Idaho State University
Faculty and Professional Advisor Handbook

ISU College Advising Coordinators

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Compiled and updated by:

Ms. JoAnn Hertz,
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Part One: Philosophy, Core Values, Ethics, & Legal Issues

Statement of Philosophy

Academic advising is an important part of Idaho State University's commitment to helping students achieve academic success that leads to timely graduation. Advising involves communication of accurate information regarding degree programs, courses, resources, University policies/procedures, and career opportunities intended to help students in attaining their educational goals. Advising also signifies the establishment of a relationship with students.

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

- Become well-informed about policies and procedures, curricular options, and academic program requirements.
- Clearly define their educational objectives.
- Plan programs which incorporate their interests, abilities, and career goals.
- Make full use of the facilities and resources available at ISU.

ISU is committed to providing quality advising service to students in all academic programs. Attaining this goal requires both advisor and student understand their respective roles in the advising process.

Core Values of Academic Advisors

Advisors are responsible:

To the individuals they advise
For involving others, when appropriate, in the advising process
To their institutions
To higher education in general
To their educational community
For their professional practices and for themselves personally

To review the full version of the Core Values of Academic Advisors developed by the National Academic Advising Association (NACADA) go to: https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-introduction.aspx
Legal Issues Involved in Advising

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

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

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

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

The only information which can ordinarily be released without consent is:

- A student’s name
- Place and date of birth
- Home & campus address
- Dates of attendance at ISU
- Major & Degree

It is best to refer outside requests for information about a student to the Registrar's Office.

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

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

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

ISU Policy & Procedures System at: http://www.isu.edu/registrar/ferpa/
How FERPA Applies to ISU Faculty & Staff

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

❖ The student educational records are made available to staff and faculty who have a “need to know” when fulfilling their official responsibilities at Idaho State University.

❖ Such educational records are released on the condition that they will be used for a specified educational purpose and officials will not permit any other access to the information without the written consent of the student involved.

FERPA authorizes the release of “Directory Information” without the student’s prior consent under certain conditions which are set forth in the Act (i.e. FERPA). Idaho State University has defined its ‘Directory Information’ as follows:

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

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

Almost any student-related document, piece of paper, electronic case note, etc. is part of that student’s educational record. Additionally, student-related information displayed on a computer screen is considered part of the student’s educational record. This includes, but is not limited to:
- **Grades:** Students' scores or grades should not be displayed publicly. Even with names obscured, numeric student identifiers are considered personally identifiable information and must not be used. Grades, transcripts or degree audits distributed for purposes of advisement should not be placed in plain view in open mail boxes located in public places.

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

- **Class Rosters/ Grade Sheets:** These and other reports should be handled in a confidential manner and the information contained on them should not be re-disclosed to third parties.

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

- **Electronic Data Storage:** Having access to the ISU Student Information System does not imply one has “authorization” to view student data. Authorization for any school official is when that person has a 'legitimate educational interest' in the data. 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.'

Parents, spouses, and other relations **DO NOT** have a right to information contained in a student’s education record.

The consequences for not following the law are as follows:

- Lawsuit
- Loss of Federal funding
- Conviction of a misdemeanor under the Public Information Act, which can include confinement in the county jail, a monetary fine, or both.
- Dismissal from job

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

1) **Seek the best possible education for the advisee.** In an educational setting, the good that we hope to maximize is the education and its attendant benefits. It is not always easy to judge what will be the best education; our obligation is to do our best with the information available. This will benefit students, people with whom they will later have contact, and society as a whole.

2) **Treat students equitably; don’t play favorites or create special privileges.** Treating students equitably does not mean treating them all the same. Differences in students’ needs require us to spend more time with one than another and to advise one more intrusively than another; however, the fact that we might like one student more or that we might share another’s values would not justify differential treatment.

3) **Enhance the advisee’s ability to make decisions.** This is a key principle for developmental academic advising, so its presence here is welcome. As we all know, we cannot accomplish this goal without permitting the advisee to make decisions.

4) **Advocate for the advisee with other offices.** Students will not get all the services they might from the college without a little help. There are limitations on this principle, for the advocating too hard can reduce one’s future effectiveness.

5) **Support the institution’s educational philosophy and its policies.** Advisors are responsible to educate students on institutional policies and procedures and to uphold the principles on which the policies were made. Advisors work within the structure and abide by the published practices and philosophies of the university. (Note: This principle does not preclude advocating for policy change in appropriate forms with the appropriate entities.)

6) **Maintain the credibility of the advising program.** All concerned must perceive the program as giving advice that (a) is coherent, (b) is consistent with university policy, and (c) is defensible questioned.

7) **Accord colleagues appropriate professional courtesy and respect.** This principle is not only about being polite to people; it is also a prohibition against encouraging students to believe negative things about the competence or character of colleagues. Opportunities to observe or violate this duty arise when a student asks which instructor to take a course from or asks for confirmation of something that “they” are saying against a particular individual. An institution where such a rule is not followed loses effectiveness because a student’s inclination to gossip and jump to hasty conclusions is unduly reinforced, with long-term consequences.
Part Two: ISU Advising

The Advisor Role and Advisor Types

The Advisor Role must first be obtained and recorded in Banner before faculty and staff advisors can be assigned to students.

Request the Advisor Role

BengalWeb → TigerTracks channel →
AccessTigerTracks link → RequestServices → Accounts and Access →
Employee Account → Request Access Tab.

Once the role is granted, advisor assignments can be made in Banner INB by the Central Academic Advising staff. ISU advisors are categorized in one of 10 Types based on the advisor's position.

Overview of Advisor Types

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<th>Advisor Type CODES</th>
<th>Type Description</th>
<th>Primary Advisor</th>
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<tr>
<td>MAJR</td>
<td>Major Advisor - faculty</td>
<td>Allowed</td>
</tr>
<tr>
<td>DEPT</td>
<td>College/department professional advisor (and ADA)</td>
<td>Allowed</td>
</tr>
<tr>
<td>CAA</td>
<td>Central Academic Advising - professional advisors</td>
<td>Allowed</td>
</tr>
<tr>
<td>MINR</td>
<td>Minor Advisor - faculty</td>
<td>Not Allowed</td>
</tr>
<tr>
<td>TRIO</td>
<td>TRIO Advisor – professional advisors</td>
<td>Not Allowed</td>
</tr>
<tr>
<td>ATHL</td>
<td>Athletics Advising staff</td>
<td>Not Allowed</td>
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<tr>
<td>HONR</td>
<td>Honors Program advisors</td>
<td>Not Allowed</td>
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<tr>
<td>INT</td>
<td>International Programs Office staff</td>
<td>Not Allowed</td>
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<tr>
<td>AUX</td>
<td>Auxiliary Advisor – support staff</td>
<td>Not Allowed</td>
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<tr>
<td>VET</td>
<td>Military Veteran support – Office of the Registrar</td>
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Additionally, depending on university policy and position, an advisor will have either

- **Relationship Access** (i.e. access only to those students to whom they are assigned or those enrolled in their classes)
- **Global Access** (i.e. access to any ISU student).

Only to a limited number of administrators and staff qualify for Global Access.

Advisor Outreach

Student contact by faculty, chairs, and deans, is known to have a positive impact on retention. Each semester, departments are encouraged to establish regular communication with their students. ARGOS reports of advisees can be obtained to review advisee lists, communicate with advisees, and review advisor assignments.
Contact Institutional Research [https://isu.edu/institutionalresearch/](https://isu.edu/institutionalresearch/) and request a customized report or utilize the reports available in ARGOS.

ARGOS advising reports can be found in BengalWeb:
Employee Tab → Tools Tab → ARGOS Reports channel → Argos Web Viewer → Production Reporting → Student Campus Wide Reports → Office of the Registrar Reports → Advisor and Advisee Datablock.

Select the current Academic Period, uncheck All Advisee College and check only the appropriate college, uncheck All Student Types and check only the desired types, select Registered for currently enrolled students. On the top of the page, click on dropdown next to Reports, choose Advisees and Advisors CSV, click on Reports.

Suggested Reports and communication to students

- **Sort report by Primary advisor.**
  - Email all those with CAA as their Primary Advisor to encourage them to meet with departmental advisors, officially declare major, and be assigned a departmental advisor.

- **Sort report by Student Classification** to know the advisor status of freshmen, sophomore, junior, senior, graduate, post bac students in your college.
  - Email specific classifications of students pertinent information for their level.

- **Sort report by advisor.**
  - Each faculty advisor emails their advisees to encourage next semester enrollment, or to dispense other information.

Additionally, Central Academic Advising will coordinate with college advisors communication to students who have unsatisfactory midterm grades.

Training is available for Internet Native Banner (INB), BengalWeb, Faculty/Advisor Tools, and creating and accessing ARGOS reports.

*Contact: Marjanna Hulet hulemarj@isu.edu*
Advising Resources

Effective academic advising supports the ISU academic mission. ISU has advising resources for every student and at every stage of their college career.

- **First Year Transition** Academic Coaches are responsible for advising academic freshmen (0-25 credits). They also teach the First Year Transition course (ACAD 1104).

- **Student Services, College of Technology (COT)** has a staff of professional advisors to serve students seeking a Certificate, an Associate of Applied Science, an Associate of Science, or a Bachelor of Science in a professional-technical field. COT faculty also advise students on discipline specific topics.

- **Central Academic Advising (CAA)** serves as a general advising resource for all ISU students, faculty and staff advisors, and has particular responsibilities for academic sophomores (26-57 credits), pre-Social Work, probation, and first semester transfer students. CAA advisors are located in Pocatello and at the regional campus sites of Idaho Falls, Twin Falls, and Meridian. CAA manages the content and delivery of the online advising sessions: 1) Freshman Fundamentals of Advising and Registration (FFAR), 2) Transfer Fundamentals of Advising and Registration (TFAR), and 3) Probation.

- **College Advising Coordinators** are faculty and professional advisors from each ISU college who manage the advising function in the college or division.

- **Faculty Advisors** are professors from each department who are assigned to students as their advisor of record for the major or minor program of study.

**Special Population Advisors**

*Admissions Advisors* are recruitment specialists in the Admissions Office and serve the prospective student by providing initial information about university programs, by offering campus tours, by arranging informational meetings between students and faculty, and by assisting with all aspects of the admissions process.

*TRIO Student Support Services* provides advising support for approximately 250 students each semester. Participating students must be pursuing a bachelor’s degree and in need of academic support. Eligibility for the federally funded program includes being a first-generation college student, from a low income household, and/or a student with a documented disability.

*Student Support Services for Athletes* houses academic advisors for the ISU, Division I, NCAA, Big Sky Conference athletes. Men’s sports include basketball, cross country, football, tennis, and indoor and outdoor track and field. Women’s sports include basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball.

*International Programs Office (IPO)* provides academic and immigration advising to all international students.

*Native American Academic Services (NAAS)* provides advising and general assistance to students with Native American heritage.
Central Academic Advising (CAA) is assigned as the advisor of record to all undergraduate students upon matriculation.

**Students must contact their desired major department to be assigned a faculty or professional advisor from their discipline.**

Academic Advisors review with the student the components of a degree and the requirements of a chosen major, explain terminology to clarify terms such as “credit,” “prerequisite,” “upper division,” “double-counting,” identify major options offered at ISU, refer students to departments and student service offices to explore areas of interest, involvement opportunities, and for policy clarification.

