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MISSOURI STATE UNIVERSITY

MASTER ADVISOR HANDBOOK

Chapter One : Advising Basics

“I believe that advisors are ethically responsible to be dependable, accurate, and approachable in their practice. They should draw insights and wisdom from previous experiences while keeping current with relevant information and policies, and fostering respect and trust in relationships with others.” Tracie Burt, NACADA Outstanding Advisor 2013

“I also believe that a key part of teaching and advising is to find the balance between championing and challenging students as they develop as scholars.” Nora Cox, NACADA Outstanding Advisor 2014

“Each and every student is a unique individual cognitively and socially. Being mindful and informed of developmental theories allows advisors to understand and meet the student’s needs.” Juli Panza, NACADA Advising Certificate of Merit, Primary Role, 2015

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Advising Mission

Academic advisors at Missouri State University provide academic and professional guidance as students develop meaningful educational plans in pursuit of their life goals. Advisors provide students with information about coursework, University policies and procedures, the Public Affairs mission, and career options and opportunities. They require student participation in the decision-making process, help students become lifelong learners, and encourage self-reliant problem solving through exploration of students' own interests and values. Advisors support students as they seek the best possible education at Missouri State University. (Adopted December 2009, authored by the Academic Advising Council)

Relationship of Academic Advising to the Mission of Missouri State University

Academic advising is one of the few services in which all students participate and arguably the only one that includes a one-on-one relationship between each student and a member of the faculty or professional staff. "Advisors are especially important because they are among the first people new students encounter and should see regularly..." (Kuh, 2006). The advising relationship therefore provides a unique forum to discuss the benefits of higher education and individual student goals and responsibilities. Effective advising relationships contribute to a learning environment that fosters each student's opportunity to become an educated person.

Effective academic advising enhances student retention and is an important part of our enrollment management plan. If we are to achieve our enrollment goals while maintaining high admissions standards, a campus-wide commitment to academic advising is necessary.

The Three Core Competencies Necessary for Effective Academic Advising

1. *Conceptual understanding*: An understanding of the importance of advising along with the ability to make ethical advising decisions
2. *Relational competence*: The ability to relate with students and develop appropriate advising relationships
3. *Informational background*: A good working knowledge of Missouri State University academic information and campus resources for referrals

The Master Advisor Handbook and the Master Advisor Workshop are organized to address these three main competencies. These concepts may be explored further at the website of The Global Community for Academic Advising, NACADA, or in *Academic Advising: A Comprehensive Handbook* in Chapter 20 by Thomas Brown (2008).

Activities and Services of the Academic Advisement Center

Individual Student Appointments

As part of the advising and educational planning process, academic advisors work with exploratory/undecided students to explore their interests, skills, and values and to make appropriate academic choices. Because quality advising enhances student success and retention, academic advisors work to be accessible and responsive, provide accurate information and develop helpful relationships with students.

Advisor Assignments

The Academic Advisement Center assigns advisors to all students who are in the process of deciding majors. The Center conveys the importance of advising and provides students the contact information for their advisors.

Administering Major and Minor Changes

Along with the Office of the Registrar, the Academic Advisement Center assists undergraduate students in initiating changes of major and/or minor.

Bachelor of General Studies

For students who have accumulated 75 credit hours or more and have broad interests, there is the opportunity to pursue the Bachelor of General Studies degree. The degree is administered by Interdisciplinary Studies through the Provost's Office and is advised by Amy Marie Aufdembrink and Kimmy Walker.

Consultation and Professional Development for Advisors across Campus

The director and the academic advisors are available to colleges and departments to consult or provide staff development sessions on advising information and skills. A series of advising workshops has been developed and is offered as part of the Academic Advisor Forum. Reference materials, like this handbook, are also offered when appropriate.

Explained Absence Notification

If the student, a family member, or a friend contacts the Academic Advisement Center prior to an extended emergency absence of a current student, Luke Thomas will notify faculty involved if it is not possible for the student to do so. The reason for the absence is not verified and every effort is made to clarify student understanding that an explained absence is not the same as an excused absence. Students are referred to individual instructors upon their return to campus to discuss the impact of their absence on their success in each class. This service might be used when a student is hospitalized unexpectedly for a serious injury.

Health Professions Information

For students considering health-related careers, information on available academic programs, professional program admission requirements and career information is available. An interested student may set up an appointment with Darren Wienberg, who specializes in this area.

GEP 101

Advisors from the Academic Advisement Center affiliate with sections of GEP 101 and make guest presentations on educational planning topics such as: choosing a major, understanding general education requirements, academic rules and regulations, getting the most from advising sessions, etc.

Individualized Major

The individualized major exists for students who want a major that is not offered at Missouri State, but the coursework is available. This allows students to blend courses from a minimum of three academic departments to create their own unique major. In the pre-major phase, these students are advised by Amy Marie Aufdembrink. After these students work through the development and approval process, they are advised by a faculty advisor.

Majors Fair

The Majors Fair brings departmental representatives and exploratory/undecided students together so that students may gather information on academic programs of interest. The Fair is held before midterm during the fall semester and is heavily advertised to GEP 101 students. Luke Thomas directs this event.

My Missouri State, Teaching & Advising Tab

Information on advisee records is provided on the My Missouri State website through the Teaching & Advising tab. Information advisors need to work with their students is available, including notes from previous advising sessions. Changes to Advising Notes can be made by emailing Kathy Davis or Ross Hawkins for the correction of errors and removal of inappropriate content. The Academic Advisement Center staff provides training for advisors who use the Teaching & Advising tab.

Pre-College Student Advisement

Christina Bowles advises highly qualified high school juniors and seniors admitted under the campus-based (dual enrollment) Precollege Program. These students have at least a 3.00 cumulative grade point average on a 4.00 scale, have an ACT composite score of 21 or higher (or an equivalent score on the PLAN, PSAT, or SAT), and written permission from guardians and school administrators. Course selection(s) are made in consultation between Ms. Bowles and the student.

SOAR

Staff from the Academic Advisement Center work cooperatively with the Student Orientation, Advisement and Registration (SOAR) Director on the new student orientation program. SOAR helps students transition smoothly into college life and become aware of the demands of the learning community. The Center assists in training faculty advisors and student orientation leaders and provides advisors for groups of exploratory/undeclared students.

Transfer Student Advisement

Ross Hawkins, our transfer advisor for exploratory/undecided students, provides academic advice to prospective transfer students by explaining transfer policies and requirements. Ross collaborates with academic departments regarding training of transfer advisors for declared majors and advises students who enter as exploratory/undeclared transfer students.

The Influence of NACADA: The Global Community for Academic Advising

The following is the vision statement of the Global Community for Academic Advising which guides their strategic goals and mission:

NACADA is the leader within the global education community for the theory, delivery, application, and advancement of academic advising to enhance student success by advancing the profession of academic advising (NACADA, 2017).

According to the NACADA website (2017), the mission and strategic goals of the organization are to:

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Foster inclusive practices within the Association that respect the principle of equity and diversity of advising professionals across the vast array of intersections of identity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Expand the use of innovative technology tools and resources to support the work of the Association

NACADA's Statement of Core Values offers advisors a framework to help students accomplish the best possible educational experience. This document can be found here:

<https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>

The Seven Core Values Essential to Academic Advising

NACADA has identified a set of "Core Values" central to the academic advising profession, regardless of the exact role, title, institution or nation. Academic advising happens across academic disciplines and in a variety of educational environments worldwide.

These values provide direction for academic advisors. The values may at times be balanced equally and at other times this may not be possible, but these values should serve as a reflection point and a means to discuss with other advisors the conflict or imbalance.

You can view the Core Values below and additional information is available at the NACADA website within Resources.



The graphic above is taken from the NACADA website and is available there as a handout <https://www.nacada.ksu.edu/Portals/0/Resources/Pillars/Core%20Values%20Handout.pdf> (2017).

NACADA Academic Advising Core Competencies Model

In 2017, NACADA released the Academic Advising Core Competencies Model. This model identifies the “understanding, knowledge, and skills” supportive to academic advising for use advisors in the primary role and faculty, advising administrators and all advising related professionals and capacities (2017). Similarly to the competencies discussed above for effective academic advising, the foundation of the core competencies are conceptual, informational, and relational. The three areas, as itemized by NACADA are explored below. You can view the information below as well as additional discussion of the Academic Advising Core Competencies Model at <http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

Core Competency Areas

Conceptual

Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

- C1: The history and role of academic advising in higher education.
- C2: NACADA’s Core Values of Academic Advising.
- C3: Theory relevant to academic advising.
- C4: Academic advising approaches and strategies.
- C5: Expected outcomes of academic advising.
- C6: How equitable and inclusive environments are created and maintained.

Informational

Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

- I1: Institution specific history, mission, vision, values, and culture.
- I2: Curriculum, degree programs, and other academic requirements and options.
- I3: Institution specific policies, procedures, rules, and regulations.
- I4: Legal guidelines of advising practice, including privacy regulations and confidentiality.
- I5: The characteristics, needs, and experiences of major and emerging student populations.
- I6: Campus and community resources that support student success.
- I7: Information technology applicable to relevant advising roles.

Relational

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

- R1: Articulate a personal philosophy of academic advising.
- R2: Create rapport and build academic advising relationships.
- R3: Communicate in an inclusive and respectful manner.
- R4: Plan and conduct successful advising interactions.
- R5: Promote student understanding of the logic and purpose of the curriculum.
- R6: Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
- R7: Engage in on-going assessment and development of the advising practice.

Taken from NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from <http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

Throughout the Master Advisor Handbook, you will see reference to these core competencies. Marking this page will help you reference these competencies throughout your Master Advisor training and development.

Approaches to Advising *(Core Competency C-4)*

There are many approaches to advising. A review of many of them can be found at <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Applying-Theory-to-Advising-Practice.aspx>

An advising philosophy often encouraged by NACADA and this institution is referred to as developmental advising. A complete description of developmental advising can be found at: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Developmental-Academic-Advising.aspx>

As academic advisement has professionally progressed, theories regarding advisement have also progressed. There is a movement within NACADA to explore and shift to multiple approaches of advising. One approach that is particularly appealing to many advisors is advising as teaching. Articles about advising as teaching can be found at <https://dus.psu.edu/mentor/> and http://www.aacu.org/liberaleducation/le-sp06/documents/le-sp06_LEAP.pdf

Yet another progressive approach to advising is Strengths-based advising. As the field of advising develops: conducting research and blending knowledge from various academic field, Strengths-based advising has grown in popularity. This approach reframes advising; approaching students' best performance in academics and life first. Then, drawing on those successes and strengths to generate additional success in academics and future goals. Information about Strengths-based Advising can be found in Chapter 7 of the text *Academic Advising Approaches: Strategies that Teach Students to Make the Most of College*. Additional resources are listed at: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Appreciative-advising-bibliography.aspx>

Developmental and Prescriptive Advising: Two Styles

Academic advising is most often done from one of two different perspectives. A combination approach is also possible.

Prescriptive Advising

This model of advising holds that the academic advisor tells the student what to do, and the student does it. Prescriptive advising is linear communication from the advisor to the advisee and places most of the responsibility not on the student, but the advisor. The advisor is required to have the answers.

Developmental Advising

The developmental advising model holds that the academic advisor and the advisee are partners in educational discovery in which responsibility is shared between the participants. As in all endeavors that are primarily human relations, there are numerous discussions that attempt to define developmental advising in the literature. Here is one definition developed by David S. Crockett:

“Advising is a developmental process that assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process which assists students in realizing their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. *The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary*” (Crockett, 1995).

Some advisors with heavy advising loads may be concerned about the time required to engage in developmental advising, but Susan Ohrablo (2012) suggests that developmental advising is not an issue of time and availability, but an issue of advisor approach. In fact, she argues that by having thoughtful and comprehensive conversations, advisors can be more efficient because they reduce repeat traffic and fallout from explored issues, therefore reducing an advisor’s long term workload (Ohrablo, 2012).

Prescriptive advising tends to be the "do it for them" model. Developmental advising is the "help them do it for themselves" model. Burton and Wellington (1998) epitomize developmental advising when they say, “A developmental model of advising permits the advisor to help the advisee focus, through self-reflection, on interests and goals.” This allows the advisor and the advisee to work together in a collaborative effort to achieve commonly understood goals.

Discussion Questions:

- Are there situations where prescriptive advising is necessary?
- What are some practical ways to encourage students to participate in developmental advising?
- How do you deal with students who expect you, as the advisor, to have all the answers?
- What well-intentioned advisor behaviors may actually encourage students to be dependent instead of independent?

Developmental Advising Is/Is Not

Perhaps an easy way to understand the concept of developmental advising is to compare prescriptive and developmental advising techniques using this chart developed by Crookston (1972).

<i>Prescriptive Advising</i>	<i>Developmental Advising</i>
Advisor tells student what they need to know about programs and courses.	Advisor helps student learn about courses and programs for self.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to them.
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines, then lets student follow up.
Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.
Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.
Advisor tells student what to do in order to get advised.	Advisor and student reach agreement about nature of advising relationship.
Advisor uses grades and test results to determine courses most appropriate for student.	Advisor and student use grades, test results and self-determined interests and abilities to determine most appropriate courses.
Advisor specifies alternatives and indicates best choice when student faces difficult decisions.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decisions.
Advisor suggests what student should major in.	Advisor suggests steps students can take to help decide on major.
Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results and self-understanding.
Advisor is concerned mainly about academic life of student.	Advisor is concerned about personal, social and academic life of student.
Advisor provides information mainly about courses and class schedules.	Advisor provides information about workshops and seminars in areas such as career planning and study skills, in addition to courses and class schedules.

(Crookston, 1972, p. 13)

Proactive Advising

This advising approach builds on developmental advising by creating intervention activities or contacts for advisees who might otherwise not seek advisement or interactions with their advisor. Sometimes referred to as intrusive advising, when conducted properly, proactive advising balances an enhanced advising relationship with encouraged student responsibility and engagement (Cannon, 2013).

Proactive advising encourages advisors to have deliberate interventions that target student motivation, show interest in students' lives beyond academics, and approach students before a need develops (Varney, 2012). Relationship building is at the core of proactive advising (Kalinowski Ohrt, 2016).

Advising as Teaching

Advising as teaching is yet another approach to advisement. Advising as teaching shares many virtues with developmental advising and yet takes developmental advisement one step farther. While developmental advising has the broad goal of personal growth, teaching as advising specifically focuses on enhancing student learning (Lowenstein, 2005).

Effective teachers and effective advisors exhibit many of the same characteristics, knowledge and skills. The table below taken from the works of C.C. Ryan (1992) and Drew Appleby (2001) compares the two.

<i>Effective Teachers</i>	<i>Effective Advisors</i>
Master their subject matter	Possess accurate information about policies, resources and programs
Plan, organize and prepare materials for the classroom	Prepare well for advising sessions
Engage students actively in the learning process	Engage advisees in the advising process through challenges involving alternative choices and encouragement to question and explore
Provide regular feedback, reinforcement and encouragement	Provide timely feedback, reinforce learning that has taken place and applaud student successes
Help students learn independently	Encourage advisees to be self-directed learners
Teach students how to evaluate information	Help advisees evaluate their progress toward personal, educational and career goals
Serve as a resource to students	Provide materials to advisees and make referrals when appropriate
Provide problem-solving tasks to students	Provide tasks to be completed before the next advising meeting that will require the advisee to use information-gathering, decision-making and problem-solving skills
Deliver information clearly and understandably	Communicate in a clear and unambiguous manner with advisees
Exhibit good questioning skills	Ask questions and initiate discussions
Exhibit positive regard, concern and respect for students	Provide a caring, personal relationship by exhibiting a positive attitude toward students, their goals and their ability to learn
Promote a climate of learning that supports diversity	Respect diverse points of view by demonstrating sensitivity to differences in culture and gender
Stimulate higher level thinking	Help student learn concepts, test validity, and confront attitudes and beliefs

While instructors are responsible for individual courses, an advisor's domain is the overall curriculum from general education and degree requirements to major/minor coursework (Lowenstein, 2005). In the paradigm of advising as teaching the advisor is responsible for an important part of student learning. In effect, the advisor teaches:

- how to find/create the logic of one's education;
- how to view the seemingly disconnected pieces of curriculum as parts of a whole that makes sense to the learner, so that they learn more from them;

- how to base educational choices on a developing sense of the overall edifice being self-built; and
- how to continually enhance learning experiences by relating them to knowledge that has been previously learned (Lowenstein, 2005, p. 72).

