avoiding absolutes and "should" statements | **Using humor** appropriately | **Identify** with the student |

Continual practice of these verbal skills will increase an advisor's capacity to build rapport with advisees. Many times, successful implementation of these verbal skills can be conveyed through appropriate self-disclosure. This process creates a relationship in which advisees feel comfortable disclosing information needed for the advisor to identify barriers to academic success.

Another aspect of interpersonal communication is the style in which the speaker approaches interaction with others. Awareness of the following four styles can help an advisor develop a strong rapport with advisees and maintain positive relationships with coworkers.

Three of the four styles should be avoided because these approaches will lead to miscommunication.

A Passive Speaker

- Fails to speak up; hints indirectly at intent of message; whines

An Aggressive Speaker

- Speaks in a way that puts others down; makes demands; intimidates others

A Passive-Aggressive Speaker

- Speaks in a way that confuses others; often says one thing & means another

An advisor, instead, strives to be assertive. Assertive Communication consists of behaviors that permit a person to stand up for their rights, without denying the rights of others.

An Assertive Speaker

- Respect for self
- Respect for others
- The assumption of personal responsibility

Learning effective communication skills and styles requires practice. As you set out to improve your communication skills or change your communication style, it may feel unnatural and awkward, but with practice they become second nature. One of the main objectives of this course is to provide a safe place for you to practice effective communication skills and an assertive style of speaking.

Additional Guidelines for Effective Communication in the Advising Appointment

- Greet students by name; be friendly, relaxed, and welcoming.

- Refrain from using closed ended questions; conversational flow will be cut off if questions are asked so that a "yes" or "no" reply is required. Open-ended questions invite conversation i.e. "What courses have you thought about taking next semester?" or "What are some things that have made you think about business as a major?"

- Avoid rapid fire questions; allow time for the student to respond to one question before asking another.

- A student may fear that the advisor will not approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. If the student thinks it is a problem, the advisor does too.

- Some people are embarrassed when there is silence in a conversation, however, silence may be beneficial. Be patient, the student may be searching for words or ideas.

- Initially, try to understand what the student is saying without trying to solve the problem. For example, it is better to say, "It sounds like you think that professor is treating you unfairly" rather than, "Everyone has trouble getting along with professors sometimes."

- If a student asks a question regarding facts that you do not fully understand, give the student the information you have and explain that you will find them additional information from appropriate campus resources.

SECTION FOUR

FRESHMAN & UNDECIDED STUDENT CLASS SCHEDULE DEVELOPMENT

SECTION HIGHLIGHTS

Developmentally Sound Class Schedule Formation

Complete College America

DEVELOPMENTALLY SOUND CLASS SCHEDULE FORMATION

New Freshmen are required to attend New Student Orientation (NSO). One of the tasks that a peer advisor may perform is assisting freshmen in registering for an appropriate class schedule. A peer advisor must have an understanding of the following three areas of knowledge to effectively guide students in the creation of a class schedule:
1. The predominate characteristics of students that influence academic success.
2. The proper sequencing of courses that will positively impact the academic achievement of students.
3. The balanced variety of course styles in a class schedule will increase the likelihood of academic success.

1. Predominate characteristics of students that influence academic success.

Some students grow up with college completion as a primary goal that they or their families set for them. They have taken the proper high school courses to prepare them for the rigors of university studies. Other students may not have viewed higher education as a part of their life trajectory. The National Center for Educational Statistics (2002) reported:

that at least 73 percent of undergraduates have at least one "non-traditional" characteristic: not enrolling in college immediately after high school graduation, working full-time, being financially independent, having dependents, being a single parent, or not possessing a high school diploma.   Non-traditional students often enroll in college during a period of transition, e.g., during a divorce, change in job/career, pregnancy, recent birth of a child, as young children become more independent, or when older children leave home. These non-traditional students may have limited support from their families and communities for their academic goals, They may be greatly restricted by their limited understanding of higher education, inappropriate advice from members of their support system, or responsibilities that compete with their academic work.

To develop first semester class schedules that will increase the likeliness of incoming freshmen to achieve academic success, peer advisors need to learn specific information in the following areas to make recommendations on credit load and course selection.

Academic preparedness.

Review the student's transcript to see if they have Advanced Placement, Dual Enrollment, or Early College credits. Be sure to ask the student if they have completed any of these kinds of credits because sometimes they need to follow up and have the institutions housing the information have the documentation sent to ISU Admissions.

You and the student can look up their test scores under the "Academic Tools" tab in their Bengal Web . English courses are encouraged for first semester freshmen. Students placing into ENGL 1101P may want to limit their number of credits and should be encouraged to attend the Writing Center. As the student develops improved writing skills, from the coaching of the writing tutors and their personal writing efforts, they will be better prepared for an increased credit load in future semesters.

If a student has low test scores and is taking math in their first semester, the student may benefit from taking a reduced credit load. The additional study time may afford the student time to do their math homework in the Math Center located in the Student Success Center. With the tutors' assistance, the

student will increase the likeliness of mastering math principles that will be a necessary foundation in higher level math courses.

Some students will have high placement in English and Math; however, they may be overwhelmed with the allowable 18 credits. We recommend a 12 - 15 credit semester for a student whose test scores place them into ENGL 1102 and Math 1123 or higher. They will have some adjusting to do in their first semester.

Finally, an important consideration in context of a student's level of academic preparedness is the student's ability to succeed in online courses. Online classes in the student's first semester are only advisable for the well prepared, self-disciplined, and computer savvy student.

Financial responsibilities.

A peer must understand how many hours per week a student works to identify the correct number of credits to recommend taking in the first semester. If the student is working more than 20 hours per week, the advisor should caution the student about taking 12 credits or more. If the student is working full time, we recommend that the student does not exceed taking 6 credits. The peer should explain the study to credit load ratio. We recommend two to three hours per week per credit, i.e. if a student is enrolled in 12 credits, the student should participate in 24 to 36 hours of study outside of classroom to receive good grades. If a student does not work or works less than 20 hours a week, the peer should learn about the time demands of the student's outside commitments prior to recommending the credit load.

Outside commitments.

A student's commitments outside of academics could require a large amount of time to fulfill, i.e. sports team member, campaign worker, or community volunteer. Ask the student the amount of time they spend on their additional commitments. If their outside commitments and/or hours of work exceed 20 hours the peer should caution the student about the number of hours needed to succeed academically.

Relationships and dependents.

Another aspect that needs to be considered is the students emotional and time commitments of the student's relationships and dependents. A student may be in a committed relationship with an individual that is not supportive or familiar with the time that class attendance and study will require.   In situations of relationship resistance or unfamiliarity it may be helpful for the student to begin with a reduced credit load.

If the student has dependents, help the student to realistically allow for time to meet the needs of those individuals they care for.   A dependent may have physical and mental needs that will require large amounts of the student's time to sufficiently address.

Encourage Students to honor their circadian rhythms.

If a student knows they are not a morning person and hate to get up before 8:00 am, do not register the student for 8:00 am courses. If the student is not alert enough in the evening to pay attention to a lecture, do not schedule the student for evening classes. Evening classes are best for night owls who also have a good attention span as evening classes tend to be longer.

2. Rigor and sequencing of courses required to achieve the student's academic goals.

For better success in General Education requirements without prerequisites:

- Have English 1101 or English 1102 skills for Objective 2, Communication 1101.
- Have English 1102 skills for Objective 4, English Literature courses, unless literature is their all-time favorite subject.
- Have at least English 1101 skills for Objective 4, Philosophy and Foreign Language courses.
- Have tested out of or completed Math 0025 or equivalent before Biology 1100 in Objective 5. Do not enroll a student into Biology 1101 their first semester if they are under-prepared in math (i.e. have not completed MATH 1108) and if they have not had high school chemistry. Under-prepared, first-semester students will need at least a semester of exposure to college-level thinking and expectations before attempting Biology 1101. However, students should be aware that Biol 1100 does not prepare students for Biol 1101 content. Advise the student that scheduling adequate study time (6-9 hours a week for Biology lecture alone) is critical to their success. Advise the student to take the course seriously the first time, especially if their intended major requires an A or B in the course and acceptance to the major is competitive.
- Have Math 1108 and English 1101 skills for Objective 6, Economics 2201 and 2202.
- Have Math 1123 skills before taking Economics 1100 for Objective 6.
- Have at least English 1101 skills for Psychology 1101 in Objective 6.
- Have English 1102 skills for Objective 7 courses.
- Have at least English 1101 skills and Math 1123 skills for Objective 8.
- Have English 1101 skills for Objective 9.