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<th>University Professional Advisors</th>
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<tr>
<td><strong>First Year Transition</strong></td>
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<tr>
<td>Dr. Kelly Moor</td>
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<tr>
<td><a href="mailto:moorkell@isu.edu">moorkell@isu.edu</a></td>
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<tr>
<td><a href="http://www2.isu.edu/success/index.shtml">http://www2.isu.edu/success/index.shtml</a></td>
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<tr>
<td><strong>College of Technology</strong></td>
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<tr>
<td>Mr. Corey Zink</td>
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<tr>
<td><a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a></td>
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<td><a href="http://www2.isu.edu/ctech/">http://www2.isu.edu/ctech/</a></td>
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<tr>
<td><strong>CAA Pocatello</strong></td>
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<tr>
<td>Ms. JoAnn Hertz</td>
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<tr>
<td><a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a></td>
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<tr>
<td><a href="http://www.isu.edu/advising">www.isu.edu/advising</a></td>
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<tr>
<td><strong>CAA Idaho Falls</strong></td>
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<tr>
<td>Ms. Ann Howell</td>
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<tr>
<td><a href="mailto:howeanna@isu.edu">howeanna@isu.edu</a></td>
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<td><a href="http://www2.isu.edu/idahofalls/services/">http://www2.isu.edu/idahofalls/services/</a></td>
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<tr>
<td><strong>CAA Meridian</strong></td>
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<tr>
<td>Ms. Ali Crane</td>
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<tr>
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<tr>
<td><a href="https://www.isu.edu/meridian/">https://www.isu.edu/meridian/</a></td>
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<tr>
<td><strong>CAA Twin Falls</strong></td>
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<tr>
<td>Ms. Chris Vaage</td>
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<tr>
<td><a href="mailto:vaagchri@isu.edu">vaagchri@isu.edu</a></td>
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Each academic department at ISU determines the advising protocols that are most effective for their unit. New faculty may be assigned advising duties immediately or after a pre-determined period of employment. Students are assigned to professional and faculty advisors according to the established practices of each college and program.

Faculty advisors assist students with understanding university requirements including general education, department specific curriculum, student growth in the discipline, and the promotion and discussion of research, scholarly activities and/or internship opportunities to enhance student learning and employment prospects.

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<td><strong>College of Business</strong></td>
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<tr>
<td>Ms. Kristine McCarty</td>
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<td><a href="mailto:mccakris@isu.edu">mccakris@isu.edu</a></td>
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<td><a href="http://www2.isu.edu/cob/">http://www2.isu.edu/cob/</a></td>
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<td><strong>College of Education</strong></td>
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<tr>
<td>Ms. Jamie Webster</td>
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<td><a href="mailto:websjami@isu.edu">websjami@isu.edu</a></td>
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<td><strong>College of Pharmacy</strong></td>
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<tr>
<td>Dr. Cynthia Tillotson</td>
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<td><a href="mailto:tillcynt@isu.edu">tillcynt@isu.edu</a></td>
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<td><a href="http://pharmacy.isu.edu/live/">http://pharmacy.isu.edu/live/</a></td>
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<td><strong>Pre-Health Professions</strong></td>
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<td>Ms. Jacque Baergen</td>
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<td><a href="mailto:baerjacq@isu.edu">baerjacq@isu.edu</a></td>
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<td><strong>School of Nursing</strong></td>
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<td>Ms. Abbey Hirt</td>
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<td><a href="mailto:hirtabbe@isu.edu">hirtabbe@isu.edu</a></td>
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<td><strong>Arts and Letters</strong></td>
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<td>Dr. John Gribas</td>
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<td><a href="mailto:gribjohn@isu.edu">gribjohn@isu.edu</a></td>
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<td><strong>Division of Health Sciences</strong></td>
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<td>Dr. Chris Owens</td>
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**Mandatory Advising**

To provide a baseline of information to students about general education, campus resources, policies, and best practices, advising is mandatory for three groups of students:

1) New, academic (not COT) Freshman prior to their first semester
   and
2) New, academic (not COT) Transfer students prior to their first semester.
3) Returning, academic (not COT) students prior to their first semester after 8 semesters of non-attendance.

Students subject to mandatory advising must complete the online Fundamentals of Advising and Registration (FAR or TFAR) sessions, found here: www.isu.edu/advising/oas

**Advising Suggestions & Recommendations**

- Freshmen should take an average of 15 credits a semester (NOTE: an average of at least 15 credits each semester is required to complete a bachelor degree in 4 years).
- When taking more than 15 credits, students are strongly advised *not* to work outside of school more than 15 hours/week.
- Understand “double counting,” major requirements, and general education requirements.
- Encourage the student to vary the styles of courses taken each semester:
  Constant Discipline courses *{Mathematics, Foreign Language},*
  Large Lecture *{Psychology, History},*
  Interactive *{Literature, Speech}, etc.*
- For non-science and non-mathematics majors, be cautious of taking mathematics and science courses simultaneously.
- Stress the importance of time-management to the student. Employment, classes, hobbies, civic and religious obligations, sports, and childcare must be managed.
  Recommend the student take ACAD 1104-First Year Transition or ACAD 1101-College Learning Strategies.
- Remind the student to check course descriptions to determine if prerequisites have been met before attempting to enroll in a particular course.
**General Education Requirements**

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

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

**Advising Students on General Education Requirements**
Some courses used to satisfy the General Education requirements may also be required in the student's degree program. These courses “double count” in the sense of meeting the general education and degree program requirements. Credit is only give once.

Students should be advised to fulfill English Composition and mathematics requirements as early as possible during their first and second year.

**Basic Skills Requirement**
Students must demonstrate proficiency in English and mathematics before enrolling in the credit bearing math and English courses. Proficiency is usually demonstrated with:

- Appropriate scores in math and English placement tests (i.e. SAT/ACT/IELTS/TOEFL/AP/and ALEKS for math).
- Appropriate prerequisite transfer course work

For Reference: Faculty and Advisor Toolkit – Advising Resources – [https://www.isu.edu/advising/toolkit/](https://www.isu.edu/advising/toolkit/)

- [English Course Placement](#)
- [Math Course Placement](#)

Students failing to demonstrate math proficiency will be required to enroll in the review courses of Math 0090 (graded U or S) or MATH 0025 (graded A-F and contributes to a student’s GPA). Both courses count in Financial Aid calculations but do not count towards credit requirements for graduation.
Students failing to demonstrate English proficiency must enroll in ENGL 1101P (domestic students) or ENGL 1122 or 1123 (non-native speakers of English) by contacting Dr. Brent Wolter, English Department chairperson (woltbren@isu.edu) for an override.

**General Education Requirements Summary**

ISU General Education Requirements are referred to as the GE Objectives. Objectives are comprised of nine (9) Core Areas.

Students must:

1.) complete a minimum of 36 credits from the General Education Objectives.
2.) satisfy the credit requirements of eight (8) Core Areas, specifically:
   - Objectives 1 through 6
   - EITHER Objective 7 OR 8
   - And, Objective 9.
3.) If needed, additional coursework from any of the Objectives may be taken to equal or exceed the minimum required 36 credits. [https://www.isu.edu/advising/academic-support/general-education/](https://www.isu.edu/advising/academic-support/general-education/)

Prior to 2013.2014, GE requirements consisted of 12 Goals.

**General Education Objectives Advising Notes**

**General Education Objective (1) English**

- Check the student’s ACT and SAT scores to determine if credit will be awarded for specific English courses due to earning high scores.
- Advise to take English Composition each semester until Objective One is satisfied.
- ENGL 1101 (or ENGL 1101P) and 1102 (or HONR 1101) require a C- or better.

**General Education Objective (2) Communication**

- Advise to complete at least one English composition course before enrolling in Communication 1101.

**General Education Objective (3) Mathematics**

- Students must earn a grade of C- or better in any prerequisite math course to advance to the next level of math. Students will satisfy Objective Three with a grade of D- or better, but depending on their major, may need a higher grade to graduate.
- Many majors require a specific math class that can be used to complete Objective three (3). Three steps should be taken to avoid enrolling the student in inappropriate math courses:
  1) Determine the specific math course required for the student’s intended major. For example, Math 1153 is specified for the Nursing program.
  2) Determine the student’s beginning math course by reviewing his/her transcripts for previously completed math classes and reviewing the student’s ALEKS, AP, ACT, or SAT math scores.
  3) Outline the sequence of math courses needed to meet Objective (3) [e.g. MATH 0025 → MATH 1108 → MATH 1153].
PREREQUISITE COURSE SEQUENCE

MATH 0090  
Accelerated Placement

MATH 0025  
Elementary Algebra

MATH 1108  
Intermediate Algebra

OR

MATH 1143  
College Algebra

Math 1144  
Trigonometry

=  MATH 1147  
Pre-Calculus

GE Objective (4) Humanities, Fine Arts, and Foreign Language:
- Consider advising student to complete one English composition course before Humanities courses.
- Fine Arts courses are not performance or production classes.
- Requires courses from two different categories

GE Objective (5):
- For Biology 1101 (General Biology), placement into Math 1108 is the pre or co-requisite.

GE Objective (6) Behavioral and Social Science:
- It is recommended to have Math 1108 completed prior to taking ECON 2201 or 2202.

GE Objective 7 or 8 Critical Thinking or Information Literacy:
- Only one course is required from either Objective 7 or 8.

GE Objective (9) Cultural Diversity:
- One course is required.
- Credit obtained by CLEP exams cannot be used for Obj. 9 fulfillment.
Part Three: The Advising Session

Advising Models

In 1970, the Carnegie Commission on Higher Education identified academic advising as an important aspect of higher education and encouraged an increased focus on the activity. Advising research supports the Carnegie Commission and adds that academic advisors are crucial factors in a student’s decision to remain in college. Although academic advising has existed in some form throughout the history of higher education, structured, theoretical models have developed and evolved over time: Prescriptive, Developmental, Integrated, and Intrusive. Appreciative Advising is a fairly new theoretical model which is gaining recognition and wide support among the nation’s professional advisors.

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

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

- **Integrated advising**: Advisors employ the strengths of both prescriptive and developmental advising models.

- **Intrusive advising**: At-risk students, including first generation students; minority groups; students who are academically disadvantaged or on probation; those with disabilities, cognitive problems, or psychological issues that interfere with academic success; or students from low socioeconomic levels or who may be struggling with family or financial concerns have unique needs. Advisors and the institution take the initiative in providing support services to help these students succeed.
Appreciative Advising: Using the 6 phases of Appreciative Advising (disarm, discover, dream, design, deliver, and do not settle), the advisor works with students to gain a holistic understanding of the student.

“Appreciative Advising is “the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials” (Bloom, in press).”

Faculty members should select a style of advising upon which to base their advising sessions. It is also important for faculty members to decide on a working definition of academic advising that is most useful. One possibility is:

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

References:


Incorporating Appreciative Inquiry into Academic Advising http://dus.psu.edu/mentor/old/articles/020829jb.htm

Appreciative Advising Interest Group http://dus.psu.edu/mentor/old/articles/080723lh.htm

How To Apply the Developmental Theory of Advising

1. **Consciously raise questions** - Help students determine what it is they know about majors and their relationship to fields of study, personal interests, and career goals.

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

3. **Help students draw inferences** - Help students build if/then contexts 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 the students their own mind** - Students need to develop a sense of responsibility which can include refusal of advice and even result in failure. Advisors need to provide appropriate information but they must also respect the student’s right of self-determination.