Just as teaching has learning outcomes, so should advisement. Lifelong skills such as decision-making, critical thinking, responsibility and appreciation for education in addition to learning academic regulations should be learning outcomes of advisement. “Advising is the intersection of the teaching/learning experience” (Miller & Alberts, 1994, p. 44).

Strengths-Based Advising

Strengths-based advising uniquely addresses student motivation and success. In this approach, instead of focusing on failure prevention or problem areas for advisees, the advisors and students seek to learn from student strengths and redirect those strengths to achieve overall success. The roots of strengths based advising are interdisciplinary pulling from research and principles of business, social work, psychology, education, and more. This approach relies on the concept that time spent honing strengths is more fruitful than time spent remediating weaknesses. (Schreiner, 2013) In this approach, strengths are defined as “those activities at which a person excels and that energize the person” (Schreiner, 2013, p. 107). One of the key benefits of this approach to academic advising is ability to engage advisees in the learning process and key into intrinsic motivation (Schreiner, 2013).

Laurie Schreiner, author of the chapter Strengths-based Advising in the text *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College* (2013), provides five steps to effectively utilize this advising approach:

1. Identify Students’ Talents
 - During this step, an advisor is helping advisees see how their abilities contribute to the educational experience; identifying talents in all areas of life, not just within the confines of academics. While it is not necessary, some advisors utilize a strengths assessment instrument. The positive nature of this step is great for helping develop rapport with advisees.
2. Affirm Students’ Talents and Increase Awareness of Strengths
 - In this step, advisors increase advisee awareness and appreciation of individual and unique talents, habits, skills, etc. Conversations can address refocusing the language regarding a talent that may have been criticized previously (such as being talkative) and further developing positive behaviors into strengths. “Only when the dominant talents are refined and honed by the skills and knowledge students gain from the learning environment can strengths emerge” (p. 110).
3. Envision the Future
 - In this phase of strengths-based advising, advisors and advisees discuss aspirations and how talents can be developed to help advisees reach these aspirations. While career discussions may come into play during this step, the actual goal is to discuss the *person* the advisee wishes to become. Encouraging advisees to richly create an image of whom they want to be can facilitate discussing the steps needed to become that version of themselves. This rich vision can be useful to advisees as they persevere through good and bad events in their educational experience.

4. Plan Specific Steps for Students to Reach Goals
 - Working with advisees to co-create detailed plans for achievement of their aspirations is necessary in this advising approach. This step generates hope and utilizes both short and long term goals to target significant and realistic pathways toward goals. It is important in this step to address multiple avenues to achieve goals and discuss how advisees' unique strengths come into play. It is important for the advisor to provide encouragement and support to advisees at this point.
5. Apply Students' Strengths to Challenges
 - While advisees may easily see their strengths in one environment they may have trouble seeing how to transfer strengths to new settings. This is a critical element of strengths-based advising. In this final step of the process, this is essential to remind advisees that they have overcome obstacles in the past and can do so again, even in new environments.

Further discussion of Strengths-based Advising, including tools, skills and strategies to enhance your ability to use this advising approach can be found in Chapter 7 of *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College* (Schreiner, 2013).

Best Practices for Academic Advisors at Missouri State University *(Core Competency C-1, C-4)*

Adopted by the Provost's Academic Advising Council

Consistent with the mission of the University, academic advisors who use best practices help develop students who are academically prepared and able to take their positions as citizens contributing to the common good. Moreover, excellent academic advising helps provide a positive student experience and enhances the University's retention efforts.

The bullet points below each of the numbered "best practices" are examples of how advisors might carry out that practice. It is expected that excellent advisement will occur when each of the numbered practices take place, how each advisor achieves these practices is unique. Each example will not fit the practice of each advisor.

- Maintain regular contact with all advisees.
Examples of methods:
 - Email advisees or selected groups
 - Post advising information on a web site
 - Schedule regular meetings with all advisees (once a semester, minimum)
 - Schedule frequent meetings with advisees who are having academic difficulties
- Establish positive relationships with all advisees.
Examples of methods:
 - Recognize advisees and be able to call them by name
 - Educate students about advisor and advisee roles and responsibilities
 - Maintain up-to-date advising notes
 - Address the needs of diverse students (e.g., nontraditional, international)
 - Show a personal interest in students' lives

- Provide accurate and timely information about the University and its programs.
Examples of methods:
 - Know department and University requirements
 - Know department and University deadlines
 - Communicate pertinent information to advisees or selected groups
 - Know and be able to refer students to appropriate University resources as appropriate to students' needs
 - Know about and be able to recommend to students appropriate organizations for their professional development (e.g., departmental, student, professional organizations, etc.)
- For advisors who work with prospective or transfer students, facilitate transferring from other institutions to Missouri State. All advisors assist students in transferring from Missouri State to other institutions when that is in the best interest of the student.
Examples of methods:
 - Know how to use the Missouri State transfer equivalencies web link
 - Develop and maintain relationships with appropriate individuals at transfer institutions
 - Be willing to work with prospective freshman and transfer students prior to Missouri State enrollment
- Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers.
Examples of methods:
 - Foster development of advisees' decision making skills
 - Use an academic advising syllabus
 - Coach students on appropriate ways to advocate for themselves
- Enhance advisees' understanding of and support for the University's public affairs mission.
Examples of methods:
 - Encourage appreciation for diversity within the University environment
 - Promote study away opportunities
 - Promote civic engagement through involvement in CASL, internships, cooperative learning
 - Email advisees regularly about relevant events, lectures, and activities that promote the public affairs mission
- Maintain a high degree of professionalism.
Examples of methods:
 - Maintain posted office hours
 - Keep advising appointments
 - Keep up to date on changing departmental and University requirements
 - Prepare for advising appointments and document advising sessions in "Advising Notes"
 - Support University requirements and programs (e.g., general education)
 - Maintain a positive attitude regarding department and University colleagues and programs
 - Maintain confidentiality as possible

- Engage in personal growth and development.
Examples of methods:
 - Attain and maintain Master Advisor status
 - Regularly attend training and education related to academic advisement (e.g., Academic Advisor Forums)
 - Take advantage of opportunities for professional growth through The Global Community for Academic Advising (NACADA) and the Missouri Academic Advising Association (MACADA)
 - Keep up-to-date on current advising techniques and strategies

Best Practices for Advising in Departments/Advisement Centers *(Core Competency C-1, C-4)*

Adopted by the Provost's Academic Advising Council

Consistent with the mission of Missouri State University and the goals of maximizing student recruitment, learning and retention, academic advisement is an important aspect of student success. The following “best practices” are recommendations for successful advisement at the level of departments or college advisement centers. Excellent advisement programs help provide a positive student educational experience.

- Structure academic advising processes to meet student needs and best utilize faculty/staff talents.
Several models have proven to be successful at Missouri State:
 - Some Colleges within the University may be best served by a Centralized Advisement Center staffed by qualified full-time professional advisors.
 - Other Colleges with greater diversity among available majors may be best served by decentralized advisement at the departmental level where faculty members serve as advisors.
 - In some cases, a hybrid structure may work best, where a Departmental Advisement Coordinator works with a small support team (i.e., full- or part-time staff members, and/or graduate assistants) to manage Advisement Center services.
 - A similar model would involve a Departmental Advisement Coordinator who works with departmental faculty to facilitate training updates, to match advisees with advisors based on interests, and to maintain equitable advising loads.
 - In a few departments, one designated professional academic advisor serves as the advisor for all departmental majors.
- Divide faculty advising loads equitably so appropriate time can be spent with each advisee.
 - Some faculty members excel as advisors. Students should have the opportunity to benefit from the knowledge, experience, and accessibility of faculty who are invested in promoting student success through advising. These talents should be recognized in performance evaluations, and where possible, lighter expectations in other areas (i.e., teaching, research, service) may be appropriate.
 - Some faculty members excel in academic areas outside of advising (i.e., teaching, research, committee work) and may not be well-suited to advising students. In these situations, departments should determine equitable workloads that account for the number and type of advisees assigned to each faculty member.

- Designate individual(s) in each department/advisement center to receive specialized training and coordinate advisement of special populations of students.
 - Because of the growing number of transfer students, an adequate number of transfer advisors should be specifically trained and kept current (i.e., internet native Banner training; regular contact with Admissions Transfer Coordinator; consistent communication with Transfer Advisor in Academic Advisement Center). Because of this extra training, departments/centers may choose to limit the number of individuals who advise transfer students.
 - The specialized needs of online, evening, and international students should be considered when structuring advising duties. Individuals who are advising special populations should be prepared to meet the needs of those students.
 - Academic advising for graduate students will vary among programs, particularly dependent on the manner in which the research component is satisfied. While research advisors must have Graduate Faculty status, academic advising could be performed by any qualified advisor familiar with program requirements and the profession.
- Promote, encourage, and track the ongoing training and professional development of faculty/staff advisors in the department/advisement center. Examples of training and development activities include:
 - Encourage or require all advising faculty/staff providing advising services to obtain and maintain Master Advisor certification.
 - Maintain and disseminate current information to advising staff/faculty related to general advisement, careers, graduate study, internships, and other opportunities for students to engage more fully in the process of achieving academic and professional goals. This information could be communicated, for example, through a departmental bulletin board or time devoted to advisement in department/staff meetings.
 - Train all faculty/staff providing advising services on the specific requirements for the majors and minors served by the department/advisement center.
 - Maintain contact with the Academic Advisement Center. Assist the Academic Advisement Center in developing workshops on relevant advisement topics.
 - Participate in student surveys and evaluations of advising.
- Develop effective methods within each department/advisement center to communicate with advisees, traditional and special populations.

Examples of effective communication methods include:

 - Develop and regularly update an email distribution list(s) for rapid dissemination of pertinent information.
 - Develop and regularly update an advising webpage with information (e.g., forms, documents, and links) of interest to advisees in the department or unit.
 - Consider adopting more student-friendly and high-tech methods to communicate with advisees (e.g., Facebook, Twitter, blogs, a Blackboard “class” for advisees, and/or regular newsletters).
 - Develop a procedure to communicate with students who will not regularly be on campus (e.g., campus email after an initial phone conversation).
- Promote within each department/advisement center the best practices of individual and departmental advising as established by Best Practices documents available at:
<http://www.missouristate.edu/advising/83861.htm>

- Designate one person (i.e., Advisement Coordinator, Department Head, or Center Director) to manage provision of advisement services within the department/advisement center, with charges based on the advising model adopted by that unit.

Responsibilities of this individual might include:

- Carry a significant advising load.
 - Assign students to faculty advisors as equitably as possible, ideally matching student and faculty/advisor areas of academic and/or professional interest.
 - Maintain consistent communication with faculty and/or professional advisors (e.g., provide information regarding policy changes, helpful hints, and reminders of important dates).
 - Be involved with recruitment at the departmental level (e.g., through Campus Visits and departmental tours).
 - Provide advising assistance when faculty advisors are not available to students.
 - Teach departmental or University courses when appropriate.
- Ensure that quality advising is appropriately available through the department/advisement center to all students, traditional and special populations.

Examples of ways to ensure appropriate accessibility of advising services:

- Make advising services available to students during evenings, summers, and academic intersessions, as well as during the traditional academic year.
 - Ensure that another qualified advisor (e.g. Department Head, staff advisor or graduate assistant) is available for student appointments when an academic advisor is away from the office.
 - Encourage students to schedule advising appointments in advance so a department can schedule an advisor to be available.
- Implement a consistent plan to assess advisement within the department/advisement center, and use results to facilitate process improvement.
 - Devise a method to follow up with graduates. Potential students may be interested, so availability of this information could boost departmental/college recruitment and retention efforts.

Examples of ways to follow up with graduates:

- Learn graduate and professional school plans.
 - Survey employers who are hiring recent graduates.
 - Maintain current contact information for University advancement purposes.
- Develop a concrete system to recognize and reward faculty/staff who are dedicated to providing quality academic advising through the department/advisement center.

Examples of ways to recognize and reward advising:

- Consider weight given to advising as teaching in promotion and tenure planning.
- Nominate outstanding advisors for Missouri State's "Excellence in Advising" awards.

Best Practices for Group/Hybrid Advising

(Core Competency C-1, C-4)

Adopted by the Provost's Academic Advising Council

Excellent academic advising helps create positive experiences for students, shares information about academic rules, regulations, and programs, and helps students develop meaningful educational plans to help them pursue their life goals. As enrollment increases and numbers of faculty and staff advisors stay relatively constant, many advisors find themselves looking for creative ways to provide advising information. Some departments are turning to group or hybrid advising models to help provide timely and effective advice to their declared majors. Information dissemination to groups of students may free up time, resulting in more meaningful conversations with individual students about their academic concerns and plans.

Departments who wish to consider group/hybrid advising should consider these best practices, as well as the mission of advising at Missouri State University and the overall Best Practices for Academic Advisors and Best Practices for Advising in Departments/Advisement Centers available at <http://www.missouristate.edu/advising/83845.htm>.

- Group/hybrid advising sessions provide effective opportunities to share information that all majors in a particular program need.
 - Invite student groups by hours earned or by milestones in the major that have been achieved.
 - Advisors conducting group/hybrid advising sessions should use care to cover all necessary information with each group and all participants. Checklists for individual students with space for notes from advisors may be useful.
 - Information covered in the advising session may be reinforced with advising handouts, information posted on departmental websites, or Blackboard pages.
- All group/hybrid advising sessions must be conducted with utmost sensitivity to FERPA regulations and student privacy concerns.
 - Students participating in group advising sessions should receive instruction about what confidential information may and may not be shared in these sessions. Students may need to sign releases or statements of understanding.
 - Students in computer labs pulling up academic records should be seated so that others may not view their screens.
- All students must be offered an opportunity to speak individually with an academic advisor in addition to participating in a group/hybrid advising session.
- Two or more advisors are strongly recommended at each group/hybrid advising session in order to address individual concerns.
- Students should have sufficient notice to arrange to attend a group/hybrid advising session and should be able to choose a session that fits into their academic schedule.
- Follow up with student participants should include exit survey/evaluation opportunities. Advisors should also follow up with students who seemed troubled or confused as well as students who did not attend.
- Notations of participation in group/hybrid advising sessions should be properly documented in Advising Notes.

Ethical Advising *(Core Competency C-1, I-4)*

Conforming to Accepted Professional Standards of Conduct

Ethical behavior and ethical decision making is expected of individuals in positions of trust (Fisher, 2005). Academic advisors repeatedly confront dilemmas where there is not one obvious answer, but many. As advisors we can benefit from being able to draw on a system of ethical principles. These principles, to be credible, should be philosophically defensible and not merely reflective of individual tastes. It is important to note that no list of ethical principles will envelop all situations (Buck, Moore, Schwartz & Supon, 2001).

Four Fundamental Ethical Ideals

Utility

Utility engages the ideal of balance of benefit over harm for the greatest number. This has been simplistically summarized in the slogan "the greatest good for the greatest number."

Utilitarians use the likely results or consequences of actions as the basis of ethical decision making. They select from the likely consequences the one solution that results in the best solution for the greatest number of individuals (Lowenstein & Grites, 1993).

Justice

Justice is the principle that all people should be treated equally, with no one receiving privileges or benefits that are not granted to all. Fairness resonates with most individuals and is therefore inherently desirable. (Lowenstein & Grites, 1993) As advisors each student's challenges should be faced with the same degree of dedication and energy (Fisher, 2005).

Respect for Persons

Respect for persons directs us to treat individuals as ends in themselves. "Some rules that follow from these abstractions are (a) to tell people the truth, which they need if they are to make decisions; (b) to respect their privacy, as possible, and (c) to support their autonomy" (Lowenstein & Grites, 1993). This principle entitles individuals to make their own choices informed by the truth. We should never manipulate individuals to bring about our own goals even if we deem those goals as worthy. (Lowenstein & Grites, 1993) It is important to remember that our concept of ethics is culturally influenced and desirable standards, social norms and the worthiness of a goal may be different for each student as well as each advisor (Chmielewski, 2004).

Fidelity

Fidelity indicates that we must fulfill the explicit and implied commitments or promises we make. In some cases, fidelity can commit individuals to responsibilities of which we are not aware or of which they do not find pleasing or rewarding. (Lowenstein & Grites, 1993)

From the philosophical foundations of utility, justice, respect for persons and fidelity, Lowenstein and Grites (1993) derived eight ethical principles for academic advising.