Demonstrate the Math Sequence for the Student's Major

Outline the student's math sequence based on the math courses required for the student's major. NOTE: If the student's ACT or SAT scores are from the student's junior year and the student had math since, suggest that the student take the ALEKS Placement test. As of fall 2018, the ALEKS test is free for ISU students for up to five attempts. We will always use the student's best test score for placement.

3. The need for balancing types of courses scheduled.

Peers should guide first semester students in developing a schedule balanced with a variety of course styles. Peers should caution students in making sure to avoid overloading on any one style.

<u>Lecture-Discussion</u>: Psychology, sociology, economics, history and literature are examples of this category. Classes are based upon lectures and require students to do outside reading. The number of tests may vary and the final grade is often based on two or three exams.

<u>Activity</u>: Art, music, theater, and speech are examples of this category and require active participation. A strong emphasis is placed on individual study and self-paced learning. There are usually few tests and a large portion of the grade is determined by attendance and involvement with the material.

<u>Constant Discipline</u>: Mathematics, English composition, foreign languages, accounting, science and art are examples of this category. The coursework in these classes builds on previous class assignments. In order to understand the material, students must attend class regularly, complete their assignments and study daily.

<u>Labs</u>: Foreign language and the biological and physical sciences usually have a lab component in addition to class time. Your lab grade will either be averaged into your course grade or be separate. Generally, the lab must be taken in the same semester that you take the corresponding class. It is recommended that students do not enroll in more than two labs in one semester.

With an understanding that a class schedule must address predominate characteristics of a student, the proper sequencing of courses, and include a balanced variety of course styles peers are prepared to assist each student in developing a class schedule that will increase the likelihood of academic success.

With the above considerations being applied, peers are encouraged to develop class schedules for incoming freshmen in accordance with the Complete College America guidelines.

COMPLETE COLLEGE AMERICA

Complete College America is an Alliance of States that network to make challenging commitments to substantially boost college completion and increase student success. Idaho is a member of this alliance. In the report, *Time is the Enemy and Remediation: Higher Education's Bridge to Nowhere*, the alliance identified strategies that,   "lead to real and lasting results — methods that not only create the conditions for success but also provide a pathway for how we get there." Copyright © 2013 Complete College America. All rights reserved. October 2013

"Full-Time is 15" is one of the main strategies suggested from the research. The findings show that completing 15 credits in 8 semesters increases the likelihood of students graduating. Since ISU is in a participating state, we are to advise students to register for 15 credits each semester, when appropriate.

Full Time is 15 Suggested first semester

English (based on student's placement test scores)	3 credits
Math (based on student's placement test scores)	3 credits
One General Education Objective	3 credits
One course from Major or General Education Objective	3 credits
Electives	3 credits

Tuition Lock

If a student completes a minimum of 15 credit hours in their first semester, they will continue to be locked into the same tuition rate (it will not increase) for the remainder of their time at ISU, as long as they maintain a minimum of 15 credit hours per semester. The first semester (if ever) that students go below 15 credit hours, they will begin paying the same rate as all incoming freshmen at that time.

SECTION FIVE

GENERAL EDUCATION REQUIREMENTS

SECTION HIGHLIGHTS

Overview of General Education

Idaho State University General Education Requirements

2022-2023 General Education Objective Guidelines & Checklist

Objective One & Three Placement

The Complexities of Objective Three

Best Practices of General Education Advising

Double-Counting Credits

Overview of General Education

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.

General education at the college level fosters growth in many areas:
- ✓ Exposes students to socially constructive attitudes
- ✓ Creates historical consciousness
- ✓ Develops moral and ethical character
- ✓ Strengthens formal reasoning
- ✓ Increases problem solving skills
- ✓ Teaches students to synthesize, imagine, and create
- ✓ Exposes students to diverse ways of acquiring knowledge
- ✓ Liberalizes one's experience (helps expand one's view of the world)
- ✓ Balances content and skills (rather than content versus skills)
- ✓ Contributes to the creation of a student's own individual personality
- ✓ Encourages critical reflection
- ✓ Contributes to cultural awareness or literacy (such as knowledge of original texts)
- ✓ Contributes to achievement of national goals, such as economic development or national security
- ✓ Expands opportunities for meaningful leisure activities (such as travel and reading)
- ✓ Develops the intellect (includes learning how to learn)
- ✓ Builds practical skills (for purposes such as travel or commerce, or as a tool for other disciplines)
- ✓ Enables transfer of training (such as learning a second foreign language)

Idaho State University General Education Requirements

The General Education requirements at ISU include nine Objectives from which a student selects courses in line with interests, and college and degree requirements. Appropriate selection of general education requirements will be determined by the student's college, major, degree, and catalog year. Additionally, for Objective 1 (English) and Objective 3 (Mathematics), students will be placed in appropriate courses according to their abilities.

For more information, read the section entitled "The General Education Program" and "General Education Requirements: The Nine Objectives" in the ISU catalog at the following link:

http://coursecat.isu.edu/undergraduate/academicinformation/generaleducation/

ISU General Education Objectives are comprised of nine (9) Core Areas. Students must:
- ✓ Complete a minimum of 36 credits from the General Education Objectives.
- ✓ Satisfy the requirements of eight (8) Core Areas, specifically:
  - o Objectives 1 through 6,
  - o EITHER Objective 7 OR 8,
  - o And, Objective 9.

If needed, complete additional coursework from <u>any</u> of the Objectives to equal or exceed the minimum required number of credits (36).

Notes for the Objectives
- ✓ Objective 1:   ENGL 1102 must be completed with a C- or better
- ✓ Objective 3: All math classes being used as a prerequisite for other math classes, must be completed with a C-   or better
- ✓ Objective 5:
  - o Courses with an N notation will apply to Objective 5 as a Lecture Course (N)
  - o Courses with an L notation will apply to Objective 5 as a Laboratory Experience (L)

- ✓ Objective 7 and 8: Students choose between Objective 7 or 8.

General Education Objectives

Additional documents about the GE requirements can be found at www.isu.edu/advising. Keep in mind that General Education Objectives *may vary* by catalog year.

General Education Goals

Students who began at ISU prior to the fall 2013 semester were required to complete "goals" instead of "objectives." If you wish to learn more about these goals, please feel free to ask advisors during your observation hours.

BEST PRACTICES FOR GENERAL EDUCATION ADVISING

Students should be advised to fulfill many of their General Education requirements as early as possible during their first and second year. Students should enroll in English Composition and mathematics during their first semester and continue enrollment from then on until Objective requirements are met.

Objective 1 & 3 Placement

All students must demonstrate proficiency in basic reading, writing, and mathematics skills before enrolling in the credit bearing math and English courses. Proficiency is usually demonstrated by

- ✓ The Write Class for English
- ✓ SAT/ACT test scores for Math and science courses
- ✓ Transferring credit for first-level English and mathematics courses or Dual Enrollment or,
- ✓ ALEKS placement test for math, or
- ✓ IELTS or TOEFL scores

English Placement for Objective 1

Students with Dual-Enrollment/Early College or AP credit can enroll in the next level of English if their scores or credits have been transcripted. If not, they may require an Override.

Students who have no Dual-Enrollment/Early College or AP credit will need to complete The Write Class. This assessment can be found on the English Departments webpage and usually only takes about 20 minutes to complete.

The Write Class™ is an online first-year writing course placement tool that integrates various points of data to create a personalized course placement for each student. It integrates and analyzes each student's

- • standardized test scores for SAT and/or ACT (if applicable);
- • high school GPA (if applicable);
- • writing and reading history; and
- • preparedness for each course.