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

7. **Discuss course content with the students** - Before or after the student takes the course, discuss how that course might be useful to his career, or ask what he or she learned about himself.

8. **Challenge the idea of “compartmentalization”** - Students do not become knowledgeable by only taking courses and they do not attain social skills only from extracurricular activity. Skills and learning occur as a result of an array of experiences. Have the student take a “fun” class. Discuss the value of the course beyond the content.

9. **Let the student struggle** - Before jumping to assist the student by making the decision, by talking to the professor, by filling out the forms, by choosing the courses, etc., see how capable the student is of doing it herself. For example, after you lay out the pros and cons of an action, have the student make the decision; guide the student on what to say to the professor and have her make the call from your office; give the forms to the student and point out and explain some confusing areas, and have her fill it in; describe the array of courses the student can choose from and have her choose one.

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

11. **Adapt your advising session to the student** - Strategies, techniques and content need to be delivered to the student based on the environmental factors that the student brings to the
session. Returning, non-traditional men and women, minorities, veteran, commuter, transfer, economically, socially, culturally disadvantaged, the talented, the student with a disability, part-time, evening, and other characteristics can be assessed and the advising can be adapted to the needs of the students. Effective advisors will be aware of these differences and be prepared to address them.

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

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

14. **Address the hidden and overt emotions of the student** - Students may need empathy and reassurance regarding their feelings. Knowing that others, even the advisor, have had similar experiences may help to neutralize the emotions. Advisors could appropriately self-disclose and relate experiences of other students.

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

16. **Challenge students to find the answers within themselves** - Help students to discover their personal values by being accepting of their ideas, by encouraging them to make the decision, by reassuring them that there is rarely a “wrong” decision.

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

18. **Identify transferable skills** - The ability to write well, speak well, analyze, critique, debate, research, listen, negotiate, compromise, evaluate, accept criticism, accept praise, work in a group, meet deadlines, complete a project, learn, etc., are examples of skills that students will acquire from completing a degree and can utilize in any occupation.

19. **Encourage students to challenge themselves** - Even if they can “get by” with a light course, it could prove valuable and build integrity to take the more demanding course with the more demanding teacher.
How to Apply the Intrusive Theory of Advising

1. Contact each advisee who received a “U,” “D” or “F” on midterm grade reports by phone, mail or e-mail

2. Contact advisees who were placed on probation & offer assistance in helping students solve their situation (refer students to the Student Success Center for individual academic coaching or to Central Academic Advising)

3. Notify advisees of the advisement period for pre-registration and explain appointment setting procedures

4. During the advisement period, meet with each advisee to discuss scheduling for pre-registration

5. Contact advisees who did not preregister for the next fall/spring semester

6. Meet with each advisee that indicates problems through grades, behaviors, instructor reports or referrals and by student request

7. Encourage all advisees to contact you regarding their questions and to receive support

How to Apply Appreciative Advising

1. Disarm – Recognize the importance of first impressions; create a safe welcoming environment for students. Decorate your office in a personal way. Sit in the chair your students sit in. Meet students at the door.

2. Discover - 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. Ask the student to describe her most important accomplishment. Self-disclose personal stories, as appropriate. Use affirming statements, “I’m impressed by your….”

3. Dream - Help students formulate a vision of what they might become and then assist them in developing their life and career goals. Ask the student, if salary, education, and time were irrelevant, what is your ideal job? Encourage students to be open to the possibilities.
4. **Design** – *Help students devise concrete, incremental, and achievable goals.* Work with student to set goals and sub-goals. Establish a timeline for accomplishment of goals. Brainstorm on the resources needed to accomplish goal.

5. **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.* Encourage student to contact you with problems or questions. Ask student what he will do if goals change.


**Communication Skills**

**How to Be a Good Listener**
Few skills are more important to advising than the ability to listen. In his book *The Awesome Power of the Listening Ear*, author John Drakeford suggests some ways to practice the art of listening.

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

✓ Greet students by name. Be relaxed and warm. Open with a question like, “How are things going?” or “How can I help?”

✓ Avoid asking only questions that require a yes or no reply. Ask questions that require the student to think and formulate an answer.

✓ Avoid out-talking the student. Be a listener. Listen to the questions and concerns of the student.

✓ As an advisor, accept the attitudes and feelings of the student in a nonjudgmental way. *Cardinal principle: If the student thinks it is a problem, the advisor does too.*

✓ Be patient and give students time to respond. Silence does not always indicate a lack of concern or interest. The student may be thinking, assessing, deciding or groping for words or ideas.

✓ Always reflect on the student’s feelings, and show that you understand for what he/she has to say. For example, it is better to say, “You feel that the professor is unfair to you,” rather than something that may be perceived as dismissive or patronizing like, “Everyone has trouble getting along with professors sometimes.”

✓ *Remember: If a student asks a question regarding facts and you do not have the facts, admit it.* Go to your resources for the information immediately or call the student back.

✓ Advising sessions are considerably more successful when the interview has a fixed time length, which both advisor and advisee are aware of.

✓ End an interview with a comfortable phrase like, “Do you think that we have done all we can for today?” or “Let’s make another appointment so that we can go into this further.”

Used with permission from: Williams Crockett, The Noel Levitz Center for Enrollment Management
Be sure the question you are asking is clear in your own mind. Think through what you want from the student before you ask the question. Avoid ambiguous questions. Questions should be purposeful and direct.

Ask only one question at a time.

Use "probing." Probing is the use of further questions to force the student to put together his or her partial knowledge into a more complete answer. Probing often involves the use of follow-on or leading questions to help the student answer the initial question or to provide a more complete answer.

Avoid leading questions. Questions, such as 'Don't you think that ...?' will not encourage students to offer opinions and views on the subject. Students often believe that they should wait to be told the answer and that they should think the same way as the tutor.

Avoid yes/no questions and questions that require only a one-word response. It is difficult to get a discussion going or foster an active learning environment by asking students questions that only require a one-word response.

Admit when you don't know the answer. You'll lose more credibility by giving wrong information than by stating that you don't know. If you don't know the answer to a student's question, say so, 'That's a good question. I'm not sure about that.' Follow up by looking for the answer.

Try to use natural language. Students tend to be intimidated by technical talk.

Acknowledge. Make sure that each comment is greeted with some gesture of acknowledgment: a head nod, a smile, a verbal 'Good' or 'Interesting' or 'I see what you mean.'

Look for chances to give positive feedback, (e.g., 'Now that's an intriguing way to look at it' or 'Exactly, you've hit the nail on the head.') Use more positive than negative language in verbal responses. Use encouraging statements to show your interest and to keep the student talking about an important area. These include the simple 'I see', 'uh-huh' and 'yes, keep going.'
✓ If a student does not or cannot respond, don't force the issue. Try rephrasing the question or probing to get to the question you have asked. Avoid answering the question yourself. Allow the student plenty of time to think and respond.

✓ Look for chances to refer back to a student's earlier contribution to weave into the current discussion (e.g., "That ties in nicely to what you said earlier about X.").

Referral Skills

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

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

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

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

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

Record Keeping

Advising Folders/Case Notes

Keep an active file on each advisee.
By maintaining advisee online or physical student folders, you will be able to document the dates of advisee visits and the content of those discussions. Each folder may include the following materials and information.

Academic Differences between High School and College

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

Student - Teacher Contact

Instructor-student contact is more difficult and less frequent (1-3 times/week) as compared to closer and more frequent contact in high school (5 days/week).
Expectations
Professors may not act like high school teachers and they may seem to expect different things from students. Professors expect students to be responsible for learning. Learning is mainly up to the student. Instructors function as guides. There is insufficient time to provide numerous drills, practices, and reviews.

Class Structure/Academic Course Load
College classes may be conducted differently from high school classes (lecture style, labs, large and small group discussions, etc.). The amount of reading, writing, and studying required is much greater than high school. (The general rule is to study two (2) hours outside of class for every hour (1) spent in class.)

Study Distractions
One of the biggest concerns of students is that they cannot find a quiet place to think or study. Discipline of going to the library or finding quiet study areas has to be learned. In high school, students probably had their own room or a specific study area. There are many more distractions in college and many more temptations to neglect academic needs. In high school, there are distractions from school and community activities, but these are partially controlled by school and home. With no one looking over the student’s shoulder, the temptation to put things off will need to be overcome. In high school, the teacher probably kept after the student if he was not doing assignments.

Dependence/Freedom
The student is on his or her own. Great self-discipline is required. In high school, the student is told what to do in most situations. Students will have not only a lot more work and responsibility, but also a lot more freedom. This includes productively filling the 148-150 hours each week that they will not be in classes. Except for class meeting times, college lacks structure. The student needs to input structure into his or her days. In high school, the days were very structured and structured by others. The students will also have a lot of choices and decisions to make (they choose their own courses, their own time schedule, and even whether or not to attend class). ISU has a variety of classes, careers, clubs, fraternities, sororities, and sports to offer students.
Effective Advising Reminders

Effective advising is:

- Caring about students as people by showing empathy, understanding and respect.
- Establishing a warm, genuine and open relationship.
- Being a good listener.
- Establishing rapport by remembering personal information about students.
- Being available by keeping office hours and appointments.
- Providing accurate information, and when in doubt, using all available information sources.
- Knowing how and when to make referrals, and being familiar with referral sources.
- Being sure not to refer too hastily; while at the same time not attempting to handle situations for which one is not qualified or comfortable.
- Having students contact referral sources in your presence, when possible.
- Keeping in frequent contact with students; taking the initiative and not always waiting for them to come to you.
- Not making decisions for students, but rather helping them make their own decisions.
- Focusing on students’ strengths and potentials rather than limitations.
- Seeking out students in informal settings.
- Monitoring students’ progress towards educational goals.
- Determining reasons for poor performance and directing students to appropriate services.
- Being realistic and honest with students.
- Clearly outlining students’ responsibilities.
- Following through on commitments made to students.
- Encouraging students to consider and develop career alternatives, when appropriate.
- Keeping an anecdotal record of significant conversations for future reference.
- Evaluating the effectiveness of one’s advising.
- Not being critical of other faculty or staff to students.
- Being knowledgeable about career opportunities and the job outlook for various majors.
- Encouraging students to talk by asking open-ended questions.
- Not betraying confidential information.
Part Four: Student Resources

ISU Campus Resources

- **College of Technology** – Responsible for all students in College of Technology majors. [https://www.isu.edu/tech/departments/student-services/](https://www.isu.edu/tech/departments/student-services/)

- **First Year Transition Coaches** – instruct ACAD 1104, First Year Transition, coordinate Bengal Bridge program. [https://www.isu.edu/bengalbridge/](https://www.isu.edu/bengalbridge/)

- **Central Academic Advising** – Provides academic and advising support for undecided and under-prepared students, and available to assist all students. [https://www.isu.edu/advising/](https://www.isu.edu/advising/)

- **Faculty and College Professional Advisors** – Responsible for students who have officially declared their major. [https://www.isu.edu/advising/meet-your-advisors/departmental-advisors/](https://www.isu.edu/advising/meet-your-advisors/departmental-advisors/)

- **Student Success Center** – Houses tutoring and the Math & English Labs. [http://www2.isu.edu/success/](http://www2.isu.edu/success/)

- **Honors Program** – The University Honors Program at Idaho State University is an academic learning community offering a broad range of enriched educational experiences, typically found at a small private college, for bright, talented, and ambitious undergraduate students. [www.isu.edu/honors/](http://www.isu.edu/honors/)

- **TRIO** – A federally funded program assisting eligible students with advising, mentoring, & tutoring; eligible students must have an academic need, AND one of the (3) following requirements: first generation student, low income, or documented learning or physical disability. [https://www.isu.edu/trio/](https://www.isu.edu/trio/)

- **Disability Services** – Assists students, faculty, and staff with understanding and providing reasonable accommodations for those with documented learning physical, and/or emotional disabilities. [http://www2.isu.edu/disabilityservices/](http://www2.isu.edu/disabilityservices/)

- **Computer Center** – Effective Monday, August 20, 2018, all registered ISU
students in Pocatello, Idaho Falls and Meridian will be able to connect to the wireless network and use central computer labs.