Ethical Principles for Advising

- *Seek the best possible education for the advisee.*
 - This is a utilitarian principle. In an educational setting, the good that we hope to maximize is 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.
- *Treat students equitably; don't play favorites or create special privileges.*
 - Treating students equitably does not mean treating them all the same (e.g., advising them all to have the same major). Differences in students' needs require us to spend more time with one than with another and to advise one more intrusively than another. But the fact that we might like one student more or that we might share another's values would not justify differential treatment. This principle clearly follows from the ideal of justice.
- *Enhance the advisee's ability to make decisions.*
 - This is a key principle of 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. This principle is derived both from utility because it benefits the student and others in the long run and from respect for persons because it supports and develops individual autonomy.
- *Advocate for the advisee with other offices.*
 - Students will not get all the services they might from the college without a little help. This principle comes from fidelity because it is an implicit part of the commitment one makes by becoming an advisor. There are limitations on this principle, imposed by utility, for advocating too hard can reduce one's future effectiveness.
- *Tell the advisee the truth about college policies and procedures, and tell others (e.g., faculty, staff and administrators) the truth as well, but respect the confidentiality of interactions with the advisee.*
 - As in the case of truth-telling, this is derived from respect for persons, including privacy. Additionally it comes from fidelity, for confidentiality is part of the implicit commitment made to an advisee. However, advisees should understand the legal limits of this confidentiality and remember that advisors, as representatives of the University, must act in ways that support academic integrity.
- *Support the institution's educational philosophy and its policies.*
 - We need to make special note of this principle because it may not come naturally to advisors who think for themselves and have their own educational philosophies, but it comes from fidelity because it is another commitment that is built into the moral contract one makes when accepting an advising position. Note that this principle does not preclude arguing against policies in appropriate forums.
- *Maintain the credibility of the advising program.*
 - All concerned must perceive the program as giving advice that (a) is coherent, (b) is consistent with college policy, and (c) holds up when questioned. This is derived both from utility, because the program's effectiveness depends partly on its credibility, and from fidelity, because the advisor makes this commitment upon taking the position.
- *Accord colleagues appropriate professional courtesy and respect.*

- This 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. This principle is based on utility because an institution where such a rule is not followed loses effectiveness and because a student's inclination to gossip and jump to hasty conclusions is unduly reinforced, with long-term consequences.

5 Steps to an Ethical Decision

Matthew Church and Anthony Robinson (2006), while appreciating the dialog regarding ethical decision making and the ethical principles, found that the actual steps in making an ethical decision were not clear nor addressed in most ethics discussions. The process of ethical decision making should follow a conscious effort, especially in ethically ambiguous areas (Compton, 2014). Consider utilizing these steps, quoted from an article by Erica Compton (2014) in *Academic Advising Today*, to allow reflection and help you arrive at the best way to proceed.

- Identify personal morals. Identify what is important and what aspirations are being sought. To know where to go, we must first know where we are.
- Attempt to minimize harm. When looking at the options in the dilemma, is one particular decision going to cause more harm than the other? What is the potential for injury in any given path?
- Practice altruistic behavior. As advisors, we should adopt an unselfish desire to serve others, including respecting others' privacy, practicing fairness, and attempting to be consistent.
- Look to the mission statement. What are the values and vision that our institutions strive to uphold?
- S-O-S. Know when to bring others into the dilemma while maintaining the confidentiality of the situation. Collaborating with others and asking for help is not a sign of weakness, but a sign of leadership.
- Attempt to find balance. For everything that we do, or do not do, there is a ripple effect. You can't do just one thing.
 - Stand by the decision. Once we have acted upon the decision, we must be able to stand by our choice and know that we did the right thing and acted with integrity.

Beyond Ethics: Legal Considerations

"On a day-to-day basis... It is hard to get yourself or the University sued if you act in good faith and with the students' interests at heart. But it can happen." (Buck et al., 2001).

Advisors have the rewarding and challenging job of maintaining close and frequent contact with individual students. As such, keeping mind the dual role of student resource and university representative is important (Robinson, 2004). Students and the University have a contractual relationship, in which advisors, as representatives of the University, can bind the University to certain actions based on our actions as advisors. This is known as the law of agency. (Habley, 1995; Robinson, 2004)

The following suggestions are designed to protect the university, the student and yourself, you may want to consider the following points:

- In talking with students, make no claims based on uncertain knowledge. Avoid hearsay (Buck et al., 2001).
 - Conduct periodic and careful review of all printed materials to see if they coincide with advising practice. If there are discrepancies between policy and practice, take steps to initiate the alteration of materials OR alter your own practice.
 - Assist students in locating and understanding the "fine print."
 - If you are aware of upcoming changes in policies, procedures or programs, encourage students to plan ahead and stay informed. (Habley, 1995)
- An advisor must be a custodian of the student's good reputation (Buck et al., 2001).
 - "Advisor Notes" should be entered using the "My Missouri State Teaching and Advising Tab when advising a student. Personal notes are not a part of the "official file" as defined by the Buckley Amendment. If you need to retain specific, more personal information about a student's situation to give effective advice, these personal notes should be kept in a different location. (Habley, 1995)
- Present students with all the options open to them, not just the ones you favor (Buck et al., 2001).
 - Do not equivocate or apologize to students for policies with which you personally disagree. Your equivocation may be misinterpreted and could provide the source for future litigation. (Habley, 1995)
- An advisor who misadvises a student has the moral obligation to make things right (Buck et al., 2001).
 - Help students understand how to appeal policies and procedures when necessary.
 - If you are uncertain of a policy, identify the person with the "final say" to give either you or the student an answer. (Habley, 1995)
- Acknowledge one's biases and respond to students as unique individuals and not as members of a group or category (Buck et al., 2001).
- Advisors advise; students decide (Buck et al., 2001).
 - Discuss advisor responsibilities and rights with all advisees. (Habley, 1995)

At the core of each of these suggestions is honesty. Advisors must be honest with advisees about academic rigor and university expectations, academic programs, especially competitive admission majors, and the full list of options available to students in any given situation (Williams Newman, 2016)

Advisor Checklist (Adapted from Crockett, 1995, pp. 161-63; Kerr, 1996, p. 165)

	Yes	No
1. My availability is posted and flexible to accommodate student needs.		
2. I spend sufficient time with my advisees to answer their questions and address their concerns.		
3. I can demonstrate the use of the online course catalog, schedule and academic calendar.		
4. I make use of the Teaching and Advising tab in My Missouri State to gather information about students in preparation for student appointments and to make Advising Notes.		
5. I encourage students to think beyond current semester planning to accommodate course sequencing, graduation expectations and relevant work experience.		
6. I am ready to share information regarding career opportunities and alumni experiences relevant to my academic field.		
7. I make an effort to help my advisees feel comfortable during our meetings by calling them by name, referring to notes from previous meetings and inquiring about life beyond the classroom.		
8. I am knowledgeable about resources and services on campus and can demonstrate how to find information for my students.		
9. I explain to my advisees ways I can assist them as an advisor and provide referrals when appropriate.		
10. When I find new information that might be helpful to an advisee, I take the initiative to pass it along.		
11. I try to help my advisees understand and work within University policies.		
12. I help my advisees with problems involving study skills or low academic performance, challenging students to higher academic standards.		
13. I do not make decisions for my advisees, but help them make decisions for themselves.		
14. I can work effectively with students whose value systems differ from mine.		
15. I am patient and encouraging with my students.		
16. I am interested in my advisees' life goals as well as college goals.		
17. I am able to be honest in communicating my opinions to my advisees, even if that opinion differs from the student's opinion.		
18. When an advisee disagrees with something I say, I try not to become defensive about it.		
19. With respect to abilities, I focus on my advisees' potential rather than their limitations.		
20. I respect my students' feelings and opinions.		
21. Regardless of my personal opinion or feelings about a student, I strive to give all students accurate information and sound advice.		
22. I believe my advising is effective.		

General Guidelines for Faculty/Staff in Dealing with Child Abuse/Neglect, Victims of Violence, Harassment, etc. *(Core Competency C-6, I-4, I-6)*

There are two populations of concern within the overarching issue of reporting suspected child abuse and neglect of people less than 18 years of age, as well as allegations of possible violation of our Title IX policy on sexual violence, including sexual assault, sexual misconduct, sexual harassment, stalking, domestic and dating violence. Missouri State University students typically, though not always, fit in the legal definition of adults (meaning that they are 18 years of age or older).

Adults: For the purposes of reporting a possible Title IX violation, our policy requires you to report to the Title IX office if you are a “responsible employee.” A responsible employee is someone who has authority to take action to redress sexual violence, who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate university designee, or whom a student could reasonably believe has this authority or duty. Responsible employees include but are not limited to: instructors, including full time faculty/professors, adjunct faculty/professors, instructors/lecturers, associate instructors, and others who offer classroom instruction or office hours to students, advisors, coaches, trainers, and other athletic staff who interact with students, Student Affairs administrators, Residence Life staff, employees who work in offices that interact with students, supervisors and University officials. Under this definition, an academic advisor fits the role of responsible employee and it is essential that you report any report, or suspicion of a Title IX violation to the Title IX Coordinator, Jill Patterson, 417-836-8506, JillPatterson@MissouriState.edu.

Minors: Some professions are "mandated" reporters with regard to child abuse/neglect of minors (persons under 18 years of age). Examples include, but are not limited to, school teachers, principals, doctors, social workers, nurses, day care workers or those who have "care and custody" of minor children during any part of a 24-hour day. There are several programs at the University where mandated reporting would apply (examples include: Greenwood, Infant/Toddler Lab, Communication and Science Disorders Clinic, etc.). Gray areas emerge when non-mandated persons or those who are mandated by profession but may not have "care and custody" become aware of information or situations where a minor child may have been abused and/or neglected. An example of these gray areas might be students placed in service-learning or clinical sites. It is encouraged that persons who become aware of suspected child abuse or neglect report the suspicion to the hotline. Such reports should be made to the hotline at 1-800-392-3738.

In addition to mandated reports, anyone can make a hotline report by calling 1-800-392-3738. For non-mandated reporters, they can choose whether to provide name and contact information, or provide the report anonymously. Be aware that if a report is made anonymously, it can be more difficult to investigate the suspicion. Anyone who reports to the hotline must do so in good faith. It may or may not be investigated given the information provided and information that may already be in the hands of the Children's Division of the Missouri Department of Social Services. The Missouri Department of Health indicates that child sexual abuse and physical abuse is one of the most underreported of all crimes. The

law Sections 210.109-210.166 of the Revised Statutes of Missouri is intended to encourage reporting. There is immunity for those who are reporting in good faith and without ill intent. Here is the information you will need if you report, if the information is available:

- The name of the child
- The name of the parent(s)
- The name of the alleged abuser
- Where the child can be located

You will also be asked:

- Is the child in a life-threatening situation now?
- How do you know about the abuse/neglect?
- Did you witness the abuse/neglect?
- Were there other witnesses and how can they be contacted?

If you are not sure the situation amounts to abuse or neglect, you can call the local Children's Division office (telephone number below) to discuss your concerns. They can advise you whether or not to call the hotline. They can also give you advice that might help you provide assistance to the family in crisis.

You are encouraged to consult with your department head/immediate supervisor and/or other persons on campus who have additional expertise in this area (see list below) in order to develop a course of action that may include no action taken.

You will not be making a determination regarding the outcome, if you report a suspicion of abuse or neglect. The Children's Division decides whether or not there is enough information available to investigate.

The above statement has been created in consultation with Jill Patterson, Title IX Coordinator, July 22, 2016.

Some other referral sources on campus and within the community:

Referral Source	Telephone Number
MSU Counseling Center, on campus consultation and referrals for students	417-836-5116
MSU Dean of Students Office, consultation and referrals	417-836-5527
Child Abuse and Neglect Hotline	1-800-392-3738
Greene County Children's Division	417-895-6000

Elderly Abuse Hotline	1-800-392-0210
Springfield Police Department Campus Substation	417-836-5327
Parental Stress Helpline	1-800-367-2543
Harmony House, hotline and shelter for abused women and children	417-864-7233
Child Advocacy Center, center for forensic interviews and physical exams of children where physical or sexual abuse is suspected	417-831-2327
Missouri Victim Center, for counseling for victims of sexual assault, domestic violence, child abuse and other forms of personal violence	417-863-7273
MSU Safety and Transportation	417-836-5509

This information is from the policy library: Op7.09 General Guidelines for Faculty/Staff in Dealing with Child Abuse/Neglect, Victims of Violence, Harassment, etc., approved by Missouri State University President on November 6, 2017.

http://www.missouristate.edu/policy/op7_09_generaltraumaguidelines.htm

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MISSOURI STATE UNIVERSITY

MASTER ADVISOR HANDBOOK

Chapter Two : Relating with Students

“I consider every student a gift and nurture each one. By the time a student and I have come to graduation, our advisor/advisee relationship has become an unbelievable bond...” Judith Pickering, NACADA Outstanding Advisor 2013

“Developing a positive relationship with a student takes time, so I begin this relationship the first time I meet an advisee.” Tracy Dalton, NACADA Advisor 2010

“As advisors, we can purposefully be the inspiration students need to become lifetime learners. The appreciation and desire to be a lifetime learner can be the greatest asset a student leaves higher education with.” Juli Panza, NACADA Certificate of Merit Recipient 2015

“Inclusive and caring environments allow students with differing ideas, backgrounds, and experiences to feel supported and valued. Likewise, inclusive environments allow students to open up and have meaningful conversations with me about their academic, career, and life goals. When meaningful exchanges occur, students are more likely to achieve higher levels of academic and personal success.” Daniela Novotny, NACADA Certificate of Merit Recipient 2019

“My advising philosophy is built on the foundation of needing other people – a foundation of connectedness. We are not meant to be alone. Humans exist and live in companionship because we need each other. The reasons and ways in which I do what I do all come back to this reasoning.” Kimmy Walker, NACADA Outstanding New Advisor 2019

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Three Categories Essential to Effective Advising

"Once a relationship is established, advising can truly begin."

The Global Community for Academic Advising's (NACADA) identifies three content categories essential to effective advising: conceptual, informational and relational.

Conceptual involves the ideas and theories that advisors must understand to effectively practice the art of advising (Folsom, as cited in NACADA, 2017a). It also includes the definition of advising, student development theories, how advising relates to retention, and understanding the roles of the advisor and student in the advising relationship (Ford, 2007).

Informational promotes knowledge that advisors must gain to help guide the students at their institution (Folsom, as cited in NACADA, 2017a). This may include knowledge of policies, procedures, programs, and the appropriate use of campus resources. According to Higginson's (as cited in NACADA, 2017a) framework, the information is organized into four categories for advisors: internal, external, student needs, and advisor self-knowledge.

Relational elements include the communication skills and interpersonal approaches advisors develop for establishing relationships with students (Folsom, as cited in NACADA, 2017a). According to NACADA's Core Competencies, Core Competency R-2-4 encourages advisors to "create rapport and build academic advising relationships," "communicate in an inclusive and respectful manner," and "plan and conduct successful advising interactions" (NACADA 2017b).

Relational Qualities for Advisors

Developing relational qualities is a key component when working with advisees. Some of these qualities include displaying a concerned and caring attitude towards advisees, establishing rapport by being approachable and accepting, and being available and flexible to accommodate advisees' schedules. It is also important to take a proactive role by initiating regular contact with advisees and realizing the importance of frequent contact in developing a relationship. When working with students, advisors recognize that students are unique so it's important to understand the needs of *special populations*.

Relating with Special Populations

According to Harding (2008), over the past few decades, the diversity of students arriving on our campuses has changed and requires innovative approaches to academic advising. Advisors not only focus on building personal relationships with this diverse group of students but also creating resources that work together on behalf of student development and success.

A number of NACADA Core Competencies are addressed in the following section. Core Competency I-5 directs advisors to "recognize the characteristics, needs, and experiences of major and emerging student populations." Core Competency C-6 encourages training which teaches advisors "how equitable and inclusive environments are created and maintained" (NACADA 2017).

Adult Learners/Non-traditional Students

According to Skorupa (2002), when we think of adult learners and how to approach them as advisors and instructors, several aspects of their adult status usually come to mind. Among these are the facts that adults play multiple roles in their lives, that they often have anxiety about returning to school, and that many times they are experiencing some sort of life transition at the time they decide to return to school. One characteristic of current and prospective adult students that is often overlooked is the fact that they are consumers and are generally looking for the most out of their time and money. In the United States, “millions of adult students are seeking degrees in a system built largely for - and around - traditional students” (Pusser et al., 2007). Adult learners want to feel connected and have the same accommodations as traditional students.