Where do students place with The Write Class?
There are 3 possible placement results in The Write Class:
ENGL 1101P—students who place here are eligible to enroll in English 1101P
ENGL 1101—students who place here are eligible to enroll in English 1101P or English 1101
ENGL 1101 with Accelerated Placement Application—if application for admission into
ENGL 1102 is accepted, students may enroll in ENGL 1101P, ENGL 1101, or ENGL 1102. If application is not accepted, students may enroll in ENGL 1101P or ENGL 1101

Where are placement scores displayed in BengalWeb?
Test scores are displayed in BengalWeb in the student profile by clicking the "Prior Education and Testing" link under the student picture. Students and advisors should be able to see this information.
Scores from The Write Class are loaded in Banner as follows:
TWC=100 Placement into ENGL 1101P
TWC=200 Placement into ENGL 1101
TWC=300 Placement into ENGL 1102

The Complexities of Objective 3

All math classes except Math 0090, 1123P & 1153P and MGT 1116 have prerequisites. Students place into a course either by completing the prerequisite with a grade of "C-" or better, or by achieving appropriate scores on placement exams. For placement purposes, prerequisites or placement exams must have been taken within the last seven years.

Math 1123 and Math 1127 (not typically offered any longer)
- Though a student may test into these courses, neither may be an appropriate choice - Math 1108 may be a more appropriate choice considering the math sequence needed for the major.

Math 1160: Applied Calculus and Math 1170: Calculus I
- Student can receive credit for only one or the other.
- 1160 is NOT the prerequisite for 1170.
- When a major allows the student to choose either 1160 or 1170; 1170 is more rigorous and may open more academic/employment opportunities for the student; 1170 requires trigonometry (can be earned at ISU through either 1144 or 1147).
- 1170 CAN substitute for math 1160, but 1160 CANNOT substitute for 1170.

Management 1116 & 2216
- These courses are specific to Business majors.
- If a student does not place into MGT 2216, they can take MGT 1116 as a prerequisite.

Math 2256 and Math 2257
- Only for Elementary Education majors; Need both to complete Objective 3; both have Math 1143 as the prerequisite and either can be taken first.

Math 1143 College Algebra (3 cr)
Math 1144 Trigonometry (2 cr)
Math 1147 Pre-calculus (Algebra and Trig combination) (5 cr)

'P' Sections for Math 1108, 1123, 1143 and 1153:

'P' sections are sections of a course in which the material for the course and the material for its immediate prerequisite are covered in the same course. For example, Math 1123 has a prerequisite of Math 0025 (no longer offered – Use Math 0090). In Math 1123P, the student will learn both the Math 1123 and 0025 material. Enrollment is subject to placement score eligibility and, at this time, are offered on the Pocatello campus only. Credit hours for some of the 'P' sections or 'P' courses have changed.

Math 1108: Math 1108, Intermediate Algebra, will offer 'P' sections with their own course number.

Math 1123: 'P' sections of Math 1123, Math in Modern Society, will have their own course number.

Math 1143: Math 1143, College Algebra, will offer 'P' sections, will have their own course number.

Math 1153: 'P' sections of Math 1153, Statistical Reasoning (formerly 'Introduction to Statistics), will

have their own course number.

Double-Counting Credits

Certain courses required for students' majors will also fulfill general education requirements. This is called "double counting." Students can be most efficient in their selection of general education courses if they utilize double counting. Always check with your faculty advisor from your major to confirm if these general education requirements are appropriate for your particular degree. Also, refer to the DegreeMaps on the OAA webpage at isu.edu/advising – see example below.

Idaho State UNIVERSITY

Catalog Year 2019-2020
BBA, Marketing

A Major Academic Plan (MAP) is one way to complete a degree in a set number of semesters. The *example* below is an efficient strategy only. Actual plans for individual students will vary based on advisor recommendations and academic needs. Official Program Requirements including Major, General Education, Elective, and university requirements (see pg.2) are based on Catalog

Course Subject and Title	Cr.	Min. Grade	*GE, UU or UM	**Sem. Offered	Prerequisite	Co Requisite
Semester One						
GE Objective 1: ENGL 1101 Writing and Rhetoric I	3		GE	F, S, Su	Appropriate placement score	
GE Objective 4	3		GE			
BA 1110: World of Business	3			F, S		
GE Objective 7 or 8: INFO/CS 1181 or INFO 1101 or FIN 1115	3		GE	F, S, Su		
Free Electives	3					
Total	15					
Semester Two						
GE Objective 1: ENGL 1102 Writing and Rhetoric II	3	C-	GE	F, S, Su	ENGL 1101 or equivalent	
GE Objective 2: COMM 1101 Oral Communication	3		GE	F, S, Su		
GE Objective 6: NOT ECON	3		GE			
GE Objective 5: Lecture and Lab	4		GE			
MKTG 2225 Basic Marketing Management	3			F, S		
Total	16					
Semester Three						
GE Objective 3: MGT 2216 Business Statistics	3		GE	F, S	MATH 1108 and ENGL 1101 (or equivalent)	
GE Objective 4	3		GE			
BA 2210 Intro to Professional Development I	1			F, S		
ACCT 2201 Principles of Accounting I	3			F, S	MATH 1108 (min. grade of C-) ENGL 1101 (or equivalent)	
GE Objective 6: ECON 2201 Principles of Macroeconomics	3		GE	F, S, Su		
CMP 2201: Business and Professional Speaking	3			F, S, Su	COMM 1101	
Total	16					
Semester Four						
MGT 2217: Advanced Business Statistics	3			F, S	MGT 2216	
GE Objective 5: Lecture only	3		GE			
MGT 2261 Legal Environment of Organizations	3			F, S	Sophomore standing	
ACCT 2202 Principles of Accounting II	3			F, S,	ACCT 2201 with a grade of C-	
ECON 2202 Principles of Microeconomics	3			F, S, Su		
Total	15					
Semester Five						
GE Objective 9:	3		GE	F, S, Su		
BA 3310: Professional Development II	1		UM	F, S	BA 2210	
Either ENGL 3307 or 3308: Business Comm or Tech Writing	3		UM	F, S, Su	ENGL 1102	
FIN 3315: Corporate Financial Management	3		UM	F, S	ACCT 2202, MGT 2216, ECON 2201 & 2202	
MGT 3312: Individual and Organizational Behavior	3		UM	F, S	ENGL 1102	
Free Electives	2					
Total	16					
Semester Six						
INFO 3301: Intro to Informatics and Analytics	3		UM	F, S		
Free Electives	3					
MGT 3329: Operations and Production Management	3		UM	F, S	MGT 2217	
MGT 4427: Consumer Behavior	3		UM	F, S	MKTG 2225	
Upper Division Marketing elective	3		UM	F, S		
Total	16					
Semester Seven						
Free Electives	3			F, S		
Upper Division elective	3		UM	F, S		
Upper Division Marketing elective	3		UM	F, S		
Upper Division COB elective	3		UM	F, S		
Total	16					
Semester Eight						
MGT 4460: Problems in Policy and Management	3		UM	F, S	Senior & INFO 3301, FIN 3315, MGT 3312 & 3329, MKTG 2225	
Upper Division COB elective – applied education requirement	3		UM	F, S		
MKTG 4426 Marketing Research	3		UM	D	MGT 2216 and MKTG 2225	
Upper Division elective	3		UM	F, S		
Free Electives	3					
Total	16					

*GE=General Education Objective, UU=Upper Division University, UM= Upper Division Major
**See Course Schedule section of Course Policies page in the e-catalog (or input F, S, Su, etc.)