- **Eli M. Oboler Library** – Provides students with a vast selection of books, periodicals & journals, as well as study rooms, on-line options. [https://www.isu.edu/library/](https://www.isu.edu/library/)

- **The Counseling & Testing Center** – Offers personal counseling as well as administers national and local tests for placement and admission purposes. [https://www.isu.edu/ctc/](https://www.isu.edu/ctc/)

- **Career Center – and Center for New Directions** - Offers career counseling using assessments and tools such as the Myers Briggs Type Indicator (MBTI) & the Strong Interest Inventory, and FOCUS [https://www.isu.edu/career/](https://www.isu.edu/career/) and [https://www.isu.edu/cnd/](https://www.isu.edu/cnd/)

- **Student Employment** – Many job opportunities are listed on Handshake through the [ISU Career Center](https://www.isu.edu/career/) and are usually available by mid-August.

- **Student Health Center** – Provides free services to ISU students. [https://www.isu.edu/healthcenter/](https://www.isu.edu/healthcenter/)

- **Baby U & ASISU Early Learning Center** – Available for children ages 6 weeks to 6 years old for full-time or part-time, as well as drop-in care [https://www.isu.edu/elc/](https://www.isu.edu/elc/)

- **Student Organizations** – Students who are involved in student organizations tend to graduate at higher rates & build useful skills for résumé building and future employment. [https://www.isu.edu/clubs/](https://www.isu.edu/clubs/)

- **Study Abroad** – Coordinated through the International Programs Office, students can attend a semester or two at a university in another country. [https://www.isu.edu/ipo/study-abroad/](https://www.isu.edu/ipo/study-abroad/)
Part Six: Admissions Information

Freshmen Admission Requirements
A degree-seeking new freshman, and new transfer freshmen with fewer than fourteen (14) credits of baccalaureate-level postsecondary work from another college or university is considered a New First Time Freshman and must satisfy the requirements listed below.

Degree seeking students must submit:
- A completed Undergraduate Application [http://www.isu.edu/apply/](http://www.isu.edu/apply/)
- $50.00 application fee (the fee is waived for graduates from Idaho high schools).
- Official high school transcript or GED (transcript should be sent to ISU Admissions by the high school or GED Center in a sealed envelope).
- Official transcripts by fax are permitted only when sent within the state of Idaho (from Idaho high schools or colleges).

Assured Admissions – High School Graduate
- A 2.50 or better cumulative grade point average
- Test score minimums of:
  - Redesigned SAT Total Score of 1030
    - Or, Redesigned SAT Math score of 520 or ACT Math score of 18
    - And, Redesigned SAT Reading score of 25 or ACT English score of 18
  - If SAT taken prior to April 2016, SAT Math score of 490 and SAT Critical Reading score of 460
- Meet Idaho State Board of Education high school core requirements
- Students 21 years or older are exempt from submitting ACT/SAT scores.
- A student will be granted automatic conditional admission if he or she is missing up to two core classes but still meets the above criteria for GPA and test scores

Conditional Admissions – High School Graduate
- A minimum of 2.25 cumulative grade point average
- Test score minimums of
  - Redesigned SAT Total Score of 730
    - Or, Redesigned SAT Math score of 310 or ACT Math score of 12
    - And, Redesigned SAT Reading score of 20 or ACT English score of 12
- Meet Idaho State Board of Education high school core requirements
- Students 21 years or older are exempt from submitting ACT/SAT scores

NOTE: A student from Idaho will be re-evaluated for completion of the Idaho State Board of Education core upon receipt of a final high school transcript with the graduation date posted
Home School & GED
GED students younger than 18 years of age must petition the Admission Committee to be considered for admission. GED students who are 21 years of age or older are exempt from taking ACT/SAT tests.

Assured Admissions – for Home School & GED
- Minimum Test scores:
  - SAT Math score of 26 or ACT Math score of 18
  - SAT Reading score of 25 or ACT English score of 18
  - Passing score on the GED considered as being a minimum 170 score on each test and a total of 680 or higher.

Conditional Admissions – for Home School & GED
- Minimum Test scores:
  - SAT Math score of 18 or ACT Math score of 12
  - SAT Reading score of 20 or ACT English score of 12
  - Passing score on the GED considered as a minimum 160 score on each test and a total of 640 or higher.

Idaho Core High School Classes: Total of 30 courses
8 credits of English:
- Composition and Literature

6 credits of *Mathematics:
<table>
<thead>
<tr>
<th>Applied math I, Applied math II</th>
<th>Algebra I, Algebra II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry, Analytical Geometry</td>
<td>Calculus</td>
</tr>
<tr>
<td>Statistics</td>
<td>Trigonometry</td>
</tr>
</tbody>
</table>

*Four of the required math credits must be taken in the 10th, 11th, and 12th grades.

5 credits of Social Sciences:
<table>
<thead>
<tr>
<th>American Government</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>World History</td>
</tr>
<tr>
<td>Sociology</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Economics</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

6 credits of Natural Sciences:
<table>
<thead>
<tr>
<th>Anatomy</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Geology</td>
<td>Physiology</td>
</tr>
<tr>
<td>Physics</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Zoology</td>
<td>Lab experience in 2 courses required</td>
</tr>
</tbody>
</table>
2 credits of Humanities/Foreign Language:

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

3 credits of Other College Preparation:

- Speech and Debate
- Studio and performing arts (art, dance, drama, and music)
- Additional Foreign Language
- Up to 2 semesters of approved vocational courses.

College of Technology Admissions Requirements

- Application for Admission
- $50 Admission Fee (fee is waived for graduates of Idaho high schools)
- High School Transcript or GED scores
- ACT or SAT is strongly encouraged and REQUIRED FOR SCHOLARSHIP ELIGIBILITY
- All College Transcripts
- ALEKS Placement Test for Math
- Accuplacer Placement Test for English

Transfer Student Admissions Requirements

Those with 14 or more college credits from another institution are considered Transfer students and must satisfy the requirements listed below.

Transfer Assured Admission

Complete Undergraduate Application [http://www.isu.edu/apply/](http://www.isu.edu/apply/)

- $50.00 application fee (not applicable for graduates from Idaho high schools).
- 2.00 or better cumulative grade point average
- A final official transcript from each college attended.

Note: Failure to list and submit transcripts from all schools attended or submission of inaccurate information is cause for refusal of admission or dismissal from ISU.

Non-degree Seeking Students

- A completed Undergraduate Application [http://www.isu.edu/apply/](http://www.isu.edu/apply/)
- $50.00 application fee (not applicable for graduates from Idaho high schools).

Students who do not meet the above criteria may petition for admission and will be considered on a case-by-case basis. Contact the Office of Admissions (208.282.2475). If approved for admission by the Admissions Committee, the student is required to sign an Admission Agreement contract monitored through First Year Seminar (FYT) or Central Academic Advising (CAA).
**Catalog Year Requirements**

ISU Catalogs are updated each year and are distinguished by the academic year (e.g. 2018-2019). Candidates for associate or bachelor degrees may choose to fulfill the degree requirements stated in any one catalog in effect during their enrollment at Idaho State University, subject to the stipulations found in the online ISU Undergraduate Catalog; see Catalog Requirements.

The academic year a student is first admitted to ISU (e.g. 2018-2019) will serve as the student’s Catalog Year according to the following stipulations:

- All degree requirements must come from one catalog.
- If a student decides to add a minor or double major to her degree, she may use the degree requirements in the catalog of her current major – she would not need to change the Catalog Year to the year the curriculum was added.
- Students lose Catalog Year rights after 8 years of consecutive attendance or after 3 years of non-attendance.
- Students must meet with their department to formally declare their major and to change their Catalog Year.

*Department Chairs have the authority to decide, in the best interest of the student, which catalog year their students will use given the student was in attendance at ISU during the selected catalog year.*

Determine which Catalog Year is most advantageous for the student who has a choice of Catalog Year.

- Utilize Degree Works to determine if a different Catalog Year offers an advantage.
- Advantages may include fewer required credits or more favorable course requirements
- To change Catalog Year, students must contact their major department to submit a Curriculum Change Request.

**Course Registration Instructions**

[https://www.isu.edu/registrar/registration-information/](https://www.isu.edu/registrar/registration-information/)

**Full Time Student Status**

Full time undergraduate students must be enrolled in 12 or more credits (Graduate students are full time when enrolled for 9 or more credits). *Note: To graduate in four years, an undergraduate student must complete all required coursework with an average of 30 credits*
per year (15 credits per semester).

Course Load
The maximum allowable credit hour load for students is required is 18 credits per Fall/Spring/Summer. Students who wish to take more than 18 credits must petition their College Dean.

Student Classification
Students are classified based on the total number of semester credit hours earned toward their degree. The classifications are as follows:

- **Freshman**: 25 credits or fewer
- **Sophomore**: 26-57 credits
- **Junior**: 58-89 credits
- **Senior**: 90 or more credits

**Registration Terminology and Information**

<table>
<thead>
<tr>
<th>Term</th>
<th>CRN: Course Reference Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>CRN: Course Reference Number</td>
</tr>
<tr>
<td>Up to four letters are used to identify a discipline (e.g. English = ENGL).</td>
<td>Course number:</td>
</tr>
<tr>
<td>All course numbers are four digits.</td>
<td></td>
</tr>
<tr>
<td>Remedial courses have two leading zeros (e.g. MATH 0090).</td>
<td>College of Technology courses have one leading zero (e.g. RCET 0146).</td>
</tr>
<tr>
<td>Lower division courses begin with 1000 and 2000 (ENGL 1101; ANTH 2237).</td>
<td>Upper Division courses begin with 3000 and 4000 (BIOL 3301; GEOL 4430).</td>
</tr>
<tr>
<td>Section:</td>
<td>Title:</td>
</tr>
<tr>
<td>A two-digit number following the four-digit course number that differentiates the multiple offerings of a single course. (ENGL 1101 02)</td>
<td>Name of the course.</td>
</tr>
<tr>
<td>Campus:</td>
<td>Schedule Types:</td>
</tr>
<tr>
<td>Pocatello = PC</td>
<td>WC = Web Course / Fully Online</td>
</tr>
<tr>
<td>Idaho Falls = IF</td>
<td>WS = Web Supplemented (i.e. Moodle or other Internet based supplementation)</td>
</tr>
<tr>
<td>Meridian = MD</td>
<td>VC = Video Conference a.k.a. Distance Learning</td>
</tr>
<tr>
<td>Twin Falls = TF</td>
<td>VS = Video Conference &amp; Web Supplemented</td>
</tr>
<tr>
<td>HS = High School</td>
<td>Moodle:</td>
</tr>
<tr>
<td>A learning management system</td>
<td></td>
</tr>
<tr>
<td><a href="https://www.isu.edu/itrc/moodle-isu/">https://www.isu.edu/itrc/moodle-isu/</a></td>
<td></td>
</tr>
</tbody>
</table>
Grading, Graduation, & Honors

The plus and minus grading system took effect in the fall of 1999.