Characteristics

- May be highly diversified in background, needs, abilities, interests
- May have high purpose and motivation
- May lack confidence
- May be uncertain about how higher education works
- May have unrealistic goals
- May be in transition
- May not understand the aims and purposes of general education
- May be anxious to complete general education quickly
- May be apprehensive about being compared to traditional students
- May have clear need to balance several life roles
- May have prior college experience
- May need practical orientation

Advising Techniques

- Treat like adult consumers
- Help develop a sense of belonging, confidence and self-esteem
- Provide avenues to realize their potential as students
- Assist in contacting campus resources (counseling, career services)
- Teach them to use the university system and how to effect change
- Introduce them to adult student services and organizations
- Learn their family obligations
- Learn their work schedules and obligations (Skorupa, 2002)

Student Athletes

Student athletes often hold a unique position on campus because their participation in college athletics add an extra layer in their college experiences and sense of belonging. They have adjustments similar to those of nonathletes in terms of academic growth, social activities, and commitment to their studies, yet they also have sports-related obligations in terms of practice, travel, studying playbooks, and game day (Watt & Moore, as cited by Harding, 2008).

Characteristics

- May be under-prepared academically
- May have unrealistic career goals
- May be academically unsuccessful if unsupported
- May be required to comply with external and team regulations

Advising Techniques

- Begin support services with first-year students
- Be aware of constraints of participation in athletics
- Establish academic support and intervention systems
- Teach problem-solving and decision-making skills
- Encourage academic commitment equal to athletics (Skorupa, 2002)

Students of Color

According to Blane Harding (2012) in his article Advising students of color:

Diversity and multiculturalism continue to constitute important and salient issues on campuses across the United States. These concepts are widely defined and include such areas as sexual orientation, religion, and socioeconomic status. Although each of these are important factors that contribute to individual and group identities, race and ethnicity can still be dominant and problematic to students entering our institutions. College and university personnel have designed numerous programs and support systems for students of color and in order for these systems to be effective there has to be greater understanding of the demographics of these students. We can no longer look at broad categories such as African American, Latino(a)/Hispanic, or Asian American because there is as much difference among these groups as there is between these groups.

Characteristics

- May have low academic skills due to K-12 educational training and experience
- May lack role models on our campuses
- May have difficulty assimilating to campus, lack of “fit”, and feelings of isolation
- May have low self-concept based upon previous academic experience
- May have family and/or financial pressures due to socio-economic circumstances
- May have limited coping skills
- May be unaware of support systems on campus

Advising Techniques

- Consider cultural factors in interventions with students
- Remember differences are just that and not deficiencies
- Meet students where they are and allow them to tell their own stories
- Examine our own cultural baggage and consider our possible cultural privileges
- Keep in mind each student’s level of cultural identity development and their degree of acculturation
- Be willing to learn from diverse students and utilize their experiences in advocating for changes in the “system”

International Students

Academic advisors no longer have the option of working with students who share the same views, language, and norms. Advisors need to increase their awareness of differences so they can work with these students and respond to their needs. Cultural Competence is a key component in higher education (Dreasher, 2014). Colleges and universities today recognize a greater amount of ethnicities, religious affiliations, cultures, sexual orientations, and ability levels than ever before in higher education (Dreasher 2010, as cited in Dreasher 2014). She also states “culturally competent advisors need to be aware that cultural differences exist, have knowledge and understanding of what those differences are, and have the skills to adjust their behavior to the cultural orientation of others so they can work effectively with culturally diverse populations and issues”.

Characteristics

- Academic and career concerns primary
- Prefer practical experience in career areas
- Concerns: language, finances and relevant programs
- Non-Western students revere instructors as authority
- Many are from developing countries
- Limited community and campus resources

Advising Techniques

- Translate collegiate and US cultures
- Familiarize self with student’s academic preparation
- Encourage involvement in campus community
- Design academic plan relevant to student’s home country
- Encourage open view about US lifestyles. (Kerr, 1996, p. 187)

LGBTQ Students

Cari Moorhead (2005), Associate Dean, Graduate School, University of New Hampshire wrote: “We are all composed of multiple specificities, race, ethnicity, religion, class, sex, sexual orientation, gender expression etc. As academic advisors, we can support student development by being conscious of our own embedded cultural assumptions and values and the ways in which those are exhibited by us personally and by our institutions.”

Characteristics

- May feel marginalized and experience high rates of discrimination (Lindenberg, 2012)
- May experience isolation and rejection from family and friends
- May be unaware of campus resources

Advising Techniques

- Be aware of your language. Reduce isolation by using inclusive language and content in our offices and in our interactions with all students, e.g., ask if there is 'someone special' in their lives rather than assuming heterosexuality, i.e., boyfriend or girlfriend
- Find out what resources are available on your campus for LGBTQ students (Moorhead, 2005)

Pre-Professional Students

Pre-professional students are those who hope to attain advanced degrees in highly specialized and competitive fields such as medicine and law. Referring to pre-medicine students, Karacay & Brunner (2013, para 1) wrote:

“Students entering college with declared pre-medical majors often feel a sense of commitment to their chosen profession (Shaffer and Zalewski, 2011), but they may not fully know the importance of professionalism and preparation in achieving their goal. Students may not understand the number of science classes required to successfully apply to medical school. Likewise they may not understand the importance of community service or the strong communication skills needed to become a physician. Academic advisors can guide pre-health science students throughout their college careers by helping them develop and refine the academic, affective, and communication skills that are important in medical school.”

Characteristics

- May not be degree-seeking
- May have limited understanding of profession’s demands
- May have limited information of professional preparation
- May have a narrow focus of alternatives

Advising Techniques

- Select electives to complement pre-professional goals
- Assist them in developing and refining affective, and communication skills
- Suggest early contact with the school to which they are transferring
- Refer to pre-professional advisors, groups and clubs early
- Emphasize need to maintain high academic standards in order to compete for entrance into selective admission programs
- Assist in recognizing abilities toward goals
- Assist with formation of alternative career plans

Students with Disabilities

The first step when interacting with people with disabilities seems obvious: “Treat them as you would treat anyone else. Students with disabilities come to college for the same reasons other students do. They bring with them the same range of backgrounds, intelligence and academic skills” (Katherine Staeger-Wilson, former Director, Disability Resource Center).

Characteristics

- One or more major life activities are limited
- May perceive self as able rather than disabled
- May need support from peers and others
- May express need for removal of barriers to full participation

Advising Techniques

- Understand student abilities and barriers
- Consider scheduling issues such as physical distance and time between classes
- Display positive attitudes about integration of students into college

- Encourage full participation in college.
- Recommend support services when needed.
- Act as an advocate. (Hemphill, 2002)

Universal Design

Sheryl Burgstahler (2006) from Washington University describes ways to provide equal access in advising services through Universal Design. An increasing number of students with disabilities are pursuing educational opportunities at the college level. Accessibility to student services including advising is becoming increasingly important. The goal of universal design at Missouri State is equal access for everyone. People with a variety of ages, reading abilities, learning styles, native languages, cultures, learning disabilities, visual, speech, hearing and mobility impairments will be seeking higher education. As an advisor, prepare to be accessible to everyone. Make sure the student feels welcome, can get into your office and maneuver within it, is able to access printed materials and electronic resources you recommend, and can participate in events and activities you sponsor.

Helpful Communication Hints

Treat people with disabilities with the same respect and consideration with which you treat others. There are no strict rules when it comes to relating to people with disabilities. However, here are some helpful hints.

General Guidelines

Advisors should ask a person with a disability if they need help before providing. When meeting with an advisee, it is important to talk directly to the person with a disability, not through the person's companion or interpreter. Refer to a person's disability only if it is relevant to the conversation. If so, refer to the person first and then the disability. "A man who is blind" is better than "a blind man" because it emphasizes the person first. Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair" is more appropriate than "a person confined to a wheelchair." A wheelchair is not confining- it's liberating! Finally, ask for permission before you interact with a person's guide dog or service dog.

Visual Impairments

Be descriptive for people with visual impairments. Say, "The computer is about three feet to your left," rather than "The computer is over there." When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them.

Learning Disabilities

Offer directions/instruction both orally and in writing. If asked, read instructions to individuals who have specific learning disabilities.

Mobility Impairments

Sit or otherwise position yourself at the approximate height of people sitting in wheelchairs when you interact.

Speech Impairments

Listen carefully. Repeat what you think you understand and then ask the person with speech impairment to clarify and/or repeat the portion that you did not understand.

Deaf or Hard of Hearing

Face people with hearing impairments so they can see your lips and speak clearly at a normal volume. Speak more loudly only if requested. Use paper and pencil if the deaf person does not read lips or if more accurate communication is needed. In groups raise hands to be recognized, so the person who is deaf knows who is speaking. When using an interpreter, speak directly to the person who is deaf; when an interpreter voices what a deaf person signs, look at the deaf person, not the interpreter.

Psychiatric Impairments

Provide information in clear, calm, respectful tones. Allow opportunities for addressing specific questions. (Burgstahler, 2006)

Transfer Students

According to Ross Hawkins, Assistant Director, Transfer Advising Coordinator at Missouri State, transfer students are a rapidly growing population of diverse students varying in age, college preparedness, goals, and expectations. Transfer enrollment has grown almost every year for the past decade. It is estimated that 45 percent of students at MSU are in fact transfer students. This population varies greatly with college preparedness. It has been said that “transfer students are oftentimes first-semester students with some experience in higher education.” (Grites, 2004) When meeting with transfer students, it’s important to recognize the varying degrees of college experiences and preparation.

Characteristics

- Community college experience with or without advisor assistance
- May have attended more than one higher education institution (referred to as “swirling” students)
- May feel frustrated if all questions cannot be answered by one person
- Vary greatly in academic talent and expectations
- May or may not have defined academic goals
- May or may not want to get involved with campus activities
- May have more additional family or work commitments than traditional freshmen students
- May have elective or non-transferable credit

As a result of these complex characteristics, it can be challenging to advise a transfer student.

Advising Techniques

- Welcome the student to Missouri State and inquire about why he or she chose this institution
- Review all transfer credit and explain any electives or non-transferable coursework
- Ask the student if he or she will be bringing in any degree
- Refer a student to the online course reevaluation system when the student wishes to request either exact course or general education equivalency.
- Explain all necessary Missouri State policies and procedures and inform the student that each college/university is different
- Review all requirements, including general education, admission (if any, including GPA), and major courses
- Work together with the student to determine an appropriate first semester of coursework
- Assist the student with registration
- Review the “To Do List for Transfer Students”
- Give student ideas on how to become engaged and connected to campus

Exploratory/Undecided Students

Undecided or exploratory students come from various age groups, backgrounds, and educational experiences. As a result, there is no one proven advisement panacea that works best with every exploratory student. (Steele & McDonald, 2002).

“Because of the multitude of reasons and experiences that may contribute to a student’s undecided status, an advisor should engage the student in an ongoing dialogue to help both parties ascertain the background leading to the student’s current state and thereby jointly develop strategies for moving forward. To help with this process, advisors should reassure these students that they share much in common with their peers as well as with generations of previous students who have gone on to academic and professional success. An especially effective tool in this regard will be stories from the advisor’s own background, which can help put at ease students who may associate their undecided status with failure” (Halasz, Traynor, & Bloom, 2012).

Characteristics

- Unwilling, unable or unready to make educational or vocational decisions
- May generally have difficulty making decisions
- May be wavering between two or more options
- May not be knowledgeable regarding career/major options and/or requirements
- May or may not be academically under prepared

Advising Techniques

- Be aware of an individual student's values and seek to incorporate these values into the exploration process
- Help student operate in a planned organized manner as they approach their exploration
- Remind the student that choosing a career/major is a process which takes time and effort
- Help identify sources to gain information on prospective fields of study
- Encourage student to use all available resources to help with their decision such as the Career Center, faculty, etc. (Slowinski & Hammock, 2003)

Academically At-Risk Students

Academically at-risk students are those who, for any number or reasons, are not adequately prepared for college. At-risk students can be classified into different categories: academic background, poor prior performance, personal characteristics, and/or marginalized experiences (Harding & Miller, 2013). Goals that should be focused on when advising at-risk students include encouraging growth and development, fostering relationships, and enhancing campus integration of all groups (Harding & Miller, 2013).

Characteristics

- May be first-generation college students
- May be financially disadvantaged
- May have a physical, mental or emotional disability
- May generally have low self-esteem
- May have low academic self-concept
- May have unrealistic grade and career expectations

- May be unfocused in their career objectives
- May have external locus of control
- May lack adequate study skills for college success
- May believe learning is memorizing
- May have a history of passive learning
- May have low level skills in writing, reading or mathematics (Ender and Wilkie, 2000)

Advising Techniques

- Explain importance of developmental courses as foundation/review
- Recommend regular advising appointments (monthly, semi-monthly)
- Establish a trusting relationship
- Employ intrusive advising
- Strive to help them experience academic success
- Help students gain a sense of belonging and significance on campus
- Strongly encourage use of academic support systems (Jones & Becker, 2002)

Military Affiliated Students (Veterans/Military)

Today, record numbers of military service veterans are enrolling in colleges and universities as they return from deployments in Iraq and Afghanistan, and it will likely go higher. As veterans transition from a military to collegiate setting, both veterans and the campus communities must adjust to the change and the differing value systems held within the military and academic communities. Advisors should recognize that veterans turned students are culturally different than their peers (Mikelson, 2010) This particular category of students often goes mislabeled as a student group. Though they may fall under the non-traditional student category, they still want to have an authentic student experience. Some may have families, full-time jobs, transition issues, as well as other areas that may conflict with their success. Many of these students have exceptional leadership training and experience, very few have health and well-being concerns such as Post Traumatic Stress or Traumatic Brain Injury. It is important to note that some health and well-being concerns may exist, and in certain cases it may be appropriate to coordinate the appropriate means of support with the Office of Veteran Student Services at 417-836-6199.

Characteristics

- This group of students will often be polite and professional during interactions, using terms like sir/ma'am during exchanges
- May have a strong focus and concern for their military benefit programs. Be sure to coordinate any questions or concerns with the Office of Veteran Student Services, never assume the regulations are the same as traditional college benefits, as they often are not
- They may have lived, worked, and trained with a diverse range of cultural groups and peoples, often these experiences include travels to other countries, states, and major cities
- These students may typically be older than the traditional freshman and/or it is possible that a significant amount of time has passed since they have enrolled in a traditional class
- These students may feel a lack of connection to the campus, or feel alone (Lighthall, 2012)

Advising Techniques

- Never assume that because of their military service a student has a mental health or other concern. If they have a concern, let them bring this point up. If you note a concern, advise Veterans Services and coordinate the appropriate type of assistance.

- During advisement sessions, be careful not to take any political or combat related views on a topic that might be offensive or create an unwelcome environment for these students.
- Encourage the student to use resources such as the Bear CLAW, Veterans Student Services, and student organizations (such as the Veterans Student Organization) to help them feel connected to the campus and to assist them academically.
- Each branch of the military is not the same. Terms like Soldier, Sailor, Airman, Marine, or Coastguardsman, may be labels of pride for a particular student. To mislabel a student could create an awkward or uncomfortable experience. Asking them about their branch and thanking them for their service is welcomed and appropriate.
- Be sure to ask this student about what they truly want to study or major in. Many in this group will choose a program based on their military experience, it might be helpful to encourage a student to pursue their passion or interest as well.
- They may be brief at times, since for the last several years they have been taught the importance of brevity for survival. Encourage them to participate in the conversation.

Relational Skills for Advisors

Delmas (2001) in an article, NACADA The “Quality” in advising, writes:

“I try to give students what I think they need from me. A tissue, a letter of recommendation, words of encouragement or congratulations, a smile of recognition in the hall that says, ‘You are important to me.’ Since I represent the institution, it means that the student is important to the institution, too. Of course not all advising is complicated and involved. What most of our students need is for us to answer ‘just one quick question,’ and don’t we love that? But sometimes our advisees and their life situations require us to stand up and be brave, kind, caring and resourceful. That is quality advising. It’s the whole package, not just our responsibilities as narrowly defined in a job description moldering away in a file somewhere. Come to think of it, that thing could use an overhaul!”