2019-2020 Major Requirements	CR	2019-2020 GENERAL EDUCATION OBJECTIVES Satisfy Objectives 1,2,3,4,5,6 (7 or 8) and 9		36 cr. min
MAJOR REQUIREMENTS	68	1. Written English (6 cr. min)	ENGL 1101	3
COB Core Requirements	44		ENGL 1102	3
ACCT 2201 Principles of Accounting I	3	2. Oral Communication (3 cr. min)	COMM 1101	3
ACCT 2202 Principles of Accounting II	3	3. Mathematics (3 cr. min)	MGT 2216	3
BA 1110 World of Business	3	4. Humanities, Fine Arts, Foreign Lang. (2 courses; 2 categories; 6 cr. min)		
BA 2210 Intro to Professional Development I	1			
BA 3310 Exploring Professional Development II	1			
CMP 2201 Business and Professional Speaking	3	5. Natural Sciences (2 lectures-different course prefixes, 1 lab; 7 cr. min)		
ECON 2201 Principles of Macroeconomics (included in Gen Ed Obj. 6)				
ECON 2202 Principles of Microeconomics	3			
Either ENGL 3307 Professional and Technical Writing	3			
Or ENGL 3308 Business Communications		6. Behavioral and Social Science (2 courses-different prefixes; 6 cr. min)		
FIN 3315 Corporate Financial Management	3	ECON 2201 Principles of Macroeconomics		3
INFO 3301 Introduction to Informatics and Analytics	3			
MGT 2216 Business Statistics (included in Gen Ed Obj. 3)		One Course from EITHER Objective 7 OR 8 (1course; 3 cr. min)		
MGT 2217 Advanced Business Statics	3	7. Critical Thinking	INFO/CS 1181,	3
MGT 2261 Legal Environments of Organizations	3	8. Information Literacy	FIN 115, or INFO 1101	
MGT 3312 Individual and Organizational Behavior	3	9. Cultural Diversity	(1 course; 3 cr. min)	
MGT 3329 Operations and Production Management	3			
MGT 4460 Problems in Policy and Management	3	General Education Elective to reach 36 cr. min. (if necessary)		
MKTG 2225 Basic Marketing Management	3			
FIN 1115 or INFO 1101 or INFO/CS 1181 (included in Gen Ed Obj. 7/8)				
Marketing	24	Total GE		37
MKTG 4427: Consumer Behavior	3	Undergraduate Catalog and GE Objectives by Catalog Year		
MKTG 4426 Marketing Research	3			
Upper Division Marketing elective	3	MAP Credit Summary		CR
Upper Division Marketing elective	3	Major		68
Upper Division COB elective	3	General Education		37
Upper Division COB elective	3	Free Electives to reach 120 credits		15
Upper Division elective	3	TOTAL		120
Upper Division elective	3			
One of the above electives must be an Applied				
Education Requirement choose from the following list		Graduation Requirement Minimum Credit Checklist		Confirmed
of courses:		Minimum 36 cr. General Education Objectives (15 cr. AAS)		x
ACCT 4440 Accounting Practicum		Minimum 16 cr. Upper Division in Major (0 cr. Associate)		x
FIN 4451 Student Managed Investment Fund I		Minimum 36 cr. Upper Division Overall (0 cr. Associate)		x
FIN 4452 Student Managed Investment Fund II		Minimum of 120 cr. Total (60 cr. Associate)		x
INFO 4488 Informatics Senior Project				
MGT/MKTG 4411 Small Business & Entrepreneurship Prac.		MAP Completion Status (for internal use only)		
Advising Notes			Date	
		Department:	3.5.2019 bh	
		CAA or COT:	3.5.2019 jh	
		Registrar:		

Form Revised: 1.24.2018

SECTION SIX

TRANSFER STUDENTS

SECTION HIGHLIGHTS

Transfer Student Information

Transfer Credit Evaluation

Transfer Policy

Meeting General Education Requirements for Transfer Students

Transfer Student Information

Transfer students are those who have been enrolled at any college or university after graduating from high school (or receiving a GED) prior to enrolling at Idaho State University. Students who transfer with less than 14 college-level credits are defined as transfer students. These students will be assigned an advisor based on their intended major.

Transfer Credit Evaluation

Classes from a previous institution with the class names and numbers will be shown on the ISU unofficial transcript in Bengal Web under the Academic Tools tab, Student Records channel. **If equivalent credit was awarded, the ISU equivalent class will be shown with the ISU 4 digit course number (e.g. 3356). If the student did not receive a specific ISU equivalency, the transfer class will be assigned a class level and XXX (e.g. 3XXX).** The corresponding credits will be included in total credits earned as long as the class has a passing grade and is at least a 1000-level course.

NOTE: Lower-division classes may be evaluated as equivalent to upper-division classes; however, upper-division status will NOT be given to a course taken as lower division.

For information regarding transfer within Idaho institutions, please refer to the following website: http://coursetransfer.idaho.gov/

Transfer Policy

Students transferring from a junior- or two-year college used to only be allowed a maximum of 70 credits to count toward the credits needed to graduate from ISU (120 credits usually are required to graduate with a bachelor's degree). However, this policy has recently changed and the transfer credit cap no longer exists. Now, transfer students will instead be required to complete a minimum amount of residency credits (credits specifically taken at ISU). The credit details can be found at http://coursecat.isu.edu/undergraduate/degreerequirements/ and are detailed here:

For an undergraduate certificate requiring 30 credits or less, at least 50% of credits applied to the certificate must be resident credits, as defined above.

For the associate degree and undergraduate certificates requiring 31 credits or more, at least 15 credits in the major area of study must be resident credits*, or 15 credits of the last 25 credits applied to the degree must be resident credits, as defined above.

For the bachelor's degree:

- At least 30 credits in the major area of study must be resident credits*, or 30 of the last 50 credits applied to the degree must be resident credits, as defined above.
- At least 15 upper division credits required for the major must be resident credits, as defined above.
- At least 6 credits required for the minor must be resident credits, as defined above.

Meeting General Education Requirements for Transfer Students

An Associate of Arts (AA), Associate of Science (AS), or Associate of Arts & Sciences (AA &S S) earned in 1995 or later from a regionally accredited U.S. academic institution, typically fulfills General Education requirements and have 32-37 credits of General Education.

Transcripts that show "Idaho Core Certified" and was issued by a regionally accredited U.S. academic institution will satisfy and fulfill General Education requirements.

With a baccalaureate degree from a regionally accredited U.S. academic institution earned in 1995 or later will satisfy and fulfill General Education requirements.

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*Associate **in** Arts & Associate **in** Science* (degree do not fulfill ISU General Education Requirements and have less than 36 General Education credits).

An Associate of Applied Science or *Arts* (AAS or AAA) (degrees do not fulfill ISU General Education Requirements and have less than 36 General Education credits).

NOTE: Transfer students who meet ISU General Education requirements by virtue of any of the above means must also complete all courses required by their major (even if the course serves as an ISU General Education requirement).

NOTE: If a transfer course was not accepted as a direct equivalent to an ISU course, please explain that it is possible to petition classes with individual departments. The student will be required to supply a course description from the college or university where the class was taken. If possible, students should submit a course syllabus with their petition.

SECTION SEVEN

CAMPUS RESOURCES

SECTION HIGHLIGHTS

Campus Resources Information

Campus Resources Listings

Advising Diverse Populations

Case Studies for Developing Respectful Interactions

Referring Students

The second Core Value of academic advising states that advisors are responsible for involving others, when appropriate, in the advising process. Peer advisors must be informed of campus resources. Eventually, advisors will develop an invaluable sense of which people in each area are most helpful and responsive.

The following best practices should be used when referring students to ensure the likelihood of reaching out to a recommended resource:

Keep a list of names, offices, and telephone numbers at hand for quick reference.
- When talking with students, pay particular attention to their expressed and implied needs. Often students won't ask to be referred for help, but they may very much need referral.
- Students are often uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the people to whom you are sending them. This task can be crucial in the case of faculty and upper-level administration referrals, since students often find these people intimidating. When appropriate, offer to personally help students find the resources.
- Help students identify questions and procedures to maximize the effectiveness of the referral.
- Assist students in contacting an appropriate staff or faculty member who can address the student's needs.
- Create a case note allowing an advisor to ask the student to report on the results in their next appointment. If the student reports that they haven't followed through, the advisor should discuss the reasons the student did not follow through.

An advisor should familiarize themselves with the following ISU campus resources in order to accurately and adequately make referrals.

Campus Resource Listings

Office of Academic Advising (OAA)   *Museum Building, Room 307*   **282-3277**
http://www.isu.edu/advising/
OAA exists to provide students with information about campus resources and support services, to help with class schedules, and to clarify campus policies and procedures. OAA offers assistance to sophomore, undecided, transfer, and pre-social work students and anyone else who wants extra help. OAA has both professional and peer advisors ready to answer your questions about Idaho State University!

University Tutoring   *Rendezvous Room 323*   **282-3662**
https://www.isu.edu/tutoring/
The Student Success Center (SSC) houses the math and writing labs. They also provide free tutoring for all other subjects through Content Area Tutoring.

TRiO Support Services   *Museum Building, Room 446*   **282-3242**
http://www.isu.edu/trio/
TRiO's Student Support Services offers support to first generation, limited income and/or students with a documented disability through their journey toward a bachelor degree. TRiO also offers academic advising and support as well as one-to-one, online, and group tutoring in most 1100-level general education courses.