<table>
<thead>
<tr>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F &amp; X</th>
<th>NB</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3.7</td>
<td>3.3</td>
<td>3</td>
<td>2.7</td>
<td>2.3</td>
<td>2</td>
<td>1.7</td>
<td>1.3</td>
<td>1</td>
<td>.7</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

X = did not attend or stopped attending. NB = no basis for grade

ISU calculates both a semester Grade Point Average (GPA) and a cumulative GPA. GPA is determined by dividing the total number of grade points earned during the period by the number of semester hours attempted. Only courses where grades of A, B, C, D, & F and X (including + and -) are awarded will count as hours attempted.

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

Grading Policies

- Midterm Grades
- Final Grading Processing

The X grade is available for any course that is graded with a letter grade of A – F (it is not for courses graded with S/U) and should be used for any student who either has not attended a course or has stopped attending.

- If an X grade is awarded, a last date of attendance is required to be added to the grade sheet.
- If a student never attended, use the first day of class as the last date attended.
- If a student never attended or has stopped attending a course that is graded S/U, give the student a U and enter a last date of attendance.

Grading instructions are available here: [www.isu.edu/tigeri/bengalweb/grading.shtml](http://www.isu.edu/tigeri/bengalweb/grading.shtml)

An on-line calculator is available here: [http://www.isu.edu/registrar/gpa-calculator/](http://www.isu.edu/registrar/gpa-calculator/)
University Graduation Requirements

Minimum requirements for graduation with a baccalaureate degree are:

- Completion of all major requirements.
- Completion of a minimum of 120 credits, of which 60 must be academic.
- Completion of a minimum of 36 credit hours of General Education.
- At least 30 credits in the major area of study (or 30 of the last 50 credits) must be resident credit.
- Completion of a minimum of 36 credit hours in upper division courses.
  - At least 15 upper division (resident) credits of major requirements.
- Minimum ISU cumulative GPA of 2.0.
- Minimum GPA of 2.0 for courses required by the major and minor department(s)
  - Some departments may require a higher minimum GPA
- Completion of resident credit requirements.
  Please note: Resident Credits are not synonymous with Idaho State residency definitions for tuition purposes.
  Students earn “Resident Credits” for credit-bearing ISU courses.
  - At least 28 credit hours in the major area of study must be resident credit, or 28 of the last 50.
  - http://coursecat.isu.edu/aboutisu/idahoresidencyrequirements/

Specialized Credit Limitations

- No more than 30% of the program requirements can be fulfilled through credit by examination.
- No more than 25% of the program requirements can be fulfilled with Credit for Prior Experiential Learning.
- No more than 8 credits allowed from Professional Development workshop courses.
- No more than 8 credits allowed from ensemble participation in music. (Music majors may count 8 credits of ensemble participation in music as free electives.
- No more than 8 credits allowed from physical activity courses (including all PEAC courses, DAAC courses, and MSL 1110 / PEAC 1110)

Other Degree Policies:
- http://coursecat.isu.edu/undergraduate/degreerequirements/
Academic Honors

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

Graduation with Distinction

http://coursecat.isu.edu/undergraduate/degreerequirements/

Idaho State University recognizes outstanding student scholarship in baccalaureate and associate degree graduates by granting the following distinctions:

- Summa Cum Laude (gold honor cord): to those having an Idaho State University GPA of 3.950-4.00
- Magna Cum Laude (silver honor cord): to those having an Idaho State University GPA of 3.750-3.949
- Cum Laude (white honor cord): to those having an Idaho State University GPA of 3.500-3.749

To be eligible to graduate with distinction, baccalaureate students must complete a minimum of sixty (60) credit hours at Idaho State University, and associate degree students must complete a minimum of thirty (30) credit hours at ISU.
Part Seven: Career Counseling

A vital part of an advisor’s purpose is to aid students in deciding a major field of study. In doing so, different areas of knowledge must be known and explored about the student. These areas are self-knowledge, occupational knowledge and educational knowledge.

Self-Knowledge
Self-knowledge consists of information regarding a student’s personal interests, desires, weaknesses, strengths etc. An advisor can obtain this knowledge by:

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

Occupational Knowledge
Asking about a student’s occupational knowledge allows the advisor to evaluate a student’s ability to use career resources, as well as explore future career paths on their own. An advisor can help the student obtain this knowledge by:

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

Educational Knowledge
An advisor must help the student develop a greater sense of educational knowledge. This knowledge consists of exploring different courses offered by the university and reviewing how they might be applicable to a specific major. An advisor can help a student obtain this knowledge by:

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

Used with permission from: Virginia Gordon
Career Exploration

These are a few examples of probing questions an advisor can use to help students explore available career paths and make difficult career decisions. (These are not in any order, but are intended as examples of probing questions for initiating discussion.)

Self-Exploration

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

Academic Major/Occupational Information

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

✓ Do you ever have trouble making decisions? Little ones? Important ones?
✓ How do you generally go about making decisions? Describe the process.
✓ What specific strategies do you use?
✓ Do you use the same method for all types of decisions?
✓ Would you describe yourself as a spontaneous or systematic decision maker?
✓ Do you make decisions by yourself or do you need other people’s opinions first?
✓ Are you feeling anxious about deciding on a major? Pressured?
✓ How long do you think it will take you to make a decision? How long do you want it to take?

Careers Counseling Services

Career Center  www.isu.edu/career/
Center for New Directions  www.isu.edu/cnd/

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

Employer Relations

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

"Keep away from people who try to belittle your ambitions. Small people always do that, but the really great ones make you feel that you, too, can become great."

Career Center Resources

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

Available services and resources:

- Internship program
- Education Career Fair (spring)
- Résumé & Cover Letter Assistance
- On-Campus Recruiting
- On-Line Job Vacancies
- General Career Fairs (fall and spring)
- Health-Related Career Fair (spring)
- Videotaped Practice Interview & Feedback Sessions
- Résumé Referral Service
- Career Path Internship (CPI)
- Employer Directories
- Salary/Relocation Information
- Job Search Books/Videos
- Career-Related Information Handouts
- “What to do with a Major in. . . ” Books
- The ISU Career Center utilizes Handshake to post jobs, register for career fairs, and coordinate interview schedules. You must have a Handshake account and connect with ISU to do any of the above activities.

Declaration of Major at ISU

Students identify their major choice on their ISU admission application. At the time of admission, Central Academic Advising (CAA) is added as the Primary Advisor. The initial Catalog Year is recorded at the time of admission.

None of these items (major, advisor, catalog year) will change unless the student takes action and contacts his or her desired department to request an advisor change or catalog year change.

The online process used to change major, catalog year, and/or advisor is called a Curriculum Change Request (CCR) and should be initiated when a student contacts a faculty or a professional advisor associated with the curriculum to formally declare their major.

Faculty can find the CCR link in BengalWeb ➔ Academics tab ➔ Faculty or Advisor Tools portlet ➔ Curriculum Change Request link.
Once submitted, a message indicating a major change has been requested is emailed to the student who must approve the change.

Students can find the approval link in BengalWeb ➔ Academic Tools tab ➔ Student Records portlet ➔ Approve/Deny Curriculum Change Request link.

When approved by the student, the Office of the Registrar processes the change and forwards the requested advisor changes to Central Academic Advising (CAA) for processing. Overview and Instructions can be found in the Declaring/Changing Major-Minor tab here: https://www.isu.edu/advising/discover-majors/

If a department is requesting only ADVISOR assignment changes, simply email Central Academic Advising at advinfo@isu.edu with the following information:

- Student name and Bengal ID
  and Advisor name, Bengal ID, and Advisor Type of the advisor(s) to assign.
- Identify if/which advisor should be Primary.
- Identify which advisor(s) to remove.

**Major Decisions: Recommended Process for Students**

**Introspection** – Consider: what do you value, what are you good at, what do you dislike, what is challenging?

**Exploration** – Review the ISU catalog, review requirements for admission and graduation, read course descriptions. Seek career counselor, take the Strong Interest Inventory and the Myers-Briggs Type Indicator assessment, investigate employment opportunities, and assess interests, values, and abilities in relation to majors and occupations. See the comprehensive list of ISU Academic Programs here: www.isu.edu/academic-info/majors/toc.shtml

**Comprehension** – Take an introductory course, interview faculty in the discipline, discuss major with upper classman, spend time with someone employed in the field, imagine yourself working in that field.

**Execution** – Based on your research, filtered through your internal frame of reference, and evaluated realistically, you can now confidently declare your major.
Part Eight: Financial Aid & Scholarships

Financial Aid (www.isu.edu/finaid/index.shtml)

What is Federal Financial Aid?

Federal Financial Aid consists of Grants, Loans, and Work-Study.

- PELL Grant funding is “gift aid” and does not need to be repaid. PELL monies are intended to assist with the attainment of a bachelor’s degree. Double majors, second degrees, and graduate programs are not funded by PELL.

- LOANS must be repaid. The U.S. Government is the lender and sets the interest rate and fees. The maximum loan amount each student is entitled to varies by:
  - year in school
  - independent and dependent status
  - federal limits

- Work-Study funding does not need to be repaid. The student obtains a work-study eligible job and is paid partly by funds from federal financial aid.

Students must apply each year to determine eligibility for aid. Students can apply for federal financial aid beginning as early as October 1st of each year; it is recommended to submit the online Free Application for Federal Student Aid (FAFSA) no later than February 15 of each year to be considered for additional campus based aid. However, the FAFSA can be submitted throughout the academic year.

Contrary to common belief, Federal Financial Aid IS available on a pro-rated basis to eligible students who enroll in less than 12 credits. Pell Grant is available for 1 credit or more. Loans are available for 6 credits or more.

Students must accept or decline FA awards online.

Students: In BengalWeb, click on the “Finances” tab. Then in My Financial Aid channel, click on the Accept Financial Aid Awards link. Read carefully and then click on the other four tabs in sequence from left to right. Answer the required Financial Aid Authorization Questions, review your award and complete the online acceptance process. Awards will not be disbursed if acceptance is not completed or if the Authorization Questions have not been answered.

For additional instructions visit:
http://www.isu.edu/tigeri/bengalweb/fa-awards.shtml
**Financial Aid “Satisfactory Academic Progress” (SAP)**

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

The SAP policy requires the student to:
- Be seeking a degree or certificate
- Be in good academic standing with the university
- Earn passing grades in at least 67% of courses ever taken, including transfer credits. Grades of “I,” “F,” “U,” “NP,” “X,” “W,” “NR,” and “IP” do not count as passing grades.
- Achieve a minimum 2.00 cumulative grade point average
- Achieve a degree or certificate within the maximum number of credits allowed (i.e. 150% of the published normal length of the academic program)

Eligible students receive PELL Grants for a maximum of 12 (FTE) semesters (i.e. the equivalent of 6 years). This maximum is not petitionable.

Eligible students may receive LOANS up to a maximum amount based on varied criteria.

**SAP overview**

Financial Aid Satisfactory Academic Progress (SAP) requires the student to have a 2.00 GPA and have passed 67% of all credits ever attempted regardless of whether financial aid was awarded.