The following are ways to enhance relationships with advisees:

- Demonstrate strong listening and communication skills
- Know student’s name
- Give undivided attention
- Be friendly
- Make appropriate eye contact
- Probe and clarify
- Remove seating barriers
- Assist in the exploration of vocational and life goals
- Recognize and value individual differences
- Understand and assist in the decision-making process
- View all occupations as valuable and significant
- Exhibit knowledge of academic programs and university policies
- Know degree programs offered and their unique requirements
- Understand policies governing degree-seeking students
- Be informed about courses offered, content, prerequisites, availability, transferability, and sequencing

- Encourage appropriate balance of courses and workload
- Know about remedial courses
- Understand learning styles
- Place students based on test scores
- Make appropriate referrals. (Kerr, 1996, p. 178)

Assistance can encompass educational, personal, spiritual, social and professional areas. Effective referrals can help ensure academic success. Tips on making REFERRALS in Academic Advising:

Tips on making REFERRALS in Academic Advising include being informed of web, campus and community resources. Pay attention to office contacts and the chain of command in various offices. Advisors can keep a listing of names, offices, numbers and websites for quick reference, and pay attention to student's expressed and implied needs (e.g. financial aid or student employment). Find the right referral and help student avoid unnecessary legwork (e.g. instructor or registrar). It's also important to make students feel comfortable, highlighting the referral's friendliness, accessibility or willingness to help. Finally, facilitate referrals by telephoning the parties to whom you are sending the student while they are with you. Phoning should guarantee the appropriate office gives an appointment to the student. Student may be given the phone to make the appointment. On rare occasions, advisors working with students in crisis may take a student directly to the appropriate source for help such as the Counseling and Testing Center.

Communication Skills for Advisors

At the NACADA Summer institute in June 2010, Nancy King shared insights about communicating effectively with advisees. The following are her thoughts. There are three basic types of conversations advisors have with students: Conversations which are informational, conversations about the individual students, and conversations about the future.

Conversations which are informational include University policies and procedures, requirements, important dates and deadlines, and programs of study. ***All too often advising conversations stop here and do not progress to the next two types.***

Conversations about the individual student include values, interests, strengths, areas of improvement (e.g. student skills, time management), and engagement at the institution.

Conversations about the future include goal setting, relating education to future *career and* personal life, steps needed to make future goals real, and understanding individual changes as result of education.

Basic Topics for Advising Sessions

Crockett (1995), in a pre-conference workshop at a National Conference on Student Retention, discussed "Modes and Models for Designing and Implementing a Successful Advising Program. Some thoughts are as follows:

An effective advisor individualizes each advising session and goes beyond suggesting classes and building schedules. The ultimate purpose is to assist students as they develop meaningful educational plans to help them achieve their life goals. The following are suggestions for generating meaningful discussions with advisees.

Classes:

- How are your classes going?
- Are you having any problems?
- What seems to be your most challenging class this semester? What is your favorite one?
- Do you know others in your classes?

Rapport with Professors:

- How are you getting along with your professors?
- Have you visited any instructors or professors during their posted office hours?

Study Skills:

- Do you have any problems with your note taking?
- Are your test results accurately reflecting the time invested?

Career Exploration:

- What academic areas are you currently considering? What do you like best about these areas?
- What occupations are you considering? What about these occupations attract you?
- How do your abilities and skills fit the tasks necessary to succeed in these areas?
- Will these occupations provide the rewards and satisfaction you want for your life? How?
- What are the differences among the majors you are tentatively considering? The similarities?
- Who (or what) has influenced your ideas about these alternatives?

Top Ten Practical Tips that help make the most of your time with your advisees. These tips will provide strategies on how to enrich your contact with your advisees (Beres et al., 2013):

Limitations on Advising Responsibilities

Limitations to advising exist, and the advisor must be aware of these limitations. As a result, the integrity of advising as a profession is strengthened and sustained. Crockett (1995) again discusses some of the limitations of the advising relationship.

An advisor cannot make decisions for an advisee, but the advisor can be a sympathetic listener and offer various alternatives for the student to consider. An advisor cannot increase the native ability of the advisee, but the advisor can encourage the maximum use of that ability. An advisor cannot reduce the

academic or employment load of a floundering student, but the advisor can make recommendations to the appropriate office or dean if the student has been suspended (suggesting stipulations concerning reinstatement). An advisor should not in any way criticize a fellow faculty member to a student, but the advisor can make a friendly approach to any instructor who is involved in the student's problem. An advisor should not generally share matters of a confidential nature with others, but the exchange of helpful information between advisor and instructor or administrators can be beneficial to students. This exchange should be conducted in a professional and discreet manner. An advisor should not attempt to handle cases of emotional disturbances that fall outside the behavioral pattern of students judged reasonably normal. When complex problems arise advisors should refer students to professional personnel through the Dean of Students' Office or the Counseling Center.

In *Academic Advising: A Comprehensive Handbook* chapter on “Advising as Teaching and Learning,” Drew Appleby (2008) makes a suggested statement:

“Please understand that I will not make decisions for you during our advising sessions. I will provide you with the most accurate information available to me, and we will work together to create a realistic plan to accomplish your educational and career goals. However, the educational choices you make are yours and the responsibility for knowing and fulfilling degree requirements rests with you (p. 99).”

Relating with Family Members

A cultural shift has taken place in recent years, reflected in a stronger involvement by family members in their children's education. Sue Shellenbarger, in her 2005 Wall Street Journal article, “Colleges Ward off Over Involved Parents”, outlines some reasons for this trend:

- Media coverage of campus crimes
- Increasing mental health problems among college students
- Rising drug and alcohol arrests on college campuses
- A strong consumer mentality, i.e. “I am paying for college and I want to be sure my money is spent wisely”

Mark D. Menezes, in an article, “Advisors and Parents: Together Building Stronger Advising Relationships”, expounds on the trend and how advisors should respond:

Academic advisors today are not just meeting with young students eager to start their college career and plan their lives for the future; they are also meeting with the parents and other family members of this new college generation. Parents now expect to be an integral part of their children's college experience. This significantly changes the practice of academic advising and advisors need to outline the expectations of students and parents. Because more and more parents want to be included in the advising relationship, advisors must adopt a new approach to advising that will still create an environment for students to realize their autonomy and develop an educational plan consistent with their personal goals. Good communication is the key (Menezes, 2005).

Advisors must learn to accept and incorporate involved family members in a healthy manner that will enhance the student's advising experience, yet foster personal growth and responsibility. Higher levels of family involvement in a student's academic life is a strong trend that is not likely to change anytime soon.

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MISSOURI STATE UNIVERSITY

MASTER ADVISOR HANDBOOK

Chapter Three : Academic Information

“We unpack acronyms and the jargon that flies fast and furiously across campus such as FERPA, degree audit, FAFSA and talk about what a bursar does. Students equipped with basic knowledge of the campus culture early on can more readily concentrate on their personal learning goals.” Nora Cox, NACADA Outstanding Advisor 2015

“Knowledge of University policies allows advisors to best advocate for their students. Being an advisor, I have a unique perspective and can oftentimes relay student challenges to the department and hopefully mitigate some of these challenges.” Brittany Wise , NACADA Outstanding Advisor 2018

“By maintaining and growing my informational knowledge such as degree requirements, campus resources, and the technology available to me, I can ensure my students are best served. I achieve this by attending continued development sessions, participate in webinars, and stay up to date on published literature in the field.” Kimmy Walker, NACADA Outstanding New Advisor 2019

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A number of **NACADA Core Competencies** are addressed in Chapter 3: **Core Competency I-2** includes knowledge of curriculum, degree programs, and other academic requirements and options; **Core Competency I-3** includes knowledge of institution specific policy, procedures, rules and regulations; **Core Competency 1-4** includes legal guidelines of advising practice, including privacy regulations and confidentiality.

Majors *(Core Competency I-3)*

Changing a Major

Students are admitted into a degree program at the time of university admission, if the major does not have any admission requirements. The basic required courses are not enforced as admission requirements for any degree program, unless indicated by that specific department. The Application to a Degree Program will only be utilized for majors with admission requirements and it is processed through the Office of the Registrar. Students should go to the departmental office of the desired major to determine if they are admissible and to complete the Application to a Degree Program form. Once the form has been completed and fully approved, it is taken to the Office of the Registrar, Carrington Hall, rm. 320, to be processed. This office will update the major(s), minor(s), and advisor information.

It is recommended students visit the department of their major to learn more about the program, including any admission requirements. Students will continue to visit the Academic Advisement Center in University Hall, rm. 109, in the following scenarios:

- Student is changing from a pre-major to a different pre-major
- Student is changing from a major without admission requirements to another major without admission requirements
- Student is changing from a pre-major to a major without admission requirements
- Student is changing from a major without admission requirements to a pre-major
- Student is changing to exploratory/undecided status

Students can view their current major, minor, advisor and degree program status on My Missouri State.

Major Exploration

Choosing a major can be a difficult decision for some students. In addition to working with an advisor in the Academic Advisement Center, students can utilize resources through the Career Center. For a more in-depth exploration experience, students could choose to take IDS 120: Exploring Majors and Careers

Comprehensive Major and Non-Comprehensive Major

Comprehensive majors do not require a minor. Students may elect to have a minor as long as it is offered in the same degree as the major, but it may extend the student's graduation date.

Non-comprehensive majors do require a minor offered in the same degree. Specific requirements for each major are listed in the undergraduate catalog. Note: Most minors require 15-18 hours, and all minors require at least 12 hours.

Multiple Degrees and Multiple Majors

Students may pursue multiple majors or degrees at the same time. The first major will determine the student's department and dean for various administrative purposes, as well as for the official advisor of record.

Definition of multiple degrees: A student who completes all requirements for two or more different degrees (ex. Bachelor of Arts and Bachelor of Science) in the same semester will be awarded multiple degrees and will receive multiple diplomas.

If a student is seeking any type of multiple degree (could be a Bachelor of Arts and Bachelor of Fine Arts or Bachelor of Science and Bachelor of Science in Education), the student is not required to have a minor if a minor is usually required.

Definition of multiple majors: A student who completes all requirements for two or more majors under the same degree (ex. Bachelor of Arts and Bachelor of Arts) in the same semester will be awarded one degree and will receive one diploma. If one or both of the majors is non-comprehensive and requires a minor, the other major will fulfill this requirement.

If a student is seeking any type of multiple degree (could be a Bachelor of Arts and Bachelor of Fine Arts or Bachelor of Science and Bachelor of Science in Education), the student is not required to have a minor, if a minor is usually required.

All information was taken from <http://www.missouristate.edu/registrar/catalog/genebacc.html>.

Interdisciplinary Majors *(Core Competency I-2)*

Individualized Majors

An individualized major is designed for the highly motivated student who has a specific and focused idea of an educational program that is not currently available; however, there must be courses available at Missouri State to support that particular individualized major.

Students who wish to pursue an individualized major should discuss ideas with their present advisor or other faculty members with expertise in the areas that may be included in the individualized major. The student should contact Amy Marie Aufdembrink in the Academic Advisement Center, University Hall, rm. 109, to express intent to pursue an individualized major and to receive an Individualized Major Guide. The student should then prepare a proposal to clarify reasons why an individualized major is necessary for the achievement of their academic goals, as outlined by the Individualized Major Guide, and show final copy of the proposal to each committee member prior to submission in order to ensure each is satisfied with the content. Degree requirements for individualized majors:

- Satisfactory completion of general education or CORE 42 requirements
- Major of not less than 45 hours with no fewer than 15 hours of upper-division credit
- No minor required
- 25 hours must be completed after the Individualized Major Hearing has taken place
- Satisfactory completion of general baccalaureate requirements
- Satisfactory completion of the Senior Integrating Experience
- Minimum of at least 120 credit hours

Individualized majors are available on both the Bachelor of Science and the Bachelor of Arts degrees.

All information was taken from <http://www.missouristate.edu/StudentSuccess/51599.htm>.

Bachelor of General Studies

The Bachelor of General Studies degree is an interdisciplinary degree that requires completion of coursework in two or three academic departments. The BGS degree is designed for students whose interests are not well served within a single academic major. Students who are interested in completing the Bachelor of General Studies degree should meet with Amy Marie Aufdembrink or Kimmy Walker in the Academic Advisement Center, University Hall, rm. 109.

Admission requirements:

- 75 hours completed before applying for the BGS degree
- Written essay

Degree requirements:

- Satisfactory completion of general education or CORE 42 requirements
- Satisfactory completion of general baccalaureate requirements
- Minimum of at least 120 credit hours
- Significant coursework from two or three specific departments (45 hours minimum)
 - If three departments, a minimum of 15 hours from each
 - If two departments, a minimum of 21 hours in one department, and 24 hours in the other
 - 18 hours of upper division courses
 - 9 hours 400 level or above
 - Grade of C or better in all courses used in the BGS areas of emphasis
- Completion of a designated Public Affairs Capstone course

All Information was taken from:

http://www.missouristate.edu/registrar/catalog/prog_GeneralStudies.htm

Personalized Minors

A personalized minor is designed for the student whose educational objectives cannot be best served by existing minors within a department.

General Information for Personalized Minors

A personalized minor is available for any degree. The student must complete a minimum of 30 hours and is then able to petition the head of the department from which the minor is to be taken. This petition is prepared in consultation with the student's advisor and the department of the minor. It includes a list of the proposed courses to be taken with a detailed statement of justification.

The department head may then accept or reject the petition. If the department head accepts the petition, a personalized program is written and forwarded to the Office of the Registrar, Carrington Hall, rm. 320.

The Personalized Minor form may be accessed through the following link

<http://www.missouristate.edu/assets/registrar/PersonalizedMinorForm.pdf>.

Admission to Degree Programs *(Core Competency I-3)*

A degree program consists of a major, a minor (which is required for non-comprehensive majors under the Bachelor of Arts and Bachelor of Science degrees), and the applicable requirements associated with the degree. Students completing multiple majors in the same degree are considered to have only one degree.

What do advisors need to know about admission to degree programs?

For majors without admission to degree program requirements, students are admitted to a program upon declaring that program or at the time of University admission. For majors that have admission to degree program requirements, such as, General Business, Nursing, and Communication, students are assigned to a “pre-major” code until they have satisfied the program’s admission requirements.

Students will have a catalog year for their major and minor requirements, general education, general baccalaureate degree requirements, scholastic honors requirements, and other specific degree requirements. Students are required to complete GEP 101/UHC 110 in their first semester; further, students are strongly encouraged to complete: COM 115, ENG 110, and Quantitative Literacy course within their first 30 hours and definitely prior to completing 75 hours.

Why should students be admitted into a degree program?

As degree-seeking students, it is important to be admitted into a program of study because it locks in the requirements that are in place at the time. If the department decides to change the requirements needed to obtain a particular degree, such as add another required class in order to graduate, that particular requirement would not apply to students who are already admitted into their programs and are not absent from the University for more than one calendar year at a time.

Students who are absent for more than one calendar year must reapply for admission to a degree program under the requirements in effect at the time. The only exception to this policy is with students who are pursuing a Bachelor of Science in Education—these students are subject to the State of Missouri’s certification requirements at the time of their graduation.

Admission to the University does not guarantee admission to a specific degree program. Some programs have established admission requirements to limit enrollment or meet professional standards. Students not able to meet the admission requirements for these programs need to redirect their efforts in order to complete an obtainable program in a reasonable amount of time.

What if the student is not admitted into a degree program?

If a student is not admitted into a degree program by the completion of 75 hours, a hold will be issued preventing the student from registering for the following semester without obtaining appropriate signatures and submitting a Temporary Clearance form to the Office of the Registrar.

There are two types of degree holds: DG and DX. DG hold is issued when a student has completed 75-89 hours and can be temporarily cleared by the academic department of the major. DX hold is issued when a student has completed more than 90 hours and can only be temporarily cleared by an Academic Dean or designee.

For further information regarding admission to degree programs visit the webpage of the Office of the Registrar at <http://www.missouristate.edu/registrar/catalog/degreeprogram.html>.

Baccalaureate Degree Requirements *(Core Competency I-2)*

General Baccalaureate Degree Requirements

Multiple Use of Courses

Courses may be counted toward meeting the requirements in more than one area, as is the case with major and minor, two majors, and major and general education requirements, unless they are specifically prohibited by the academic departments and stated in the catalog.

Courses completed for graduate credit cannot be applied toward an undergraduate degree program, nor can courses taken for undergraduate credit be applied toward a graduate degree program, except for when the student participates in an accelerated master's program.

Subsequent Undergraduate Degree

This applies to a student who returns or transfers to the University to obtain a subsequent undergraduate degree after being awarded the first degree.

Students whose first baccalaureate degree was from Missouri State or another regionally accredited college or university in the U.S. will be considered to have met all General Education requirements.

Major/Minor Requirements: Such students must satisfy all requirements for a major that is in a different field of study from the major in the first degree. If the major in the second degree requires a minor, that minor may not be in the same field of study as the major or minor in the first degree.

Teacher Certification

A Bachelor of Science in Education degree may be granted without a recommendation for a teaching certificate if the graduate does not present evidence of good moral character as determined by the Professional Education Committee.

Time Limit

Credit for courses completed in the major more than eight years before the student's date of graduation may be disallowed by the major department.