Disabilities Services   *Rendezvous, Room 125*   **282-3599**
https://www.isu.edu/disabilityservices/
Services are provided for all persons with disabilities. Some of the available services include interpreting for students who are deaf or hard-of-hearing, texts in alternate formats, assistive technology, and additional test-taking time. Accommodations are determined on a case-by-case basis and are designed to provide equal access to a class or service offered by the university.

University Honors   *Rendezvous Room 304A*   **282-3662**
http://www.isu.edu/honors/
The University Honors Program at Idaho State University is an elite academic program for students who aspire to a more engaging and enriching collegiate experience. The program synthesizes the idea of a structured learning community within an interdisciplinary curriculum. Each class is fashioned into small cohorts and led by extremely dedicated and passionate professors who devote themselves to the development of their students.

Native American Student Services   *Rendezvous, Room 320*   **282-3382**
https://www.isu.edu/nass/
NASS provides help and support for indigenous peoples in the attainment of their educational goals through academic advising, tutoring, resources, and advocacy.

Financial Aid   *Museum Building, Room 337*   **282-2756**
http://www.isu.edu/finaid/
The Financial Aid and Scholarship office helps students meet college costs – direct educational costs and personal living expenses. A majority of ISU students rely on a variety of funding, including grants, scholarships, loans, and work study.

Scholarships   *Museum Building, Room 327*   **282-3315**
https://www.isu.edu/scholarships/

*See Financial Aid

Housing   *745 S. 5th Street*   **282-2120**
http://www.isu.edu/housing/
University Housing offers on-campus residence halls and apartments to students in Pocatello, not only providing a place to live, but also fostering a sense of community among the residents. This is accomplished by offering ongoing social and educational events and activities for residents' enjoyment. Utilities and basic cable are included in the rent, and with an ISU computer account wireless internet can be accessed from on-campus housing.

Commuter Bus / ISU Commuter Express   **282-4460**
https://www.isu.edu/transportation/
Commuter bus service is available to students commuting to Pocatello from Idaho Falls, Exit 113, and Blackfoot, ID. The price of a semester pass depends upon the commuting distance from Pocatello and the number of trips a week the student requires.

Career Center   *Museum Building, Room 418*   **282-2380**
http://www.isu.edu/career/

The Career Center provides a variety of helpful services and resources for students. Some of these services include individualized career counseling, mock interviews, career assessments, resume and cover letter assistance, career fairs, workshops, internship guidance (including CPI program), and full and part-time job search help.

Counseling and Testing   *Graveley Hall South, Room 351*   **282-2130**
http://www.isu.edu/ctc/
The Counseling and Testing Center provides a wide range of counseling and testing services. Students with educational or personal concerns may work with an individual counselor following an assessment interview; group counseling may also be offered periodically.

Student Health   *990 Cesar Chavez Ave.*   **282-2330**
https://www.isu.edu/healthcenter/
The Student Health Center provides medical care to students, faculty and staff for a wide range of medical conditions. X-Ray, laboratory and pharmacy services are available as well. Office visits are free to students.

Student Involvement & Orientation   *Student Union 112*   **282-3451**
https://www.isu.edu/lead/

Early Learning Center   *Back of Pond Student Union*   **282-2769**
http://www.isu.edu/earlylc/
The Early Learning Center provides childcare for children of ISU students, faculty, staff and alumni. Care is available for children 6 weeks through 5 years, with an after-school program available to children in kindergarten. Fees vary in accordance with service provided.

Office of the Registrar   *Museum Building, 318*   **282-2661**
https://www.isu.edu/registrar/
Registration and Records hold the transcripts for all ISU students, issue diplomas, and handle drop and add courses-among many other things. Students with questions regarding FERPA issues should also be referred here.

Admissions   *Museum Building, 319*   **282-2475**
https://www.isu.edu/future/
The Admissions office processes student applications, transcripts and placement scores. Students who have questions regarding residency can also be referred here.

Office of Student Affairs   *Hypostyle, Room 204*   **282-2794**
http://www.isu.edu/studenta/
Student Affairs works with students on issues that are primarily outside of the classroom; study abroad, student organizations, ethnic minority student retention, and student misbehaviors.

Veterans Student Services Center *Student Union Building, 3rd Floor*   **282-4245**
http://www.isu.edu/veterans/
The Veterans Sanctuary is the first transition and support program of its kind in the United States. Its mission is simple—to provide first-class service to military veterans of all eras attending ISU. A support team is available to cut red tape and offer guidance from the moment student veterans arrive on campus until they graduate. The Sanctuary also offers orientations designed for new student veterans, free vet-to-vet tutoring, access to academic advisors, sections of general education classes set aside for veterans and taught by faculty members who are either veterans themselves or supporters, events and activities for student veterans and much more.

Kerry Larsen, Military Education Benefits Chief   *Museum Building, 3rd Floor*   **282-2676**
larskerr@isu.edu

ISU – Meridian
ISU – Meridian offers specific programs to over 400 students from Treasure Valley. There are over a dozen programs available ranging from certificates to masters, mostly in the health sciences. The ISU facility houses classrooms, a Speech-Language Pathology clinic, a computer lab, a counseling clinic, and distance learning classrooms where courses are taught via two way audio and video.
Ali Crane, Director of Student Services - (208) 373-1706

ISU – Idaho Falls
If you live in the Idaho Falls area and want to attend college there, classes at ISU/UI University Place in Idaho Falls may be the answer. With more than 500 course sections from which to choose, you should be able to find classes that fit even the most complex work/family schedule. A variety of general education classes are available each semester. You can complete the requirements for over 24 different associate degrees, bachelor degrees, and/or graduate degrees.
Brad Broschinsky, Academic Advisor - (208) 282-7802

ISU – Twin Falls

One associate degree, six bachelor degrees, four master degrees, and a doctoral degree are offered in Twin Falls. ISU provides the upper division and graduate work on a rotation schedule, while the general education requirements and lower- division courses are offered by CSI. Check out the computer lab networked with the Pocatello campus that provides access to the Internet, e-mail, and a variety of software. Students can also access this network from their home system. Classes in Twin Falls are also taught in both a traditional classroom setting and through distance learning, made possible by interactive telecommunications. Two state of-the-art telecommunications classrooms, featuring two-way video and audio, allow students to interact with the instructor and students in Idaho Falls and Pocatello. The Twin Falls Center staff and faculty provide a wide range of services to all ISU students, including academic advising, admissions, registration, and fee payment. In addition, ASISU schedules local activities for ISU students and co-sponsors several activities with CSI. The Center is located in the Evergreen Building on the CSI campus.

Chris Vaage, Director, University Programs – (208) 282-2101

*Distance Learning is available at the Idaho Falls, Meridian, and Twin Falls ISU campuses

Advising Diverse Populations

One of the rewarding and exciting facets of advising is the opportunity to work with individuals of diverse populations. Blane Harding, the Director of the Office of Multicultural Affairs at the University of Kansas explains

Advisors should strive to be culturally competent. Awareness involves being sensitive to issues related to culture, race, gender, sexual orientation, social class, and socioeconomic factors. Cultural competence requires more than knowledge. It is leveraging a complex combination of knowledge, attitudes, and skills to engage and intervene appropriately and effectively across cultures. In other words, to be culturally competent we must have the ability to apply what we have learned. . .