Credits earned and required GPA will be reviewed by Financial Aid when the FASFA is received by the ISU Financial Aid Office and at the end of every semester (fall, spring and summer)

Students must pass at least one class in the semester or they will be suspended from future aid.

Students may be required to return a percentage of aid if they completely withdraw from the semester.

Students will be denied future aid when either the minimum 'percentage of completion rate’ or the minimum GPA requirement are not met.

Students may appeal to regain FA eligibility. All appeals must include significant and relevant documentation.

There is not a limit on the number of appeals allowed

When a student fails to meet eligibility criteria, the student is either placed on
Financial Aid Warning or their award is cancelled for the next semester. If cancelled, the student may appeal for a review of her circumstances, in most cases.

Financial Aid Warning

The first time a student fails to earn SAP, the student will be on “financial aid warning” and will continue to receive financial aid for one subsequent semester without having to submit an appeal.

- Financial Aid Warning is allowed one time only.
- It does not require an advisor approved schedule or a contract.
- At the end of the “warning” semester, SAP minimums (i.e. cumulative GPA of 2.00 and 67% attempted credit completion) must have been achieved.
- If all SAP requirements are met, the student will be off “warning” and in good standing with Financial Aid.
- If SAP requirements are not met, the student will be denied aid for future semesters (and may appeal).

The second and all subsequent times a student fails to earn SAP, the student will be denied aid and may appeal for consideration.

The Financial Aid Appeal requires:

- The appropriate FA forms ([www.isu.edu/finaid/satpro.shtml](http://www.isu.edu/finaid/satpro.shtml))
- An explanation of the extenuating circumstances
- Documentation supporting the claim
- An explanation of how the issues have been resolved
- An advisor approved and signed schedule

Some students will be required to meet with a Financial Aid appeals committee made up of professional university personnel. The committee will discuss the issues with the student and approve or deny the appeal. The committee decision is final.

If approved, the student is placed on a Financial Aid Contract and must complete the total number of advisor approved credits and classes and earn a 2.00 semester GPA. At the end of the contract semester, students who met the conditions of their FA Contract but who are still below the 2.00 cumulative or below 67% completion, will be on a Continuation Contract each semester until compliance is attained.

- Continuation Contracts do not require an additional advisor approved schedule be submitted if the student follows the original plan of study that was approved by Financial Aid. If changes need to be made to a semester
plan, an updated study plan must be signed by an advisor and submitted to Financial Aid.

- Students on a Continuation Contract will return to good SAP when they achieve minimum SAP requirements.

If denied, the student is ineligible to receive federal financial aid.

- The student may regain eligibility by raising the cumulative GPA and/or Percentage of Completion to the minimum levels. Once accomplished, the student may submit a “Request for Review” to be considered for a reinstatement of financial aid funding.

Maximum Credits for Financial Aid eligibility

✓ A maximum of 150% of the total number of credits to complete the stated degree is allowed.
✓ For an ISU bachelor’s degree, 180 credits is generally the limit.
✓ The student may appeal for additional aid beyond the 180 credits to complete the degree.
✓ Documentation of extenuating circumstances that prevented completing the degree in 180 credits is required.
✓ A plan of study, completed by the advisor, indicating all courses needed to graduate must be submitted.
✓ Maximum Credits Attempted Appeal form: http://www.isu.edu/financialaid/satisfactory-academic-progress-sap/

Financial Aid Appeal Considerations

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

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

Students will be directed to their departments, or their college Dean’s office, or COT for schedule approval. CAA advisors will assist any student in the absence of their departmental faculty.

Approving a schedule for a Financial Aid appeal should require an appointment lasting a significant amount of time (30 – 60 minutes) to:
1) Discuss Financial Aid Satisfactory Progress issue – grades, credits completed, attempted credits.
2) Discuss issues that led to the situation and whether the issues are resolved.
3) Develop a plan to assist the student in meeting Satisfactory Progress during the next semester (e.g. repeats, less credit load, reduction of work hours, full attendance, tutoring, ADA assistance, etc.).
4) Discuss relevant university requirements and resources.

The expectations of the Financial Aid Office regarding advisor approved schedules are as follows:
   - The advisor and student together review the transcripts & major requirements.
   - The advisor’s signature indicates the courses chosen are necessary for the degree, appropriate for the student’s particular situation, and are in the student’s best interests.
   - The advisor will write a note on the schedule or contact Financial Aid staff with any additional information that needs to be shared.

Scholarships (www.isu.edu/scholar/)

Scholarships are another form of gift aid and are generally earned through academic merit, meeting donor specifications, and/or financial need.

ISU students are encouraged to sign into BOSS (Bengal Online Scholarship Service) regularly to evaluate and identify scholarship opportunities.

Bengal Online Scholarship System (BOSS)

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

Repeated courses will not count toward meeting minimum credit requirements. Deficiencies in number of credits or minimum GPA can be made up in the summer semester.

Dropping or Withdrawing From Courses In Order to Maintain FA Eligibility
Before suggesting a student withdraw from a course or courses, discuss and consider:

1) **Whether the student receives a scholarship or is on a Financial Aid Contract** -

   Students with a renewable Scholarship generally must complete 12 credits in a semester/24 credits in a year and earn the appropriate GPA.

   Students who successfully appeal for reinstatement of Financial Aid must agree to the conditions of a Financial Aid Contract. Generally, students must complete 100% of the credits for which they were funded and achieve a 2.00 GPA.

   The student on a Financial Aid Contract or a Scholarship must consider the costs and benefits of withdrawing from a course in which he or she is receiving a poor or failing grade.

   A withdrawal may make the student ineligible for Financial Aid or Scholarship eligibility but it may also allow the student to avoid a dismissal from the university.

2) **The minimum standards of Financial Aid Satisfactory Academic Progress** –

   A student (not on a Financial Aid Contract) who withdraws from a course will meet Financial Aid Satisfactory Academic Progress if at the end of the semester he will complete 67% of all credits ever attempted, achieve a 2.00 ISU GPA, and has not attempted 150% of the total number of credits needed for the program.

3) **If dropping or withdrawing will affect the student’s future eligibility for financial aid** –

   Withdrawing will affect the calculation for the percentage of credits completed and, if below 67%, will negatively affect financial aid eligibility.

4) **The financial responsibilities of the student if he/she withdraws from all classes in a semester** –

   Both an “unofficial withdrawal” (where the student failed all classes in a semester but took no action to officially withdraw) and an “official withdrawal” (receiving all W’s) may require the student to repay some or all of their aid. {See more at www.isu.edu/finserv/titleIVfunds.shtml}

   Generally, students are not expected to repay any portion of a Scholarship.
Part Nine: Students in Academic Difficulty

Academic Standing
Good - Academic Warning - Probation - Dismissal

All students admitted to the University are in Good Academic Standing, including those admitted by petition and on an Admissions Contract.

At the conclusion of each semester, the semester GPA and the cumulative GPA are calculated for Academic Standing for the next term.

Students are in Good Academic Standing if they achieve a cumulative GPA of 2.00 or greater.

- When in Good Standing, students who earn below a 2.00 cumulative GPA are placed on Academic Warning and must complete the online Probation Workshop.
  - Students on Academic Warning who do not earn a semester GPA of 2.00 are placed on Probation and must complete the online Probation Workshop.
  - Students on Probation who do not earn a semester GPA of 2.00 are dismissed from the university.

- Students on Academic Warning or Probation who earn a semester GPA of 2.00 or above but not a 2.00 CUMULATIVE GPA remain on the previous status.

- Students on Academic Warning or Probation who earn a 2.00 CUMULATIVE GPA or above will be removed from any probation status.

Readmission

Readmission to the university after a dismissal will require the student to petition the Readmission Review Board (located in Central Academic Advising) prior to the deadlines of July 15 for fall readmission and November 15 for spring readmission.

Readmission Petition Instructions

Dismissed students may not return to ISU for at least one full fall or spring semester. The request for readmission review begins with the dismissed student submitting an official
application to ISU along with the admissions fee and all relevant documents. The Office of Admissions communicates with the student that re-admission after dismissal requires a separate process and refers the student to Central Academic Advising. The student must submit a University Petition and a Readmission Petition addendum that includes a thoughtfully prepared statement clearly stating:
   a. what is being requested,
   b. what circumstances led to the dismissal,
   c. what corrective measures have been taken, and
   d. what will ensure success in subsequent semester

Additionally, the student must provide documentation indicating how previous issues have been resolved.

The advisor will need to:
   ✓ Discuss academic readiness with the student and evaluate if previous obstacles to success have been rectified.
   ✓ Discuss the need for documentation to support the student’s claim of readiness to return.
   ✓ Review the student’s transcript and Degree Works degree audit to identify outstanding graduation requirements.
   ✓ Determine if courses need to be repeated.
   ✓ Complete the 3 semester plan of study identifying the sequence of courses to be taken (include needed repeats).
   ✓ Sign the University Undergraduate Petition indicating “Recommend” or “Do Not Recommend” readmission.

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

If readmission is granted, the student will be placed on Probation and must complete the online probation workshop, enroll in specified courses, meet with advisor, and agree to referrals to campus resources (e.g. Career Center, ADA, or Tutoring).

Readmitted students who wish to be considered for Financial Aid funding must complete a separate Financial Aid Appeal, discussed in Part 5 of this manual.
Advising Students Who Are in Academic Difficulty

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

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

Listed below are some points to review and explain to the student:

- **Determine the reason for the problem(s)** – common reasons include poor class attendance, inadequate preparation for class, poor note-taking skills, poor study habits, test anxiety, physical health and mental health issues, and conflict with work schedule.

- **Discuss possible solutions and, when appropriate, refer students for help** – Stress the importance of meeting with the professor and recommend the services of other campus resources.

- **Discuss possible consequences of failing** – Be sure that the student understands the grading system and what impact individual grades have on the semester and cumulative GPA.

- **Record your discussion/suggestions/advice for follow up** – Advising notes help to ensure continuity in the advising process and also reduces the occurrences of repetitious questions and discussions.

- **Discuss Satisfactory Progress** – Explain, when appropriate, the impact of poor performance on Financial Aid eligibility, scholarship awards, and athletics, etc.

Options to improve GPA

Tutoring

Repeat of Courses
A student may repeat any university course as often as necessary or desired, except if it is pre-requisite to a course already passed (i.e. ISU “No Regression Policy”) or if there is
a departmental policy limiting the number of repeats. The grade for each attempt will appear on the student’s permanent academic record. In determining the GPA, however, only the most recent grade will be calculated into the GPA.

**Dropping a Course**
Dropping is allowed ONLY in the first 10 school days for full semester courses. No notation regarding the dropped course appears on the transcript. NOTE: Part-of-term courses (e.g. 8-week courses, summer courses) have less than 10 days to drop courses.

**Withdrawal up to the 10th week (from one course or from all courses)**
Withdrawal is different than dropping. For full semester courses, beginning the 3rd week through the 10th week of the fall and spring semester, withdrawal from a course or courses is recorded on the student’s transcript with a grade of ‘W.’ NOTE: Part-of-term courses (e.g. 8-week courses, summer courses) have different time frames for withdrawals.

**Petitioning to withdraw after the 10th week**
To withdraw from the University after the 10th week of the semester, students must complete the Undergraduate Petition form (obtained from their Dean’s Office), provide documentation of the extenuating circumstances, and, generally, meet with their college dean. The dean’s office will evaluate the circumstances and either support or not support the request. The Dean’s Office will send the student a copy of the petition results.