Catalogs of Graduation

Students shall remain in the catalog requirements for as long as they are enrolled at Missouri State. Students who do not enroll at Missouri State for more than one calendar year will no longer be admitted in their degree program and must follow new catalog requirements.

Catalog requirements for students pursuing a bachelor's degree:

- Catalog requirements in effect upon initial enrollment as a degree-seeking student for General Education, General Baccalaureate Degree Requirements, and Scholastic Honors.
- Catalog requirements in effect upon official admission into each major and minor for those majors/minors and applicable specific degree requirements.
- Current Missouri State teacher certification requirements in effect at the time of graduation for students completing a Bachelor of Science in Education degree.
- Current catalog requirements for all other academic policies and regulations.

Exceptions: Any undergraduate student who re-enrolls at Missouri State within one year of being released from military assignment shall be allowed to continue under the same "catalog of graduation." Any undergraduate student who had been admitted to a degree program or any graduate student with

an approved program of study prior to mobilization who re-enrolls within one year of being released from military assignment shall not be subject to any additional degree requirements enacted in the interim.

Transfer students from Missouri public colleges and universities may follow the general education requirements in effect at Missouri State when they first enrolled as degree seeking students at the institutions from which they transferred. The general education catalog year for these students is established based on semester of university admission. Students who elect instead to follow the general education requirements in effect during their first semester at another Missouri public college or university may do so by notifying the Office of the Registrar.

Missouri Higher Education Civics Achievement Examination

In compliance with Mo. Rev. Stat. § 170.013, all undergraduate, degree-seeking students with a general education catalog semester/year of fall 2019 or later must, prior to graduation, pass an examination on the provisions and principles of American civics (Missouri Higher Education Civics Achievement Examination) with a score of seventy percent or greater.

Credits and Grade Point Average

All candidates for any baccalaureate degree must meet the following minimum credits and grade point average requirements:

- Completed a total of at least 120 semester hours of credit.
- Completed 40 hours of upper-division courses (courses numbered 300 or above).
- Attained at least a 2.00 GPA on all courses attempted at Missouri State.
- Attained at least a 2.00 GPA on all college courses attempted both at Missouri State and in transfer.
- Attained at least a 2.00 GPA on all Missouri State and transfer courses used to meet the general education requirements.
- Attained at least a 2.00 GPA on all courses attempted at Missouri State that are required in the major and all other courses bearing the prefix of the major*.
- Attained at least a 2.00 GPA on all courses attempted at Missouri State that are required in the minor and all other courses bearing the prefix of the minor*.

*Excluding those courses which are designated by the departments as not counting toward the major and/or minor.

Many majors and minors require a GPA higher than the stated minimums for admission, graduation, or both. Such requirements are listed as a part of the major or minor requirements.

For further information regarding credits and GPA visit the webpage of the Office of the Registrar at <http://www.missouristate.edu/registrar/catalog/genebacc.html>.

Specific Baccalaureate Degree Requirements and Information

Bachelor of Applied Science

The Bachelor of Applied Science degree provides students who have earned an associate degree the opportunity to complete a bachelor's degree and to enhance and expand their general education and technical core competencies. The candidate for this degree must meet the following requirements:

- General Education or CORE 42 requirements
- Major requirements
- Additional course credit to bring the total to at least 120 hours
- All General Baccalaureate Degree requirements

Bachelor of Arts

The Bachelor of Arts degree provides graduates with a broad background in the liberal arts. The candidate for this degree must meet the following requirements:

- General Education or CORE 42 requirements
- Major requirements
- Specific requirements
 - Language Requirement: All students pursuing a Bachelor of Arts degree must complete a 12 hour language requirement. Consult with the department regarding any exceptions or substitutions. There are two options:
 - Complete the 12 hours in one language.
 - Complete 12 hours in American Sign Language (ASL) courses: Consult with the Department of Communication Sciences and Disorders regarding any exceptions or substitutions.
 - Complete 6 hours in world history (HST 103 and 104)*
 - Complete 3 hours in philosophy*
 - Complete 6 hours in fine arts**

*HST 103 or 104 or PHI 110 will also count toward the General Education Human Cultures Humanities. PHI 105 or PHI 115 may also count toward the General Education Public Affairs Public Issues.

**See departments of Art and Design; English; Modern and Classical Languages; Kinesiology; Music; and Theatre and Dance for list of designated courses. Courses used to meet general education requirements may not be used to meet the fine arts requirement on the Bachelor of Arts degree. For a list of courses, review the fine arts section of a student's degree audit. Students may choose which courses may be used for BA requirements and General Education requirements. For further information, contact the Office of the Registrar at (417) 836-5520.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree encourages the acquisition and display of talent in the arts and is typically pursued by individuals interested in the creative and fine arts. The candidate for this degree must meet the following requirements:

- General Education or CORE 42 requirements
- Major requirements
- Additional course credit to bring total to at least 120 hours
- All General Baccalaureate Degree requirements

Bachelor of General Studies

The Bachelor of General Studies degree is an interdisciplinary degree program designed for students with broad interest and capabilities rather than a focused area of specialization. The candidate for this degree must meet the following requirements:

- General Education or CORE 42 requirements
- BGS Area of Emphasis requirements
- Additional course credit to bring total to at least 120 hours
- All General Baccalaureate Degree requirements

Bachelor of Music

The Bachelor of Music degree prepares a student for graduate study, as a performing artist or as a private teacher in the field of music. The degree is offered with a comprehensive major. The candidate for this degree must meet the following requirements:

- General Education requirements: 45-49 hours
- Major requirements
- Additional course credit to bring total to at least 120 hours
- All General Baccalaureate Degree requirements

Bachelor of Music Education

The Bachelor of Music Education degree provides a training program for music teachers. The candidate for this degree is normally granted certification to teach in Missouri. The student must meet the following requirements:

- General Education or CORE 42 requirements
- Major requirements
- All General Baccalaureate Degree requirements
- All Teacher Education Program requirements

Note: Refer to Teacher Certification

Bachelor of Science

The Bachelor of Science degree permits a high degree of specialization in certain fields. The candidate for this degree must meet the following requirements:

- General Education or CORE 42 requirements
- Major requirements: not fewer than 24 hours and a minor not fewer than 12 hours; or multiple majors; or a comprehensive major of not less than 36 hours
- Additional course credits to bring the total to at least 120 hours
- All General Baccalaureate Degree requirements

Bachelor of Science in Education

The Bachelor of Science in Education provides a training program for teachers. The candidate for this degree is normally granted a certificate to teach in Missouri. The student must meet the following:

- General Education or CORE 42 requirements
- Major requirements (see department of major)
- Additional course credits to bring the total to at least 120 hours
- All General Baccalaureate Degree requirements
- All Teacher Education Program requirements

Note: Refer to Teacher Certification

Bachelor of Science in Nursing

The Bachelor of Science in Nursing degree prepares registered nurses for increased professional responsibilities and leadership roles in health care. The candidate for this degree must meet the following requirements:

- General Education or CORE 42 requirements
- Major requirements
- Additional course credit to bring total to at least 120 hours
- All General Baccalaureate Degree requirements

Bachelor of Social Work

The Bachelor of Social Work degree prepares students for beginning generalist social work practice in the human-service field. The candidate for this degree must meet the following requirements:

- General Education or CORE 42 requirements
- Major requirements
- Additional course credit to bring total to at least 120 hours
- All General Baccalaureate Degree requirements

For further information regarding Baccalaureate Degree Requirements visit the webpage of the Office of the Registrar at <http://www.missouristate.edu/registrar/catalog/degrees.html>

Accelerated Master's Programs *(Core Competency I-2)*

The Accelerated Master's degree option provides a transition that enables outstanding Missouri State University undergraduate students to begin taking graduate coursework in their junior or senior year and thus combine components of the undergraduate and graduate curriculum.

Application Information

Under the Accelerated Master's degree option a student will be fully classified as a graduate student upon completion of the baccalaureate degree. For this reason, students applying for an accelerated program must submit their graduate application for the semester following the completion of their undergraduate degree.

Registration Information

Students must apply and be admitted to the accelerated master's program by the department and the Graduate College before enrolling for any courses to apply to the graduate degree. Students accepted into an accelerated program must complete a "Mixed Credit" form and submit it to the Office of the Registrar, located in Carrington Hall rm. 320, at the time of registration. This form can be obtained from the student's department or the Graduate College, located in Carrington Hall rm. 306. Depending on the program, a maximum of 12 hours of graduate credits will apply toward completion of the undergraduate degree requirements.

Accelerated Graduate Program Options:

- Master of Accountancy (6 hours)
- Master of Science, Agriculture (12 hours)
- Doctor of Audiology (12 hours)
- Master of Science, Biology (12 hours)
- Master of Business Administration (6 hours)
- Master of Science, Cell and Molecular Biology (12 hours)
- Master of Science, Chemistry (12 hours)
- Master of Science, Child Life Studies (12 hours)
- Master of Arts, Communication (10 hours)
- Master of Science, Communication Sciences & Disorders - Education of the Deaf and Hard of Hearing (12 hours)
- Master of Science, Criminology and Criminal Justice (12 hours)
- Master of Science, Computer Science (9 hours)
- Master of Science, Cybersecurity (6 hours)
- Master of Science, Early Childhood and Family Development (12 hours)
- Master of Science, Early Childhood Special Education (12 hours)
- Master of Science, Elementary Education (6-12 hours)
- Master of Science in Education, Educational Technology (12 hours)
- Master of Science, Geospatial Sciences in Geography and Geology (12 hours)
- Master of Global Studies (12 hours)
- Master of Health Administration (6 hours)
- Master of Science, Health Promotion and Wellness Management (12 hours)
- Master of Arts, History (9 hours)
- Master of Science in Education, Literacy (12 hours)
- Master of Science, Materials Science (9 hours)
- Master of Science, Mathematics (9 hours)
- Master of Science in Education, Mathematics (6 hours)
- Master of Natural and Applied Science (12 hours)
- Master of Science, Plant Science (12 hours)
- Master of Science, Project Management (12 hours)
- Master of Public Administration (12 hours)
- Master of Public Health (12 hours)
- Master of Arts, Religious Studies (12 hours)
- Master of Science in Education, Secondary Education-English (12 hours)
- Master of Science in Education, Secondary Education - History (6 hours)
- Master of Science in Education, Special Education - ASD (12 hours)
- Master of Arts in Writing (Professional & Technical Writing) (12 hours)

Undergraduate students interested in the Accelerated Master's opportunity should contact their department or refer to the Graduate Catalog for admission requirements, procedures, and specific program details.

Change of Schedule *(Core Competency I-3)*

Students are expected to complete the courses for which they register. Failure to properly drop or withdraw from classes will result in the assignment of “F” grades for those classes, as well as a continued financial obligation.

Advising a Student Contemplating a Drop

While not required, students sometimes seek the opinion of an advisor before dropping a course.

Possible considerations to discuss include:

- Will the student drop below full-time status (12 hours in fall/spring, 6 hours in summer)? Dropping below full-time status can sometimes affect the student’s living arrangements if living on-campus, health and/or auto insurance if covered by a family policy, financial aid package, and sometimes child support payments. International students should never be advised to drop below full-time status without an exception from the Office of International Services. Many students are not aware of these issues and may be well served by an advisor’s knowledge.
- Will dropping a course impact the continuation of a scholarship, military benefits or NCAA-sanctioned sport eligibility?
- Will the course satisfy a degree requirement? If so, how else can this requirement be met if the course is dropped? Is the minimum grade required for the course obtainable?
- Is the course a prerequisite for another required course? Will future course options be limited by dropping now?
- If needed, will this course be offered in a future semester?
- How will dropping this course impact the student’s ability to achieve in remaining courses?
- Is a pattern of dropping courses being established from semester to semester? If so, how will future employers or graduate school admissions officers view this type of record? How will it impact graduation date plans?
- How much will dropping the course cost? While it shouldn’t be the only consideration, it can be expensive to drop a course well into the semester, then be required to take the same course over at a later time and pay full price.

To view the refund schedule, visit the webpage of the Office of the Registrar at <http://www.missouristate.edu/registrar/refunds.htm>.

Withdraw

Change of schedule or Add/Drop is in effect when a student wants to change some or all of their schedule. If a student wants to drop all courses from a single semester, please direct the student to the instructions to withdraw found on the page of the Office of the Registrar at

<http://www.missouristate.edu/registrar/catalog/withdraw.html>

Change of Schedule

All students, *except* those who register through Student Orientation, Advisement and Registration (SOAR), may make changes to their schedule online through My Missouri State or in person at an authorized registration center by completing a Registration Request/Change of Schedule Form & Enrollment Agreement any time after the initial registration and no later than the fifth day after classes begin in the fall and spring and the second day after the summer sessions begin.

New entering freshmen, who have registered through SOAR, can contact the Academic Advisement Center, in University Hall, rm. 109, or at (417) 836-5258, for assistance with schedule changes if they wish to change their schedule before the first day of class. Students will be directed to the online form, "Request for Schedule Change After Your SOAR Session." From the first day of class and beyond, new entering freshmen may make changes to their schedule online.

While it is good practice to advise a student to discuss potential changes with an academic advisor, no advisor approval is needed for a change online or in person, except for those students participating in SOAR.

Students who are not eligible for the Deferred Payment Plan must pay any increase in fees within 24 hours or as otherwise specified on the registration invoice. If they do not pay by the deadline, their entire schedule is cancelled, not just the additional hours.

Students may add or drop courses during the Change of Schedule Period:

- Days 1-5 of Fall and Spring Semesters
- Days 1-5 of 8-week Summer sessions, days 1-2 of all other Summer sessions

If a student drops a course(s) during this time, a 100% refund is given. If a student adds or drops a class from the original number of hours for which they registered, fees will be affected.

The detailed costs and fees information is found on the page of the Office of the Registrar at <http://www.missouristate.edu/registrar/costs.htm>.

After the Change of Schedule Period

Adds, drops, and section changes may be processed online through My Missouri State or at any authorized registration center. Students must complete a short form and present photo identification. To add a course which requires permission, the student must first obtain permission from the instructor or the department. Students are responsible for ensuring compliance with stated prerequisites.

To add a course: In general, only courses which have not yet begun (second block courses, short courses, independent study, etc.) may be added after the Change of Schedule Period has ended. To add a course that has not yet begun, students may either add online via My Missouri State or complete a Registration Request/Change of Schedule Form and Enrollment Agreement and take to an authorized registration center for processing. Department approval is required to add a first block or full semester length class beginning on day six of the fall or spring semester, and to add a second block class on day three or beyond of the second block period. The department may also require instructor approval.

To drop a course: Dropping courses may be completed online through My Missouri State or at an authorized registration center. If the course is dropped after the Change of Schedule Period and prior to the No Penalty Drop Deadline, a grade of "W" will be reported on the transcript. This "W" will not impact the GPA, but will indicate a course was dropped before completed. See Withdrawal Policies and Procedures if student is dropping *all* their classes.

To change a section: A section change should be completed during the Change of Schedule period. After the Change of Schedule period, students should go to the department office of the course and request permission to change sections. The department may require instructor approval. If approved, the department will complete a Registration Request/Change of Schedule Form and Enrollment

Agreement Form and affix the department signature and stamp. Students should take the completed form and photo identification to an authorized registration center for processing.

Students are responsible for reviewing their record for accuracy and requesting corrections immediately. Students' schedules and transcripts are available for review online through My Missouri State.

Dropping Courses

Students may drop courses with a "W" from the end of the Change of Schedule period until four weeks prior to the last day of full semester classes, after which time students may not drop. For all classes of shorter duration of a full semester, this deadline shall be set at the three-fourths mark of that class. The exact date can be found each semester on the academic calendar. Dropping a course may be initiated in any authorized registration center or online. No advisor, departmental, or instructor approval is required, but students are encouraged to discuss their options with the course instructor and their academic advisor. If students do not drop the course online, they must complete a form and present photo identification. Students will be provided a revised schedule and invoice.

Instructor Drop

If a student does not attend class by the second meeting of a semester or summer session, and has not informed the departmental office of the intent to remain in the course, the instructor *may* institute proceedings to drop the student from the class. This is generally done only when the space is needed for another student. A faculty member may not institute drop proceedings after the first week of class. A student cannot drop a course merely by not attending class. The student who is dropped by the instructor will be notified of such action by the Office of the Registrar.