Once we have gained the ability to apply what we have learned we can allow students to self-identify. Not every Black student identifies as being Black just like not every Asian American or Hispanic student identifies with their ethnic background. Advisors must be sensitive to this and let students choose what aspects of their identity are important to them at any given time. Students, just like the rest of us in society, go in and out of identities given the situations and people they find themselves around. Black students may want to identify as Black around their friends, but in the classroom they may simply want to just be a student like those around them. Students should be given the ability to self-identify; when advisors are culturally competent we consider the individual within a cultural context. The individual always comes first; when we allow individuals to self-identify we can better serve them and have a greater understanding of their cultural connections. Allowing students to self-identify provides advisors with key information needed to develop plans to assist students in their goals or to identify barriers to their success. . . (3)

Harding (2012) provides the following culturally responsive interactions for advising diverse populations:

- Consideration of cultural factors in interventions with students. We must keep in mind that differences are just that and not deficiencies. We must meet students where they are and allow them to tell their own stories.
- We must examine our own cultural baggage and consider our possible cultural privileges when working with students from diverse cultural backgrounds.
- We must always keep in mind each student's level of cultural identity development and his or her degree of acculturation.
- We must be willing to learn from diverse students and utilize their experiences in advocating for changes in the "system." (3)

In addition to providing respect and understanding for diverse individuals, Harding (2012) acknowledges that advisors face an additional challenge of

"...getting to know ourselves better and understanding our world view and how that view may or may not serve as a barrier to helping students. There are certain questions we should ask ourselves to better understand where we stand; these questions include:
- *What rising potential groups do I identify with? How does my identification with those groups influence my self-positioning in the world or in my academic community?*

- *What assumptions do I make about rising potential students on a regular basis? How many of these assumptions can be considered generalizations? Stereotypes?*
- *What might I need to learn about my advisees' individual cultural backgrounds to ensure that I am relating and communicating effectively with them?*
- *How often do I expose myself to cultural gatherings and events that represent racial/ethnic cultures other than my own?*
- *How does my worldview help or hinder me in understanding my advisees' perspectives?*
- *What are other cultures or rising potential groups that I identify with?*
- *How aware am I of customs and behaviors that have different meanings in different cultures? How might my awareness (or lack of awareness) of behavioral variety affect my interactions with my students? (3-4)*

Campus personnel should make themselves visible and attend events to establish credibility and strengthen their relationships with students [from diverse populations]. It is not necessary to look like the students we advise, but it is mandatory that we gain their respect and in turn give them the respect they deserve. (3)

Case Studies for Developing Respectful Interactions

1. In an advising session an international student discloses that they are terribly homesick.
2. A student of color expresses feelings of loneliness and exclusion.
3. You are working with a disabled veteran who is experiencing high levels of anxiety.
4. A non-traditional student comes to you with concern regarding Moodle and other technological components to their class.
5. A Native American student you are advising expresses frustration over classmates continually asking them to answer questions as though he represents all Native Americans.
6. A student you are advising who identifies as part of the LGBTQ+ community shares with you their fear of coming out to their family.

What advising strategies and campus resources would you include in your interactions with each student?

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SECTION EIGHT

ACADEMIC DIFFICULTY

SECTION HIGHLIGHTS

Academic Standing

Good Academic Standing

Progression of Academic Probation Levels

Maintaining Level of Academic Standing

Reinstatement to Good Academic Standing

Repeating Courses

Dropping a Course

Withdrawal from a Course

Withdrawal from the University

Academic Standing

One of the main responsibilities an advisor holds is to help students understand their academic standing, the significance it plays in progression toward graduating, and how to regain Good Academic Standing. A student's academic standing can be found on their Academic Transcript in BengalWeb under the Academic Tools tab.

Unofficial Transcript

Term: Academic Spring Semester 2003

College:	No College Designated
Major:	Undeclared
Student Type:	Learner (Non-Degree Seeking)
Academic Standing:	Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
AMST	111	UG	U.S. History I (To 1865)	A	3.000	12.00	
COUN	491	UG	Peer Advising	A	1.000	0.00	E
PHIL	400	UG	Philosophy Of Art	A	3.000	12.00	
SPCH	442	UG	Amer Rhet & Pub Addr	B	3.000	9.00	

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	10.000	9.000	9.000	9.000	33.00	3.67
Cumulative:	33.000	32.000	32.000	32.000	118.70	3.71

Good Academic Standing

Students are in Good Academic Standing at Idaho State University (ISU) until their ISU grade point average (GPA) places them on academic warning. At the end of any semester, undergraduate students may be placed on warning or probation if their cumulative ISU GPA does not meet a minimum of 2.0. To maintain "academic satisfactory progress" and avoid academic probation and/or academic dismissal, undergraduate students must maintain a cumulative Idaho State University GPA of 2.0 or higher.

PROGRESSION OF ACADEMIC PROBATION LEVELS

Academic Warning

Academic standing is calculated once at the end of the semester. At that time, undergraduate students whose cumulative ISU GPA does not meet a minimum of 2.0 will be placed on Academic Warning. Students on Academic Warning should be encouraged to meet with their Academic Advisor prior to registering for classes.

Academic Probation

Probation used to be split into "Probation 1" and "Probation 2," but ISU has recently changed gotten rid of the second probation level. Undergraduate students on Academic Warning who do not earn a 2.0 semester GPA (and whose cumulative ISU GPA is less than 2.0) will be placed on Academic Probation.

Students on Academic Probation used to be limited to attempting 9 credits for the next semester of attendance, but also no longer have this limit. Students on Academic Probation should be encouraged to meet with their Academic Advisor prior to registering for classes.

Academic Dismissal

Undergraduate students on Probation who do not earn a 2.0 semester GPA (and whose cumulative ISU GPA is less than 2.0) will be dismissed from the university. If a student is dismissed, they will not be allowed to take classes the following semester. Students are able to petition to be readmitted to the university, but must be able to demonstrate changes in their lives that help them be more successful if readmitted.

Probation Type	Cause for Probation	Restrictions Applied
Academic Warning	Less than 2.0 *cumulative ISU* GPA	• Must attain a 2.0 *semester* GPA to avoid Probation • Required to complete the online probation workshop
Academic Probation	Previously on Academic Warning, but received less than a 2.0 *semester* GPA and cumulative GPA did not meet minimum grade level requirements	• Required to complete the online probation workshop • Must attain a 2.0 *semester* GPA to avoid dismissal
Dismissal	Previously on Probation and received less than a 2.0 semester GPA	• Must petition the Readmission Review Board (RRB) to gain approval for readmission

Maintaining level of Academic Standing

Undergraduate students on Academic Warning or Academic Probation who attain a semester GPA of 2.0 or higher, but whose cumulative ISU GPA is still below 2.0, will remain at their current level of academic probation (Academic Warning, Academic Probation).

Reinstatement to Good Academic Standing

Undergraduate students on Academic Warning or Academic Probation who attain a cumulative ISU GPA of 2.0 or higher are automatically removed from warning or probation.

Undergraduate students are notified at mid-semester (via Mid-Term Grades) as to whether they are earning below satisfactory grades in any class. The undergraduate students' advisors will also receive this information so they may work with the undergraduate students to try to prevent probationary status.

When students are at a probationary level of academic standing, advisors should help them identify the causes and solutions to remedy the standing. Advisors should be aware of the various strategies to improve GPAs. Then identify the strategies that are in students' best interest and adhere to ISU policies. The ISU online GPA calculator or the GPA calculator in Degree Works are useful tools to help determine the appropriate actions for students to take in order to improve their GPA.

Repeating Courses

 If a course is repeated, the most current grade is used in computing grade point average (when taken at ISU) unless the description includes language indicating the maximum number of credits for which the course may be repeated.

Dropping a Course

Students may drop a full semester course within the first 10 days of the semester and no record of that course will appear on the student's permanent transcript. Before the last day to add or drop courses in a semester or session, students may drop and add classes freely. No entry will be made on a student's transcript for classes dropped during this period.

Withdrawal from a Course

After the last day to add or drop courses, students may withdraw from a class or from all classes until the last day to withdraw from the semester or session. Check the academic calendar for the withdrawal date for each semester or session. The time in which withdrawals are allowed is called the Withdrawal Period. A grade of W is recorded on the student's transcript for each course from which he or she withdraws.

WITHDRAWAL FROM THE UNIVERSITY

Before Withdrawal Deadline

To initiate a withdrawal from a class prior to the deadline, a student may use BengalWeb. In extreme cases where the student does not have the ability to access BengalWeb, contact the Office of the Registrar for assistance.

To determine if a withdrawal is an appropriate strategy discuss the following topics with students on probation:
- Find out their current ISU GPA
- Look at current course load
- Ask for specific exam/test scores in each class
- Ask if on Financial Aid
- Ask if on Financial Aid contract

Identify barriers to academic success

- Discuss the possibilities of cutting back on work, social, family or other commitments;
- Discuss the need to attend class;
- Discuss how much time the student invests in homework a week – needs 2 hours for every one credit – minimum;
- Discuss CAT program, TRIO (if eligible), study groups (have them initiate their own group by posting a meeting time/location on the board for other interested students), Supplemental Instruction (if available);
- Have the student meet with the instructor to go over tests, notes, questions (can't hurt/might help with understanding material and with final grade. Shows the teacher interest and commitment);
- Suggest to study differently – actively engage in study – it is not a passive activity.