**Medical Withdrawals (under review)**
When a medical or other hardship withdrawal is desired, students must first withdraw from the semester. After withdrawal, a Medical Withdrawal Form must be completed, attached to the standard withdrawal form, and submitted to the Student Health Center along with documentation of the medical problem (e.g. letter from physician describing the problem). The material is reviewed and medical withdrawal eligibility determined. Appropriate offices on campus will be notified in writing if a medical withdrawal is granted.

If a medical withdrawal is granted and the student would like to pursue a refund, an appeal to the Tuition and Fees Refund Appeal committee must be submitted. More information can be found here: [www.isu.edu/finserv/refundinfo.shtml](http://www.isu.edu/finserv/refundinfo.shtml)

**Refund Policies**
Students are obligated for tuition and fees even after course withdrawal. They should contact Financial Services to understand their particular obligation before withdrawing.
Refer to the [www.isu.edu/finserv/refpolicy.shtml](http://www.isu.edu/finserv/refpolicy.shtml) or the Cashier’s Office for the timeline and percentage of refund allowed.
To request an exception to the refund policy other than those listed above [click here](#).

**Other ISU Policies to Assist Students**

<table>
<thead>
<tr>
<th>Petition</th>
<th>Repeat</th>
<th>Academic Renewal</th>
<th>Transfer Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Appeals - - Students may file a petition with the Dean of Students to have the Scholastic Appeals Board review a disputed grade.</td>
<td>Students may repeat any class they have taken unless it is a prerequisite for a course that has already been completed.</td>
<td>Students whose previous performance at ISU was unsatisfactory may be eligible for Academic Renewal if the student has: *had an absence of 3 years or more from ISU. *had a cumulative ISU GPA below 2.00 when they last attended. *upon returning to ISU, earned a 2.50 GPA after taking 12 credits; or a 2.0 GPA after taking 24 credits</td>
<td>Courses from other institutions that are not granted equivalency to ISU courses may be petitioned to request a review of equivalency. The petition should be sent to the department chair of the course in question. Include the catalog course description from the year the course was taken, a syllabus, or course assignments that demonstrate equivalency.</td>
</tr>
<tr>
<td>Medical Withdrawal -- Under review.</td>
<td>If a course is repeated, the most recent grade is used in the GPA calculation.</td>
<td>Note: colleges may set a maximum number of repeats for individual classes within a degree program.</td>
<td></td>
</tr>
<tr>
<td>Hardship Withdrawal (including Medical) – For a given semester, when unforeseen difficulty is/was encountered, and after the regular withdrawal deadline has passed, students may file a hardship withdrawal with their academic dean.</td>
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</tr>
</tbody>
</table>

**Challenge Examination Procedures**

Students may request from campus departments a challenge examination for individual courses to prove competency in a course. However, not all courses have the option of challenge examinations. The grade that is earned on the test will appear on the official transcript. If the student wants to improve the challenge exam grade, he or she must enroll in the class.

The procedures include:

- Petition the department to request the challenge examination using the generic ISU petition.
- If/when approved, pay per credit fee at the Cashier’s window (3rd floor, Administration Building).
- Schedule the test in the appropriate department or the Counseling and Testing Center (3rd Floor Graveley Hall). Student must bring picture identification.
- Department determines the grade.
- Department sends grade to Registrar’s Office for transcript notation.
Athletes

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

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

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

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

Satisfactory Progress for NCAA eligibility requires student athletes to:

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

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

<table>
<thead>
<tr>
<th>Year in college:</th>
<th>% of degree requirements met:</th>
<th># of credits completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>40%</td>
<td>52 credits</td>
</tr>
<tr>
<td>4th</td>
<td>60%</td>
<td>77 credits</td>
</tr>
<tr>
<td>5th</td>
<td>80%</td>
<td>103 credits</td>
</tr>
</tbody>
</table>
Student athletes may take remedial classes (math 0090, 0025) during their freshman year **ONLY**. In addition, they will only be allowed to count 6 total remedial credits. Remedial classes **DO NOT COUNT** toward the “40/60/80” percent of degree requirement, but **DO COUNT** as part of the 24 credits for satisfactory progress needed during freshman year. If remedial courses are taken in or above the sophomore year, students must take more credits to maintain 24.

*Contact Phillip Pleasant, Athletic Advisor, pleahphil@isu.edu, with any questions or comments.*
Military Veterans

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

Veteran Services
(isu.edu/veterans/)

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

Contact Todd Johnson, Director, 208-282-4298, with any questions or comments.

Students receiving federal funds from the GI Bill

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

- If the student is registered for 12 credits but one credit is an eight week class in the first eight weeks, the students should enroll in an eight week “mirror” class in the second eight weeks to have 12 full-semester credits (and a total of 13 credits).

- If the student is registered for 12 credits but has a course that is scheduled to meet for only one or two days, that student should register for a full-semester class (and a total of 13 credits).

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

If the student did not attend to the final day and take the final test, the student will be required to repay part or all of the benefit received for that semester at the determination of the VA. {VA regulations can be seen at: www.va.gov/education/aacrao.}

The responsibility for knowing and understanding rights and obligations resides with the student. Contact Veteran’s Affairs Coordinator, (208)282-2676, with any questions or comments.
As a Student Receiving Federal Funds from the GI Bill:

Did You Know?

✓ You must take 12 full-semester credits in order to receive full-time benefits.

✓ If you take an 8 week class in the first 8 weeks, you will not be considered full-time even though you are enrolled for a total of 12 credits. Add an 8 week class in the second 8 weeks to receive full time benefits.

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

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

✓ The responsibility for knowing and understanding your rights and obligations resides with you. VA regulations can be viewed at: http://www.va.gov/education/aacrao.
**Students with Disabilities**

Disability Services (Rendezvous 125, 282-3599) is committed to providing educational support services to students with documented disabilities. In the area of academic advisement, students are the best resources - they are usually experts on their disabilities and are only interested in adjustments which allow them to demonstrate their academic capabilities. Evaluative support services could include, but are not limited to proctored exams in a private location, extended test taking time, oral exams, note takers, tape recorded lectures, lecture notes in advance, advocacy, and counseling.

Costs incurred for testing and evaluation are the responsibility of the individual student. Students may receive Learning Disability testing for approximately $50 at the *Psychology Clinic, Garrison Hall, 5th floor*. For scheduling, call (208)282-2129.

**Recommendations for Advisors:**

- First time freshman students with disabilities should be encouraged to take ACAD 1104, First Year Transition, to assist with college transition concerns.

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

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

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

*Contact Disability Services, 282-3599, with any questions.*
International Students

International undergraduate students, new to ISU, will need to complete a Fundamentals of Advising and Registration session prior to registering for their first semester classes. [https://www.isu.edu/advising/oas/](https://www.isu.edu/advising/oas/)

All incoming students who have not completed their college mathematics requirement are encouraged to take the ALEKS placement exam for math (no charge for admitted students) to assess current math ability or as an additional assessment to an SAT or ACT score.

All incoming students who have not completed their college English Composition requirements will be placed into English courses based on ACT, SAT, IELTS, or TOEFL scores. Those without scores will need to contact the English chairperson for placement.

The English for Speakers of Other Languages (ESOL) program ([http://www.isu.edu/success/esol/index_ap.shtml](http://www.isu.edu/success/esol/index_ap.shtml)) is located in the Student Success Center and serves all non-native speakers of English enrolled at Idaho State University.

The ESOL Program offers a wide variety of assistance including:

- Individual tutoring
- Workshops and courses in idioms
- Lecture comprehensions
- Exploration of American culture
- Practice in pronunciation, grammar, and skills for conversation and discussion

Helpful Courses
AMST 1100 - Introduction to American Language and Cultures
This active, participation oriented class looks at the not-so-obvious daily American life, enabling a better understanding of American culture. Pocatello is used as a living laboratory with many off campus excursions and discussions. AMST 1100 is designed for students new to the US and/or to Pocatello, but all students interested in cross cultural understanding are welcome.
ENGL 1122 - Academic Writing for Non-Native Speakers of English, Part I
Focuses on basic writing tasks. These include summary and response as well as vocabulary and grammar development. Explores culture-based academic expectations and conventions in communications. F, S

ENGL 1123 Academic Writing for Non-Native Speakers of English, Part II
Continuation of the goals of ENGL 1122 and preparation for the demands of ENGL 1101. Introduction to the writing process (prewriting, drafting, revising, editing) and concepts such as audience, purpose, and thesis. Continued emphasis on development of grammar and vocabulary. PREREQ: ENGL 1122 or placement into ENGL 1123.

The International Programs Office (IPO) will assist students with immigration questions and issues, as well as provide relevant workshops. In addition, the IPO sponsors the annual International Student Orientation
https://www.isu.edu/ipo/students/new/new-student-orientation/

For more information, visit: www.isu.edu/iso/index.shtml
Part Eleven: Transfer Issues

Transfer Policy
Acceptance of Credit from Other Institutions

- Credits from institutions listed in the Accredited Institutions of Postsecondary Education, published by the American Council on Education (ACE), are normally accepted at full value; however, the applicability of credits to specific degree programs is evaluated on a course-by-course basis.

- Transfer credits will be accepted without regard to the date the courses were completed; however, departments reserve the right to disallow “older” credits, defined by the department, from fulfilling major requirements or general education requirements.

- Transfer coursework is noted on the ISU transcript but does not carry GPA value. Associated grades for each transfer course are indicated with a leading “T” (e.g. TB); a Transfer GPA is neither calculated nor noted on the transcript.

- All acceptable transfer credit is posted on the ISU transcript, regardless of whether or not it applies toward the degree being pursued.

- Credits are transferred to Idaho State University at the level earned at the institution of origin. Transferred lower division (1000-2000 level) credit MAY NOT count as upper division (3000-4000) credit regardless of the appropriate course equivalencies.

- For classes that do not have a direct ISU equivalent, the student may petition the chair of the department in which the course is offered to determine the equivalency of the course. Students are advised to submit syllabi, course descriptions, & other documents to assist the chair in his decision.

- More information can be found here: http://isu.edu/registrar/transfer-credit/

Petition for Equivalency
Students who wish to petition for course equivalency should first consult with a faculty member or an academic advisor to discuss the petition’s validity and to understand the process. An Undergraduate University Petition form (available from each college
dean’s office) should be filled out by the student identifying what is being requested. Supporting documents such as a course description, a syllabus, and/or completed assignments, should be attached to the petition. The petition is routed to an advisor/instructor, the department chair of the course in question, the dean of the student’s college, and to the Office of the Registrar for final review by Academic Affairs and for processing.
A separate petition is required for each class. A copy of the petition result is returned to the student’s college for recording and for delivery to the student.