Exceptions

When extraordinary extenuating circumstances are documented, exceptions to the published policies and deadlines regarding refunds may be considered. Students who wish to appeal must do so in writing during the semester in which the withdrawal is requested. Students must provide supporting evidence and documentation to:

Rebecca Harbaugh, Associate Registrar-Operations
Office of the Registrar, CARR 320
Missouri State University
901 S. National
Springfield, MO 65897

Authorized Registration Centers

These offices may process registrations and schedule changes year round:

- University athletes process their registrations online for early registration, but after the start of a semester must process all schedule changes in the Dr. Mary Jo Wynn Academic Achievement Center, Forsythe Athletic Center rm. 239, (417) 836-6829.
- Evening, graduate, and non-traditional students may process registrations/schedule changes in Adult Student Services, Alumni Center suite 400, (417) 836-6929.
- All other students may process registrations/schedule changes in the Office of the Registrar, Carrington Hall rm. 320, (417) 836-5520.

Placement & Assessment Exams *(Core Competency I-3)*

Missouri State uses exams and assessment to ensure students are placed into appropriate courses. Primarily, students submit an ACT score during the admission process. However, SAT scores are also acceptable. Information on SAT placement can be found here:

https://www.missouristate.edu/generaleducation/Placement_Eligibility.htm

ACT Exam

Who needs to submit ACT scores?

Missouri State University requires ACT scores for admission and registration purposes for all new degree-seeking students who have fewer than 24 credit hours and for students seeking admission to teacher certification programs. The ACT must have been taken within the last five years. Students 22 years of age and older are not required to have ACT scores on file for admission purposes.

Education students: the Department of Elementary and Secondary Education (DESE) requires that when Missouri State recommends a graduate for initial certification, ACT scores must be furnished for students who enrolled in college within one year of high school graduation and who took the test within the last five years.

How is the ACT score used for English placement?

Students who have an English sub-score of 17 or less are required to enroll in ENG 100. All other students take ENG 110. There is no appeal to the ACT placement other than re-taking the ACT. Students 22 years of age and older may take an English writing placement exam through the Adult Student Services Office at (417) 836-6929.

International students must contact Dr. Andrea Hellman, English Department TESOL Coordinator, or a faculty member she designates at (417) 836-5107 to determine placement (using TOEFL scores and other measures).

For additional information, contact the English Department, Siceluff Hall, rm. 215, at (417) 836-5107.

How is the ACT score used for Math placement?

The ACT math score is used to identify the math placement options of all students with a math score of 19 or higher. Students with scores of 19 or less must either take MTH 101 or the math placement test. Students with a score of 20 or higher who are not satisfied with their placement, according to the following table, may elect to take the placement test by contacting the Mathematics Department.

When the outcome from the placement test differs from the one based on the ACT score, the student has the option to choose either one after consulting with their advisor.

For additional information, contact the Mathematics Department at (417) 836-5112.

ACT Math Sub Score	Course Options
28 or higher	MTH 340, 314, 287, 261, 181, 138, 137, 136, 135, 134, 130, 103, 101
27	MTH 340, 314, 287, 181, 138, 137, 136, 135, 134, 130, 103, 101
26	MTH 287, 181, 138, 137, 136, 135, 134, 130, 103, 101
25	MTH 138, 137, 136, 135, 134, 130, 103, 101
22	MTH 136, 135, 134, 130, 103, 101
20	MTH 103, 101
19 or lower	MTH 101

All information taken from: https://www.missouristate.edu/GeneralEducation/math_placement.htm.

Modern & Classical Languages—Placement Policy

Who needs to take a language placement exam and which languages are available?

The Department of Modern & Classical Languages requires student candidates who have had two or more years of high school language studies to take the computerized placement exam. The placement exam is available in French, German, and Spanish and may only be taken once before enrollment in one of these courses.

Students of modern languages other than French, German, and Spanish should contact the department head at (417) 836-5122 to check for availability of additional language placement exams.

Though there is no formal assessment for non-native English speakers, the department head does allow students to test out of appropriate courses after they talk to faculty members in their target language. Students should contact the department head to discuss their options.

How is the placement exam given and where do advisors access the scores?

The placement exam is available online from the Modern and Classical Languages website. These results can also be accessed by advisors and students through My Missouri State from the “Test Scores” option.

How are students given credit for classes that were “skipped” during placement?

Credit is given provided the student takes the computerized placement examination before taking any university-level French, German, or Spanish classes and completes the highest level of placement with a minimum grade of “B.” The student must then apply to the departmental office to receive credit for courses in the same language below the placement. Language credits awarded by exam at another institution are not recognized by Missouri State.

For additional information, contact the Modern & Classical Languages Department in Siceluff Hall, rm. 223, at (417) 836-5122.

All information was taken from <http://www.missouristate.edu/MCL/>.

Credit Hour Classification *(Core Competency I-3)*

Undergraduate degree-seeking students are classified according to the number of credit hours earned.

Other undergraduate classifications include precollege and non-degree seeking. Graduate classifications include graduate masters, graduate specialist, doctoral, and postbaccalaureate (non-degree seeking).

Freshmen	0-29 hours
Sophomores	30-59 hours
Juniors	60-89 hours
Seniors	90 + hours

For further information regarding credit hour classification visit the webpage of the Office of the Registrar at

<http://www.missouristate.edu/registrar/catalog/classification.html>.

Credit by Examination *(Core Competency I-3)*

Missouri State University recognizes credit by examination programs and grants credit for certain military experiences. College credits earned through programs such as, Advanced Placement, College Level Examination Program, and International Baccalaureate, may count toward degree requirements and allow qualified students to take advanced courses earlier in their college career.

Military credit and credit by examination courses do not carry a letter grade and do not impact grade point average.

Missouri State does not award credit in transfer for credit by examination granted by another institution. Decisions on credit by examination are based upon the policies stated below. Students must request that original score reports be sent directly to the Office of Admissions to be considered for credit.

Credit by Examination information above was taken from
<http://www.missouristate.edu/admissions/CredByExam.htm>.

Advanced Placement (AP)

High schools will sometimes offer more rigorous courses for college bound students. These schools may designate a counselor as a coordinator of the Advanced Placement (AP) options to provide students and their parents with information on these courses. There may also be special criteria for teachers to be designated as AP teachers. There are options for AP credit through independent study for students who are home schooled or those who attend a high school that does not offer AP courses.

It is possible for a student to take a course designed for the purpose of taking a final exam within the AP program, but not pay for or register for the final exam. In that case, the student would receive credit for taking the course to meet high school graduation requirements, but not have the opportunity to receive college credit for the same course. The decision to test for college credit must be made prior to taking the exam—students cannot test first, find out the score, then pay for the college credit.

A standardized final exam is given in May of each year. The exam is proctored by the high school to protect academic integrity. Score reports are usually mailed to higher education institutions in mid-summer upon the request of the student.

Each university establishes how AP courses will be awarded college credit. A chart of Missouri State University's score requirements and course equivalencies can be found in the undergraduate catalog or on the MSU Admissions page at <http://www.missouristate.edu/admissions/advancedplacement.htm>.

Contact Information:

888-225-5427

apstudents@info.collegeboard.org

International: 212-632-1780

Fax: 610-290-8979

<https://apstudents.collegeboard.org/>

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) was designed to be a credit by examination program that tests students on material that they may have previous knowledge of due to prior education on the subject from an outside source.

Each university establishes how CLEP courses will be awarded college credit. Missouri State awards credit for selected CLEP Subject Examinations, but does not award credit for CLEP General Examinations. A chart of Missouri State University's score requirements and course equivalencies can be found in the current undergraduate catalog or at <http://www.missouristate.edu/admissions/CLEP.htm>.

Contact information:

800-257-9558

International: 212-237-1331

Fax: 610-628-3726

Professionals: clep@collegeboard.org

Students: clep@info.collegeboard.org

<https://clep.collegeboard.org/>

International Baccalaureate (IB)

The International Baccalaureate (IB) program challenges students to have an education based on a global perspective.

Each university establishes how IB courses will be awarded college credit. A chart of Missouri State University's score requirements and course equivalencies can be found in the current undergraduate catalog or on the MSU Admissions page at <https://www.missouristate.edu/admissions/InternationalBaccalaureate.htm>.

Contact information:

International Baccalaureate (IB)

Americas Global Centre

7501 Wisconsin Avenue

Suite 200 West

Bethesda, Maryland 20814

(301) 202-3000

<http://www.ibo.org/>

Military Experience

Missouri State grants credit for armed service education and training according to the recommendations of the American Council on Education as stated in “A Guide to the Evaluation of Education Experiences in the Armed Services.” Credit will also be given for most Defense Activity for Non-Traditional Education Support (DANTES) education programs. Veterans should file copies of their DANTES transcripts with the Missouri State Office of Admissions.

Students having additional courses on the Community College of the Air Force (CCAF), Army/American Council on Education Registry Transcript System (AARTS), or the Sailor/Marine/ACE Registry Transcript (SMART) should request an official copy of their transcript be sent directly to the Missouri State Office of Admissions for evaluation. Students who do not have any of the transcripts listed above should file copies of their service records (Form DD-214) with the Oldham Family Veteran Student Center located at Meyer Library, rm. 108.

This information was taken from <http://www.missouristate.edu/admissions/credmilitaryedu.htm>.

Contact information for transcript request:

AARTS Transcript (Army)

https://www.goarmy.com/public/public_programs_services-aarts_transcripts.aspx

CCAF Transcript (Community College of the Air Force)

Visit your Air Force education center or send a written request that includes your full name or former name if appropriate, social security number, and the address of the location you want the free transcript to be sent. Your signature is required for release of a transcript. For further information, go to:

<http://www.au.af.mil/au/ccaf/>.

SMART Transcript (Navy & Marine Corps)

For a request form, go to: <https://www.navycollege.navy.mil/>. Please note: If separated or retired on or after Jan. 1, 1990, a DD214 is not required. If prior to Jan.1, 1990, a notarized DD214 is required.

Departmental Examinations *(Core Competency I-3)*

Music Theory

Some students may have obtained music theory knowledge, ear training, and sight reading skills through private lessons, high school course work, or college-level course work not evaluated as equivalent to our theory courses. These students may contact the Music Department Office at (417) 836-5648 or Dr. Michael F. Murray, Music Theory Area Coordinator, at (417) 836-4250 or by email MikeMurray@MissouriState.edu to arrange a time and place to take exam(s).

Students wishing to obtain credit by examination in Music Theory are encouraged to contact the Theory Coordinator for information concerning the scope of material covered on the exams. It should be noted that MUS 103 (Theory and Musicianship I) goes well beyond the fundamentals of music theory that many entering students have learned.

Other Music Courses (MUS 137, 138, 216 & 237)

Students who believe they have experience at the college level in audio technology (MUS 216) or piano (MUS 137, 138, 237, 238, 337 & 338) may contact the instructor of the course listed in the current class schedule to find out about testing options in these areas.

FRN, GRM & SPN 101-202

Students with foreign language experience (typically one or more years of high school language study, or equivalent) in French, German, or Spanish who wish to place into a course higher than 101 are required to take the Computerized Adaptive Placement Exam (WebCAPE) *prior* to enrolling in language courses.

This exam can be accessed through <http://webcape.byuhtrsc.org>. Password: bears1

Students must be admitted to Missouri State to take the test. There is no cost for the exam, and it can only be taken once. The assessment will cover reading, writing, listening, comprehension, and culture. Students will receive the results when the test is complete, including the course number of the course they may take on this campus. These results can also be accessed by advisors and students through My Missouri State from the “Test Scores” option.

All language students that have been assessed and placed can obtain retroactive credit (up to 9 hours) provided they complete the class they placed into with a grade of B or higher and apply to the department to receive the retroactive credit. Credit will not be automatically granted.

FRN, GRM & SPN 202 and higher and other Languages

Students with more advanced experience in French, German, or Spanish (native speakers included) and students with experience in languages other than French, German, or Spanish must contact the Department of Modern and Classical Languages for an individualized assessment and placement. All language students that have been assessed and placed can obtain retroactive credit provided they complete the class they placed into with a grade of “B” or higher and apply to the department to receive the retroactive credit. Credit will not be automatically granted.

Pre-College Programs *(Core Competency I-3)*

Dual Credit Courses

Through the Dual Credit program, qualified high school students are able to enroll in specially approved classes taught in their local high schools during normal school hours. Students receive “dual credit,” that is, both high school and university credit for the completed coursework.

High school teacher resumes are approved by the department head and dean of the college offering the course. These instructors are considered adjunct faculty and the course syllabus must be approved by the appropriate Missouri State department. These courses use textbooks approved by the department and are comparable, possibly even identical, to those used in on-campus courses.

Students must meet minimum requirements to enroll: 3.00 GPA or higher, 21 composite on ACT (or equivalent SAT) for juniors and seniors (younger students may apply, but must be exceptionally high achieving), be recommended by a high school administrator, have permission from a parent or guardian and successfully complete placement exams for courses, if required for on-campus students.

Grades are noted on the Missouri State University transcript. The current fee is one-half the rate charged for courses taken on the Missouri State University campus.

Dual Enrollment Courses

When a high school student wants to take a course on Missouri State's campus, they need to apply for admission as a pre-college student. Students must meet the minimum requirements to register for dual enrollment courses: 3.00 GPA or higher on a 4.00 scale, 21 composite on ACT, and have junior or senior status.

As a dual enrollment student, they are held to the same standards as any other Missouri State student, and it is important to note that any grade earned will appear on the college transcript. Dual enrollment students pay the same fees as Missouri State students.

For additional information, please contact Christina Bowles at (417) 836-5258 or CBowles@MissouriState.edu.

FERPA: Understanding & Complying *(Core Competency I-4)*

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, (FERPA), as amended, sets forth requirements regarding the rights of students and the obligations of institutions to ensure the privacy and accuracy of education records. The Act applies to all institutions that receive federal funds administered by the U.S. Secretary of Education (financial aid, veteran benefits, grants, etc.). Institutions found to be in violation could have these federal funds withheld.

Who has FERPA rights?

Students who are currently or were formerly enrolled, regardless of their age or status in regard to parental dependency, have rights under FERPA until their death. Those who have applied but never attended (including those denied admission) do not come under FERPA guidelines.

What rights does FERPA give students in respect to educational records?

FERPA affords students four rights with respect to their education. These include the right to inspect and review their educational records, the right to request an amendment to the educational records that the student believes are inaccurate or misleading (the right to challenge grades does not apply unless the grade assigned was inaccurately recorded, under which condition the record will be corrected), the right to limit disclosure of personally identifiable information, including "directory information," and lastly, the right to file a complaint with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged failures of an institution to comply with the requirements of FERPA.

What are educational records?

With certain exceptions, an educational record is any record from which a student can be personally identified and is maintained by the institution.

"Advising Notes" on My Missouri State are covered by FERPA. If an advisor wants to keep notes of a more personal nature in an effort to more effectively advise a student, they may write them in private and should store those notes in a locked desk drawer or on a password-protected computer.

What are not educational records?

These items cannot be considered educational records:

- Sole possession records or private notes held by school officials that are not accessible or released to other personnel. Notes made in the presence of others are not sole possession notes and are thus considered educational records.
- Law enforcement or campus security records that are solely for law enforcement purposes and maintained solely by the law enforcement unit.
- Records relating to individuals who are employed by the institution (unless employment is contingent upon being a student).
- Records relating to treatment provided by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and disclosed only to individuals providing such treatment.
- Records of an institution that contain information about an individual obtained after that person is no longer a student at that institution, such as alumni records.

Who may obtain or have access to a student's educational record?

- The individual student.
- Whomever the student authorizes by providing the institution with a written release (release must be written, signed and dated and must specify the records to be disclosed and the identity of the recipient). An example of such a release can be found at <https://www.missouristate.edu/registrar/releaseinfo.htm>.
- Any party requesting directory information (unless the student has a FERPA hold).
- University officials of Missouri State University who have a legitimate educational interest.
 - *Legitimate educational interest* is the need to review an educational record in order for a university official to carry out their responsibilities in order to: perform an administrative task outlined in the official's duties; perform a supervisory or instructional task directly related to the student's education; or perform service or benefit for the student such as health care, job placement, or financial aid.
 - A *university official* is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff). Also considered university officials are members of the Board of Governors, a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent), temporary employees, student workers, and graduate assistants employed by the university.
- Officials of other schools in which a student seeks or intends to enroll or is enrolled.
- Parents, if parents claim the student as a dependent for tax purposes. The University will exercise this option only on the condition that evidence of such dependency is furnished to the Office of the Registrar and all requests for disclosures are referred to that office.
- Persons in connection with a health or safety emergency.
- An alleged victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense in connection with a Disciplinary Proceeding.
- Parents regarding alcohol and drug violations of a student under 21 years of age
- As otherwise provided in 20 U.S.C. 1232g (b) and 34 CFR Sec. 99.31.

What is Directory Information?