Consider the Financial Aid Impact of Withdrawing

Discuss withdrawing from one or more classes. Students who withdraw from a class or classes and have received a financial aid award, may in some cases, be required to repay all or part of their award. Please contact the Financial Aid Office when discussing impacts of withdrawing while you are meeting with the student.

After Withdrawal Deadline

Students looking to complete a Medical or Exceptional Circumstance Withdrawal after the deadline will get in contact with the Dean of Student's in the Student Affairs Office. The dean will follow the same procedure used in the petitioning process for considering extraordinary academic issues.

SECTION NINE

FINANCIAL AID & SCHOLARSHIPS

SECTION HIGHLIGHTS

Creating an Awareness of Financial Aid and Scholarships

Applying for Financial Aid

Verifying Financial Aid Disbursement Status

Title IV Authorization

Satisfactory Academic Progress

Financial Aid Misunderstandings

Satisfactory Academic Progress Policy

Financial Aid Implications of Withdrawing

Scholarships

Creating an Awareness of Financial Aid and Scholarships

One of the major supports an advisor should provide to students is to create awareness of financial aid and scholarships as methods to help finance the costs of earning a degree.
A majority of Idaho State University students rely on a variety of funding, including grants, scholarships, loans, and work-study.

Students can carry out all of the steps to securing financial aid and identifying ISU scholarships in their Student Finances Tab in BengalWeb.

Applying for Financial Aid

Student must apply for federal student aid every year with the FAFSA (Free Application for Federal Student Aid). The quickest and most accurate method of applying for student aid is online. There is no deadline for when a student may apply, however if students apply prior to March 1st each year and show high financial need, students may qualify for additional need-based aid. Recently, FAFSA has begun accepting applications in October, so students are able to get everything submitted earlier.

Verifying Financial Aid Disbursement Status

Under the Financial Aid Requirements channel, students should see either red flags or green check marks. Red flags indicate the student needs to complete a mandatory requirement in order for their financial aid to disburse. Green check marks should indicate that everything is in order and ready to go.

Title IV Authorization

This is a requirement for every student to release their financial aid. Students must click on "Accept Financial Aid Award" in order to answer the Title IV questions and accept their awards. This must be done at the beginning of every award year.

Financial Aid Misunderstandings

Advisors should understand the common misunderstanding students share in regard to Financial Aid and clarify the accurate policies with advisees.

"Nobody Ever Told Me…"

...that I could take the grant money or work-study offered me through Financial Aid without taking the loans.
...that if I didn't need or want the entire loan they awarded me, I could take just a portion of the loans and not the whole awarded amount.
...that I could be a half-time (6-8 credits) or 3/4 time (9-11 credits) student and still qualify for grants and loans.
...that the amount of money I received in work-study for one year will be subtracted from my total income in the calculation for my next year's Financial Aid award and might be a benefit to me. I need to consider if a work-study job will be better than a non-work-study job even if it pays less per hour.
... that I should file my Financial Aid before March 1st so, if I qualify, I could get more grants and lower

interest loans.

...that I have to reapply every year.

...that the Federal Government, for Financial Aid purposes, considers single children as dependents of their parents until they reach age 24 (or get married), even if parents do not declare them as dependents, even if the children live on their own, and even if the parents do not give them any monetary support.

...that if I didn't take the loan out at the beginning of the semester I could take it out later if I needed it.

...if I couldn't get a work-study job, I could request to have work-study money switched to loan if I needed it.

...if there is a mistake on the SAP form, I need to be sure and have it corrected or my financial aid will not be processed.

...that if I am awarded work-study funds, the Financial Aid Office maintains a listing of work-study jobs, but it is up to me to interview and secure a job.

...that filing my FAFSA application electronically online speeds up the process to see if I am eligible for funds.

...that I *may* have to pay some of my grants back if I drop a class early in the semester.

...that if I enroll in the installment plan with the school to pay my fees, and then decided to withdraw, I would still be obligated to pay the full fees.

...that it's never too late to apply for Federal Financial Aid.

Satisfactory Academic Progress

Students can verify if they are meeting SAP requirements within the My Financial Aid channel. This is important for students to check if they are failing or withdrawing from classes.

Satisfactory Academic Progress (SAP) Policy

Students should understand the SAP requirements. Any time a student is failing or withdrawing from classes, their financial aid may be affected. It is important for students and advisors to understand that there are consequences for either choice. If there are any questions as to the consequences, call and talk with financial aid and help the student understand all of their options.

Below is the ISU Satisfactory Academic Progress Policy. It is important to understand the main points and be able to explain SAP to students. This policy can be found online as well:
https://www.isu.edu/financialaid/satisfactory-academic-progress-sap/

Financial Aid Implications of Withdrawing

Am I on Financial Aid Contract?	If a student on Financial Aid Contract does not complete the credits for which he or she was funded, the student will be denied Financial Aid for the next semester and will need to petition again.
Will I still be meeting the minimum standards of progress if I drop or withdraw?	NOT ON CONTRACT: the minimum standards of progress are 67% cumulative completion rate at the end of each semester. ON CONTRACT: 100% completion rate of courses funded and required for the semester on Contract. **IMPORTANT:** Students must pass at least 1 credit in a semester. If all classes are failed/withdrawn, the financial aid probation semester is forfeited and the student will automatically be denied.
Will this affect my future eligibility for financial aid?	Withdrawing to below the minimum standards of progress will require the student to submit a written appeal. CONSIDER, however, that an "F" or "W" will have the same effect on SAP. However, an "F" carries academic penalties with it as well as Financial Aid penalties. A "W" will only affect Financial Aid. Students should understand the consequences of the course of action they choose to make.
Will my current financial aid be reduced or charged back to my student account?	If students drop below their funded status of 12, 9, or 6 credits prior to the 10th day of the semester, they must pay back a portion of the aid.
If I am withdrawing from the university, how soon will my loan repayment begin?	Generally, 6 months after graduation or leaving school – the six month grace period is a one-time only option. If you completely withdraw from all courses, you may be billed and might have to repay a portion of your aid depending on when the withdrawal occurred.

Special Populations Financial Aid Considerations

- Student-Athletes on a full-ride scholarship cannot drop below 12 credits; if they do, the scholarship is canceled immediately and NCAA eligibility is compromised.
- If a student is a Veteran or receiving VA benefits they must keep 12 credits throughout the entirety of a semester in order to keep VA money. If there are questions, contact the Veterans Coordinator at 208-282-2676.

Scholarships

The ISU Scholarship Office oversees a range of scholarships that are funded by Idaho State University and donors who support ISU. In order to be considered for these scholarships, students must annually complete the BOSS General Application. BOSS is located on the Finances Tab in BengalWeb under the Scholarship Channel.

Financial Aid Appeals

Sometimes students do not meet the academic requirements for financial aid by either getting less than a 2.0 GPA or by having less than a 67% completion rate. Meeting these requirements is known as Satisfactory Academic Progress (SAP). When students do not meet SAP, students can make a financial aid appeal to the financial aid office. To do so, students meet with their Academic Advisor who will help them plan out the courses they will take the next semester and fill out a financial aid appeal form.

Once a student has approval to get financial aid through this process, they have to follow the plan and pass all of the included courses. If they fail to complete their financial aid plan, they have to make another financial aid appeal for the next semester and go through the same process described above. Peer advisors are not authorized to help students with financial aid appeals, however it is important to know this information if they need to explain the process to a student.

SECTION TEN

THE APPOINTMENT

SECTION HIGHLIGHTS

The Advising Appointment

First Appointment Outline

Case Note Tips

Referral Guidelines

Search Strategies for Undecided Students

The Advising Appointment

Advisors can apply these suggestions for improving communication in the advising appointment:

1. **Opening –** Greet students by name; be friendly, relaxed, and welcoming. Open with a question e.g., "How are things going?" or "How can I help?"

2. **Not out-talking the student –** Good advising is effective listening. Listening is more than the absence of talking. Identify the feelings behind the words.

3. **Open vs. Closed Ended Questions –** Refrain from using closed ended questions; conversational flow will be cut off if questions are asked so that a "yes" or "no" reply is required. A better question would be open-ended, inviting conversation i.e. "What courses have you thought about taking next semester?" or "What are some things that have made you think about business as a major?"