Review ISU's Transfer Articulation table
## Part Twelve: Handouts & Helpful Tips

### Free or Reduced-Cost Student Services at ISU

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auto Collision Repair/Refinishing</strong></td>
<td>282-3305</td>
<td>Cost is for parts and materials &amp; a small service charge, no insurance work.</td>
</tr>
<tr>
<td><strong>Automotive Technology (RFC Bldg.)</strong></td>
<td>282-3605</td>
<td>Offer tune-ups, engine, suspension, transmission work.</td>
</tr>
<tr>
<td><strong>Center for New Directions (3rd Floor RFC Bldg.)</strong></td>
<td>282-2454</td>
<td>Offers personal &amp; career counseling to students. Workshops available.</td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>282-2866</td>
<td>Provides discount to all students off already low prices.</td>
</tr>
<tr>
<td><strong>Dental Hygiene Program (Dental Arts Bldg.)</strong></td>
<td></td>
<td>Cleaning, x-rays, fluoride treatment, &amp; exam offered. Cost depends on difficulty.</td>
</tr>
<tr>
<td><strong>Family Counseling Center</strong></td>
<td>282-3156</td>
<td>Parent education offered in the fall, couple &amp; family counseling offered in spring.</td>
</tr>
<tr>
<td><strong>ISU Speech and Hearing Center</strong></td>
<td>282-3495</td>
<td>Speech, language, &amp; hearing screenings; evaluation &amp; therapy. 50% discount off customary charges.</td>
</tr>
<tr>
<td><strong>Legal Aid Service</strong></td>
<td>282-3435</td>
<td>An attorney is available during fall/spring semesters.</td>
</tr>
<tr>
<td><strong>Student Pharmacy</strong></td>
<td>282-2960</td>
<td>Provides low cost prescription drugs &amp; over-the-counter medications at a reduced price. ISU students, their spouses, &amp; part-time students can use these services.</td>
</tr>
<tr>
<td><strong>Wellness Center</strong></td>
<td>282-2117</td>
<td>Health fitness assessments, instructor-led classes, success and nutrition, lunch seminars, &amp; health screenings are offered. Free of charge.</td>
</tr>
<tr>
<td><strong>Outdoor Adventure Center</strong></td>
<td>282-2945</td>
<td>Offers student rental rates on gear, backpacks, camping equipment, tents etc.</td>
</tr>
</tbody>
</table>
HOW TO DECLARE or CHANGE YOUR MAJOR (or Minor), BE ADVISED, and CHANGE CATALOG YEAR

1. Review Major options http://coursecat.isu.edu/programsofstudy/

2. Find department contact information for your desired major https://www.isu.edu/advising/meet-your-advisors/

3. Go to the department and:
   a. Request a major change.
   b. Request (and meet with) a faculty or department advisor.
   c. Determine with your advisor the year of the catalog under which you will graduate.
   d. Provide:
      1. Your full name (e.g. Michael John Jones)
      2. Your 9 digit Banner (Spriden) ID found on the upper right side of students unofficial transcripts (BengalWeb ➔ Academic Tools tab ➔ Student Records channel ➔ click Academic Transcript link)
      3. The year of the catalog under which requirements you wish to graduate
      4. The degree you wish to pursue (e.g. BS, BA, BAT, etc.)
      5. Your desired major (or *pre-major or minor)
   *A pre-major status is only for these 11 competitive majors and will be applied until the student is officially admitted as a major:
   - Nursing
   - Dental Hygiene
   - Communication Sciences & Disorders
   - Radiographic Science
   - Dietetics
   - Pharmacy
   - Health Care Administration
   - Medical Lab Sciences
   - Social Work
   - Education
   - Health Education

3. Be Advised by your faculty or department advisor prior to each registration period and as often as needed.

4. Maintain a personal advising folder and update each semester with current transcripts, degree plans, petitions, advising notes, your catalog, and other pertinent information.

5. If you change your major, repeat the process

6. If you wish to change your Catalog Year, identify the pros and cons, and meet with your faculty to review which Catalog Year will be most advantageous and have your department submit a Curriculum Change Request for a Catalog Year change to the Office of the Registrar.
BENGAL ADVICE
► SEE AN ADVISOR EACH SEMESTER.
► ISU research shows that Probation, Dismissal, and loss of funding result when students do not have enough time for the extensive study hours needed at the college level. Full-time work hours should be paired with only part-time college credits. Full time college credits should be paired with part time work hours.
► Plan on a MINIMUM of 2 hours of homework for every one credit of class time e.g. 15 credits multiplied by 2 = 30 hours a week that should be devoted to homework
► Balance the styles of courses each semester. Pair difficult and time-consuming courses with lighter courses.
► If you just stop attending a class, you will receive an X grade which is calculated the same as an F and indicates lack of attendance.
► Even if your instructor doesn't take attendance, go to every class every time it meets.
► Schedule study time like a required class and take breaks. Avoid marathon studying.
► Sit in the front of the classroom and be attentive to your instructor.
► Make sure you are aware of Satisfactory Progress Requirements so you are not dismissed or denied Financial Aid.
► Pick a few extracurricular activities and get involved.
► Talk to your instructors; make sure they know who you are.
► Study alone, AND THEN study with other students.
► Take control of your time and learn to say “NO” when necessary.
► Get a daily planner, carry it and use it.
Ways to Improve Your memory

1. Sit as close to the speaker as you can.
2. Always take notes.
3. Read assignments before class so you will know what to listen for.
4. Repeat information orally and in your notes to remember it better. REPETITION IS KEY!
5. Organize hard to remember information by using codes of rhymes to help create mental pictures of material.
6. Say the answers out loud when studying.
7. Learn a little each day. DON’T CRAM!
8. Paraphrase difficult information to understand it better.

Remember, you are more likely to remember material if you use multiple senses while studying {Hearing, Vision, Touch etc.}. 
**Ways to Improve Your Concentration**

1. Set aside a study area with minimum distractions. Eliminate any distractions and make the environment comfortable.

2. Be prepared when it comes time to study. Make sure to bring all materials, such as pencils, pens, calculator, textbooks, paper, etc.

3. Use the “Pencil Technique” - - ALWAYS STUDY WITH A PENCIL IN YOUR HAND. Rewrite key points, questions, notes etc.

4. Set time limits. Avoid studying when you are tired in order to achieve the best concentration and retention of material.

5. Vary the activity - - read, then take some notes. Do a worksheet, then outline a paper.

6. Take breaks. Give yourself incentives. If you finish a big research paper, take a break and visit with friends or do something fun.
Note Taking Tips
1. Complete all assignments before class.
2. Bring all materials to class.
3. Force yourself to concentrate when your mind wanders.
4. If a professor repeats certain words or topics, jot them down because they will most likely be on an exam.
5. During lecture, write down main ideas and key points. USE ABBREVIATIONS.
6. After lecture, go back and organize your notes. Rewrite them necessary.
7. Use *highlighting* and *underlining* to signify key information.
8. Write any questions you have about the material on your notes. Meet with a professor during their office hours about any questions.
9. Record examples the gives during lectures, because these will often clarify abstract ideas and may be on an exam.
10. Find a study partner in class. This way, if you miss class, you can at least get the notes and vice versa.
11. Tape recording lectures is always an option.
Test Prep Tips

✓ Keep up with reading assignments.

✓ Review material a little at a time, throughout the semester. Do not cram!

✓ Ask questions. Make sure you clearly understand all material presented.

✓ Review old handouts, notes, quizzes, exams & papers for information that might make another appearance.

✓ Try to predict what the exam will cover and focus on those particular areas the most.

✓ Don’t be afraid to meet with your professor to review confusing material before an exam.

✓ Learn and study the instructor’s particular testing technique. {What kind of questions do they prefer? What length do the questions tend to be?}

✓ LEARN TO STUDY BY YOURSELF FIRST, BEFORE STUDYING WITH OTHERS!

✓ Always get a goodnight’s sleep before an exam. Make sure to breakfast for the big day.
**Test Taking Tips**

1. Be on time, and bring all materials you will need.

2. Read the directions at least twice to be sure you understand what is expected.

3. Look over the test to see what type of questions are included. This will allow you to allot time for each area.

4. Read each question carefully.

5. Take your time. Don’t let students who are finishing distract or rush you.

6. Don’t get “stuck” on one question. You can come back to it.

7. Write down any formulas, equations or rules you have memorized or will need before starting the test.

8. Always show your work. Some instructors will give partial credit even if the answer is wrong.

9. Double check your answers before handing in your test, BUT be careful about changing answers. More often than not, your first choices will be correct.

10. Try and write as neat as possible so the instructor can read your answers.

> “80% of the final exam will be based on the one lecture you missed and the one book you didn’t read”

<Anonymous>
**Helpful Hints**

► Be Organized - - Keep track of upcoming assignments, class meetings, and appointments. This will help you allot your time wisely throughout the semester, rather than cramming for deadlines.

► Don't be afraid to ask questions. There is no such thing as a stupid question.

► Take advantage of instructor office hours! Instructors are here to help you succeed.

► Take advantage of on-campus resources such as tutoring programs, math/writing labs, and the library.

► Be sure to meet with an advisor regularly. An advisor will be able to keep you on track to reach your academic goals.

► Stay healthy! This is very important. A healthy body is a healthy mind. Be sure to eat right, get plenty of sleep, and get regular exercise.
Time Management Tips

● Give yourself a time and place to study. The average amount of time needed is (2) hours of study time per week per credit hour of each course you are taking.

● Keep track of upcoming assignments. Make a schedule and stick to it.

● DON’T CRAM! Try to study on a regular basis for 1 ½ to 2 hours at a time.

● Take advantage of study groups. Sharing notes with others might highlight subjects you might have missed in your own notes.

● Reward yourself regularly.

● Everyone needs a break now and then.
**International Student Advising**

**Undergraduate**

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

*International Programs Advisor*

Freshmen are required to complete the *Fundamentals of Advising and Registration (FAR)* prior to their first semester of attendance. Freshmen are encouraged to meet also with a faculty advisor in their area of interest each semester.

**Sophomores (26-57 credits), juniors (58-89 credits), and seniors (90 credits and above)**

*College Faculty and Professional Academic Advisors.* Sophomores, juniors, and seniors with declared majors should see their faculty advisor each semester.

**Transfer Students (those with 14 or more transferrable credits)**

Transfer students are required to complete the *Transfer Fundamentals of Advising and Registration (TFAR)* prior to registering for their first semester. Upon completion of the advising session, transfer students should meet with their *College Faculty and Professional Academic Advisors.*

Faculty Advisors in the major department are experts in their field. Students should seek to develop this relationship early on so they can be assured of receiving the most current information from the department.

**Specific Courses for Non-native Speakers of English**

ENGL 1122 Academic Writing Part I 3 cr
ENGL 1123 Academic Writing Part II 3 cr
AMST 1100 Introduction to American Language and Cultures 3 cr
**Academic Planning Calendar**

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

http://isu.edu/registrar/calendars/planning-calendar/

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<tr>
<th>Fall</th>
<th>2018</th>
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<td>Aug 19</td>
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<td>Oct 7-11</td>
<td>Oct 5-9</td>
<td>Oct 11-15</td>
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<td>Nov 25-29</td>
<td>Nov 23-27</td>
<td>Nov 22-26</td>
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<td>Dec 9-13</td>
<td>Dec 7-11</td>
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**Spring**

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<td>Late 8-Week</td>
<td>Mid-Term Week</td>
<td>Spring Break</td>
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Reminders:
Advisors must:
- Conduct ethical advising - cause no harm.
- Only give accurate information - always check if unsure.
- Honor colleagues and faculty - refrain from discrediting remarks.
- Know university policies - review often.
- Developmental advising is conversing with the student rather than dictating.
- Do not take a parental approach - persuade through logic and respect.
- Challenge student assumptions - e.g. discuss the benefit(s): of not taking the easy course; of diversity, etc.
- Advise conservatively - work with the student to help them consider realistic balance between other obligations and school.
- Review previous course work - review the transcript and the degree audit at every advising session.
- Always consider the student's major when advising - refer the student to the appropriate department to correct if the major listed is inaccurate.