4. **Accepting the Student's Attitudes and Feelings –** A student may fear that the advisor will not approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. If the student thinks it is a problem, the advisor does too.

5. **Allow Interaction –** Avoid rapid-fire questions; allow time for the student to respond to one question before asking another.

6. **Silence in the Interview –** Most people are embarrassed when there is silence in a conversation.   Be patient, the student may be searching for words or ideas.

7. **Reflecting the Student's Feelings –** Initially, try to understand what the student is saying without trying to solve the problem. For example, it is better to say, "It sounds like you feel that professor is unfair to you" rather than, "Everyone has trouble getting along with professors sometimes."

8. **Admitting your Ignorance –** If a student asks a question regarding facts and you don't have the facts, admit it. Go to the appropriate resources for the information and convey the information to the student as soon as possible.

9. **Setting Limits of the meeting –** It is important for the advisor and the student to recognize that the interview will last for a specific length of time (when appropriate).

10. **Ending the Interview –** Once the limits have been established, it is best to end the meeting at the pre-established time. A comfortable phrase might be, "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further.

First Appointment Outline

Using the outline below given from the advisor's point of view, the peer advisor can guide students through an appointment. It is important that advisors address the question at hand, but also inquire about the other things listed below so they have a comprehensive meeting. Most of the issues will/should come up in conversation.

I. Get acquainted

II. What brings you here "What can I do for you today?"

    A. Gather appropriate information and write it down if necessary.
        1. What is your major? Class Level?
        2. On Financial Aid?
        3. 0bligations? How many hours per week of work?
        4. Know your major?
        5. Leaning towards...?

    B. Discuss the above
        1. What it means
        2. Don't have to go full time, can get financial aid for less than full time
        3. Balance
        4. Review major options and discuss major change process
        5. Discuss Career Counseling
        6. Most students do not complete their degree in four years, may be 5 or 6

III. Give an overview of general education requirements, then specific information for the major of the student.

    A. Discuss each Objective
    B. Make sure to include discussion of:
        1. "Zero" classes (0090)
        2. Math pre-requisites
        3. Specific math requirements for particular majors
        4. Health related Biology and overview Biology
        5. Year-long sequences in Objective 5/Goal 5 option
        6. Objective 4 Fine Arts is not a performance or production class.
        7. The concept of "double-counting." (Course fulfills general education requirement and major)

    C. Show the student his or her major in the catalog and DegreeWorks, and review the components of the degree.

    D. Graduation Requirements

        1. Need 120 credits to graduate
        2. Of those 120, 36 must be upper division
        3. Of those 120, the student may need to complete "Admission Requirements." (varies)
        4. The 120 credits are made up of major classes, gen eds and electives.
        (Most students will need electives)

    F. Refer to resources

IV. Document appointment in case notes.

Search Strategies for Undecided Students

- Take COUN 1150 - Career & Life Planning, 1 credit. AND/OR...
- Complete the FOCUS2 on the Career Centers Website   www.isu.edu/careercenter
- Look over the possible majors located in the ISU Catalog
- Cross out, or eliminate, those majors that you know you are not going to consider under any conditions.
- Circle those majors in which you have some interest; use the index in the Catalog to find them.
- Look at the requirements, read the course descriptions and get a general feel for each possible major.
- Again, eliminate the majors that do not interest you at this point in your search.
- Make a list of the remaining majors - it may be 20 or 2!
- Job-Shadow!!!!!
- Set a goal for yourself: "Each week I'll make an informational appointment with an advisor in one of these areas."

Advisors may suggest students ask the following questions from an advisor in their area of interest:

- What will I be learning with this major?
- Why did you (advisor) choose this field?
- What will I be prepared to do with this major?
- What are your graduates doing?
- What kind of salary can I expect?
- Will I need to relocate?
- What are the job trends in this field?
- Describe the general work environment.
- Will I need to pursue an additional degree for this field?
- Are internship opportunities available to me?

After students have fine-tuned their possible majors list again, here are some additional strategies advisors can suggest to students to discover details about your potential majors:

- If there is a specific occupation you might be interested in pursuing, contact someone currently working in that field and ask to meet with him or her to ask any questions you may have.
- Ask if you could "shadow" someone currently working in a field you may be interested in to see what the job is like on a daily basis.
- Take classes in the areas you are considering.
- Get some exposure to your possible majors by volunteering or working in those fields.
- See a Career Counselor in the Counseling and Testing Center for a series of appointments.
- Utilize the Career Counseling resources: print library, computerized Career Information System, Internet sites, etc.

Referral Guidelines

Validate that the student came to you for help. Be honest about your limitations and your need to refer. Know the person/place you are referring the student. Give the student information about what to expect. If the situation is appropriate, you may offer the student an opportunity to call the resource from your

office, escort the student to the resource, and wait for them in the waiting room to ensure the services needed where rendered. Follow up with the student about the referral and continue to be supportive.

Case Notes

Case notes are important because they reduce the risk of lawsuits and eliminate liability. Case notes will also be seen by other advisors on campus so they can know how to continue helping students you meet with, and they can remind you and full-time advisors what occurred during advising sessions. After each appointment, make sure you document your sessions by utilizing the following electronic case notes process.

Case Notes Process

2. Use *Navigate* to record your student contacts.

3. Complete a case note for each student with whom you work.

- Summarize your advisement and the student's choice of action. At the end of the case note, include the initial of your first name and write out entire last name. For example, JoAnn Hertz will sign "J.Hertz "

Case-Note Tips

- Use descriptive, but concise language
- Be clear, objective, complete and fairly concise; avoid adding non-relevant information. Do not editorialize or offer judgments on student behavior or choices.
- Describe the specifics of the interaction
- The purpose of the visit, what you did or said during the meeting, if there are follow up actions to take (e.g. did you call another office, show the student something, or guide them through a software tool, need to get back to them with information?)
- What specific information did you provide?
- Identify the actions the student took (e.g. did the student register for courses, make appointments, send email)
- Protect the student's privacy and avoid revealing confidential or personal information. Other campus advisors/administrators have access to the advising notes and the student has the right to request a copy of the notes.
- When discussing specific class sections, indicate the exact class in your case-notes. If the student takes more credits/different classes this record may be needed for future clarification.
- If personal issues/concerns arise, assist the student within your advising role and refer the student to appropriate resources for additional help. If there is no need to refer the student, you may use the phrase, "discussed personal issues" in case-notes with no specifics necessary. If a referral is made, include specific, objective details in case-files, along with your referral.
- To reduce the risk of lawsuits and eliminate liability: inform, disclaim, and document all interactions with students by applying the highest ethical standard (Always apply FERPA guidelines).
- Be sensitive to diversity issues of all kinds. Thoughtless comments about race, sex, age, national origin, etc. could result in a violation of federal law.

- Sign the first letter of your first name and you entire last name at the end of your note. (KFullmer)

Case Note Examples

Good Examples:

Christina RXXXX

Christina is a first time freshman who needed help getting registered. She completed the GED, so she didn't have placement scores. We started to look at general education classes, but for the sake of time I walked her over to the testing center so she could take the ALEKS today. I told her to take that, and then come back over here, and I would help her finish registering. XX(initials)

Marcos VXXXX

Marcos is a new POLS student (freshman) who already registered for his other courses, but was unable to get into ENGL 1102. He came into our office and was wondering why the system was blocking him from registering because his SAT score was high enough. I verified that his SAT score was indeed high enough and I gave him an override. He registered for the course. We discussed math as well and he will need to take the ALEKS test since his SAT score was from 2008. I encouraged him to do that this summer and gave him all of that information. -XX

Insufficient Examples:

Student came in to register for summer classes. We discussed adding CHEM 1111/L, CHEM 1112/L, and Immunology. We went over DegreeWorks, and discussed when she could potentially graduate. She had a financial hold on her account, but I called and they said they would lift the hold so she could go ahead and register. I had to go to class so I told her to register for those classes and if she had any trouble she could come in tomorrow. XX **(missing some general student information)**

Sara XXXX

Assisted student with looking up courses for the summer semester. She was having troubles finding courses that would be offered as web courses. After viewing her Bengal Web we discussed all the available courses that fit her goals. XX **(missing specific courses discussed)**