FERPA allows institutions to determine, within established guidelines, the items of information that can be released without the student's consent. This allows institutions to provide beneficial services to students such as verifying enrollment for insurance purposes, verifying degrees earned for employment purposes, providing basic contact information so that students may contact each other, and so on. However, students may request that this information not be released, and such requests must be honored.

All non-University contact information provided for purposes of the emergency notification system is not considered directory information.

In addition, Missouri State University will provide an individual's photo to campus community and law enforcement personnel if issues of health and safety can be documented.

At Missouri State University, the following is considered to be directory information:

- Name
- Address
- Telephone number
- Campus email address
- Field of study, including majors, minors, certifications, and pre-professional areas of study
- Classification (ex: sophomore)
- Enrollment status (full-time, part-time, or less than part-time)
- Participation in officially recognized activities and sports, including photographs of athletes
- Dates of attendance, including matriculation, drop, and withdrawal dates
- Degrees and certificates received including date awarded
- Awards received, including dean's list, scholastic honors, departmental honors, memberships in national honor societies, athletic letters, & university-funded scholarships (excluding those that are need-based)
- Most recent education institution attended

How do students request non-disclosure of directory information?

Students who do not want their directory information made available must complete a "Request to Prevent Disclosure of Student Information" form in the Office of the Registrar, Carrington Hall, rm. 320, or online at <https://www.missouristate.edu/registrar/FERPAHold.htm>.

FERPA Hold: all directory information will not be available to the general public. Off campus inquiries regarding a student with this level of protection can only be answered with the statement of, "I have no information to provide for that person." We cannot even indicate that the person is or was a student at our institution.

How do I know if a student has requested a non-disclosure hold?

The computer database and web systems including My Missouri State will display a highlighted message on the screen for such students. This message will be located on several different links including test scores, holds, transcripts, and general student information. It will state "confidential information for student's name" with a caution indicator.

Class Lists

Instructors should never circulate a class list that contains student identification numbers. Instructors who use this method for attendance should use the class list available to them on My Missouri State.

Posting Grades

Instructors may post grade information in a public area, but only if the listing contains no personally identifiable information on the students. The students must be listed in a random order (not alphabetically) and by a number or code known only by the instructor and the student.

Letters of Recommendation

Statements made by a person making a recommendation from personal observation or knowledge do not require a written release from the student. However, if identifiable information obtained from a student's educational record is included in a letter of recommendation (grades, GPA, etc.), the writer is required to obtain a signed release from the student that specifies the records that may be disclosed, states the purpose of the disclosure, and identifies the party or parties to whom the disclosure can be made.

If kept on file by the person writing the recommendation, it would be a part of the student's educational record and the student would have the right to review unless the student had waived that right of access and this is indicated on the signed release. The Office of the Registrar has provided a release form for letters of recommendation at <http://www.missouristate.edu/registrar/RecomLtrForm.html>

For additional information regarding FERPA including the Notification of Student's Rights, please visit the web page of the Office of the Registrar at <http://www.missouristate.edu/registrar/FERPA.html>.

If you have questions regarding FERPA contact:

Shannon Holt, Assistant Registrar, Office of the Registrar

Dr. Rob Hornberger, Associate Vice President for Enrollment Management and Services

Dr. Dee Siscoe, Vice President for Student Affairs

Rachael Dockery, General Counsel

Partners in Education (PIE) *(Core Competency I-3)*

Partners in Education (PIE) helps address the needs of students in their freshman year by creating a partnership between students, their families, faculty, and staff. Professional staff members open communication lines and provide support services to improve the academic success of students.

Services will be provided to members of PIE after the student signs the waiver to release information. Members are entitled to the following exclusive benefits: a welcome letter, mid-semester progress report, final grade report, academic advisement by request, and telephone assistance when questions, concerns, or problems arise.

PIE is limited to freshman students and their identified partners. To become a member of PIE, a student must login to My Missouri State, click on the Student tab, then click on Review Online Agreements, scroll to the bottom of the page and click on the PIE link. (The release does not apply to personal counseling, health, or financial information protected by FERPA; however, if students are experiencing problems in these areas, Academic Assistance staff will assist in identifying available resources.) Enrollment typically

takes place at SOAR. The student has the right to rescind the release at any time. Questions about the PIE program or students interested in joining should be referred to Jessica Silvey, in University Hall, rm. 115, or at (417) 836-8346.

This information was taken from <http://www.missouristate.edu/StudentSuccess/51519.htm>.

General Education *(Core Competency I-2)*

Entering students are given a General Education worksheet at first advising contact where the requirements are explained to students and families by an academic advisor. This information is reviewed again when academic advisors visit GEP 101 courses and during additional advising appointments. A copy of the worksheet can be found linked from http://www.missouristate.edu/GeneralEducation/GenEd_Worksheet.htm.

The General Education Program contains two main areas: Foundations and Breadth of Knowledge. The Foundations area begins with a first-year seminar course taken the first semester on campus and introduces students to the public affairs mission at Missouri State University. Other Foundation area courses will give students an experience in information literacy, written and oral communication, quantitative literacy, collaboration, and integrative & applied learning. The Breadth of Knowledge area of general education contains course requirements in the Social & Behavioral Sciences, Humanities & Arts, Life and Physical Sciences, and four courses in three areas of Public Affairs. The Public Affairs section contains course requirements in Cultural Competence, Public Issues, Constitutions for the United States and Missouri and American History.

For more information, visit the following website: <http://www.missouristate.edu/generaleducation/>

Math Pathways *(Core Competency I-2)*

In 2013, the Missouri Department of Higher Education formed a taskforce, the Missouri Mathematics Pathways Taskforce (MMPT). The taskforce focused on three pathways: (1) STEM; (2) Mathematical Reasoning and Modeling; (3) Statistics. The STEM pathway was provided a set of learning outcomes for students who need to take Calculus for their major (historically, this was the original intent of College Algebra). Mathematical Reasoning and Modeling pathways was given a set of learning outcomes suitable for a variety of meta-majors: Liberal Arts, some Business and Social Science majors, Nursing, etc. This pathway has the broadest set of learning outcomes and a variety of courses can be designed to satisfy them. The Statistics pathway provides a set of learning outcomes for a non-algebraic statistics course and can be used as an alternative to the Mathematical Reasoning and Modeling pathway.

At Missouri State, two of the pathways are provided as follows.

1. STEM Pathway. This pathway carries MOTR # 130 and 150. Beginning in Fall 2018 the Department of Mathematics offers two courses for this:
 - a. MTH 136 Precalculus I (MOTR 130). Combined with MTH 181 (Fall 2018 only), MTH 137 Precalculus II (after Fall 2018) gives a two semester sequence preparing students to study Calculus. The math ACT cutoff for entry into MTH 136 is 22.
 - b. MTH 138 Precalculus Mathematics (MOTR 150). Provides a one semester preparation for the study of Calculus. The math ACT cutoff for entry is 25.
2. Mathematical Reasoning and Modeling Pathway: MOTR 120. Beginning in Fall 2018 the Department of Mathematics offers two courses for this:

- a. MTH 130 Contemporary Mathematics. This course is designed to meet the needs of students in Humanities, Liberal Arts, Elementary Education, some Social Science.
- b. MTH 135 Algebraic Reasoning and Modeling. Currently this course is still called College Algebra; it has gone through the curriculum process to be officially changed to MTH 134 beginning spring 2020. It is designed to meet the needs of Business, some Social Science, and Nursing majors.

University Exit Examination *(Core Competency I-3)*

When do students take the University Exit Examination?

Students are strongly encouraged to complete the university exit exam during the semester of their graduation. This exam needs to be completed by the last day of classes of a student's final semester to satisfy graduation eligibility requirements. After completion of the exam, the graduation requirement will be met and this will be reflected in the student's degree audit within three business days.

Why do students take the University Exit Examination?

The University Exit Exam is used to assess student learning in general education and is a key performance indicator. Missouri State also uses the information to assess how much student learning related to the university's statewide mission in public affairs.

All students should be encouraged to do their best so that the university assessment will be as accurate as possible.

Where do students register and take the University Exit Examination?

The exam is available in the student's Blackboard account under "My Courses" and "University Exit Exam" upon successful completion of 102 credit hours. For best performance, please use a desktop or laptop computer rather than a tablet or smartphone. Some students have reported difficulty completing the exam on smaller devices.

All information was taken from <http://www.missouristate.edu/assessment/exitexam.htm>.

Grades *(Core Competency I-3)*

Plus/Minus Grading

Missouri State University utilizes a plus/minus grading option. The policy applies to transfer work as well as to courses taken at Missouri State. In general, a "C-" grade will not be acceptable when a prerequisite requires a "C" or higher. The academic status policy that requires undergraduate students to have a 2.00 GPA (and graduate students to have a 3.00) to be in good standing remains unchanged. Faculty have the choice to utilize plus/minus grades, but are required to indicate their grading scale on their syllabus.

Grade Reports

All students may access their final grade reports at the end of each semester through My Missouri State. All 100 and 200 level courses are required to have mid-term grades. The mid-term grading option will be given to all instructors regardless of course number. All students are encouraged to assess their

academic performance and to be mindful of the grading options deadlines and the potential impact of such a decision.

Students may request a copy of their grades to be mailed to them by completing a form in the Office of the Registrar in Carrington Hall, rm. 320.

Grades are awarded to indicate the quality of a student's work and are assigned as follows (point values per credit hour appear in parentheses).

Current Grade Definitions:

A (4.00) (TA): Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

A- (3.70) (TA-): Excellent work. Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B+ (3.30) (TB+): Near excellent work. Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B (3.00) (TB): Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduate students: B = meritorious: For graduate students: B = adequate).

B- (2.70) (TB-): Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.

C+ (2.30) (TC+): Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.

C (2.00) (TC): Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduate students: C = adequate: For graduate students: C = inadequate).

C- (1.70) (TC-): Slightly below satisfactory work. Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality.

CR/TE: Credit by Prior Learning Assessment. Student receives credit for the course from credit by assessment or examination. Prior to fall 2017 such credit was recorded with a grade of P or TP.

D+ (1.30) (TD+): Passing work. Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

D (1.00) (TD): Minimum passing work. Achievement barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

F (0.00) (TF): Failed – no credit. A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an “I” (incomplete).

I (0.00): Incomplete. Grade assigned when due to unusual circumstances a small portion of a course, such as a term paper or final examination, has not been completed. (Refer to “Incomplete Grade” regulations for more information.)

IP (0.00): In-Progress course.

NG (0.00): Grade Not Yet Available/Extended Course. Grade assigned for extended course which has not yet ended.

NP (0.00) (TT): Not Pass. Student did not pass the course under the Pass/Not Pass policy.

NR (0.00): Grade Not Yet Reported. Grade not submitted by instructor on time.

P (0.00) (TP): Pass. Student passed the course under the Pass/Not Pass system or received Credit by Examination.

V (0.00): Visitor. Student enrolled in and attended the course as an auditor. No hours or points assigned.

W (0.00): Withdrew (Prior to fall 2009 this grade was represented by an N). Student withdrew from course without academic penalty.

XF (0.00) (TXF): Failure due to academic dishonesty.

XM (0.00) (XT): Academic Renewal Elected on MSU course. Grades and hours removed from GPA calculation.

Z (0.00): Deferred grade. Assigned only to students enrolled in 600-level or higher courses, restricted to graduate theses, graduate problem courses, or graduate seminars which might not be completed within a semester. If a Z grade is not removed within four calendar years, it will become a “W”.

All information was taken from <http://www.missouristate.edu/registrar/catalog/grades.html>.

Grade Point Average Calculation

Grade Point Average (GPA) is a numeric representation of a student’s academic performance. Courses worth more academic credit hours should have more impact on the GPA than those courses worth fewer academic credit hours. The more academic credit hours earned, the less impact any one grade will have on the GPA. GPA calculation considers the number of hours attempted, the letter grades awarded and the number of credit points earned based on those letter grades.

Grade point average is calculated by dividing the total quality points earned by the total GPA hours. The semester grade point average is calculated by dividing the quality points earned for the semester by the GPA hours for the semester. Missouri State University utilizes a four-point grading system.

GPA information for individual students can be found on the degree audit and through My Missouri State for students and advisors.

In order to graduate, students must have a 2.00 or higher GPA (“C” average) on the courses that fulfill:

- General Education Requirements
- Major Requirements & all courses with the prefix of the major
- Minor Requirements & all courses with the prefix of the minor
- Combined, Cumulative Coursework (All Missouri State and Transfer Courses)
- Missouri State Coursework (Courses taken only at Missouri State University)

Some majors and minors may have higher GPA requirements due to accreditation standards or departmental standards. These higher requirements will be specifically noted on the degree audit and in the catalog in the section stating requirements for a specific major.

To view an electronic GPA calculator visit <http://www.missouristate.edu/registrar/gpacalculator.asp>.

Pass/Not Pass Regulations

The Pass/Not Pass option is intended to provide students an opportunity to pursue specialized or outside interests without penalty or reduction of grade point average. It allows students a greater degree of participation in those courses than the audit system permits. Students earning a passing grade in courses for which they were enrolled on a Pass/Not Pass basis are given a “P” grade; those failing will receive a grade of “NP.” Pass and Not Pass grades are not used in calculating grade point averages. To place a course on Pass/Not Pass, students must complete a form in the Office of the Registrar, Carrington Hall, rm. 320, any time prior to the “W” grade deadline for that course.

Caution: Prerequisite requirements of other courses may not be met with a course completed on a Pass/Not Pass basis. The decision to take a course on a Pass/Not Pass basis cannot be reversed.

Students may take courses on a Pass/Not Pass basis under the following conditions:

- Courses taken under the Pass/Not Pass option cannot be used to satisfy general education, major, minor, professional education, or specific degree requirements.
- Honors classes cannot be taken on a Pass/Not Pass basis.
- The Pass/Not Pass option is not available to repeat courses in which the student earned a D or F grade prior to fall 2009.
- The Pass/Not Pass option is not available to graduate students for graduate-level courses (600 or above). Departments may elect to offer certain non-didactic graduate courses (ex: readings, special problems, independent study, clinical internships, research and thesis) on a Pass/Not Pass only basis.
- Courses which are graded Pass/Not Pass only are exempt from the limitations otherwise imposed upon students by Pass/Not Pass regulations.

Grade Appeals *(Core Competency I-3)*

When should a student request a grade appeal?

The grade appeal must be requested prior to the end of the first semester of enrollment (excluding summer) following the term in which the grade was assigned. This process should not be used for students appealing a grade of F or XF due to academic dishonesty.

For additional information, refer to the “Academic Integrity Policies and Procedures” section of the catalog and to the “Student Academic Integrity Policies and Procedures” document online at <https://www.missouristate.edu/academicintegrity/353843.htm>.

Who may authorize a grade change?

Since instructors are accountable for any and all grades assigned to students, they should maintain records to support student evaluations and grades. For instructors who are no longer teaching at Missouri State, students should see the appropriate department head. An instructor may not change an “F” grade to a “W” grade in those cases in which the student did not follow the proper procedures for dropping the course.

The student can appeal a negative decision of an instructor. The steps in the appeal process are:

1. Instructor’s department head
2. College dean (dean of the graduate college, if the appeal is in a course taken for graduate credit)
3. Provost
4. President of the University

When should a student contact the Office of the Provost to request a grade appeal?

Appeals for changes in a student’s academic record that are not made within one calendar year of receipt of grades must be submitted to the Office of the Provost. Those appeals with documented exceptional circumstances will be considered on a case-by-case basis by the Scholastic Standards and Revision of Records Committee and the committee will make its recommendation to the Provost.

In those cases in which the grade received by the student is the result of the University policy (ex. an F resulting from failure to remove an Incomplete grade in the time allowed or failure to officially drop a course) rather than a faculty member’s evaluation of performance in a course, the student’s written appeal must be directed to the Office of the Provost within one calendar year of receipt of grade(s). Such appeals will be considered by the Scholastic Standards and Revision of Records Committee, and the Committee will make its recommendation to the Provost. This process should not be used for students appealing a grade of F or XF assigned due to academic dishonesty.

For additional information regarding academic integrity and dishonesty, refer to the “Academic Integrity Policies and Procedures” section of the catalog and to the “Student Academic Integrity Policies and Procedures” document located at the following website <https://www.missouristate.edu/academicintegrity/353843.htm>.

Who should a student consult for disputes related to financial aid or scholarships?

For disputes related to the awarding or renewal of financial aid or scholarships, the student should consult the Office of Financial Aid or the particular college or department under which the award is granted to ascertain the appropriate channel of inquiry. Additionally, the student should obtain a copy of the scholarship eligibility criteria online from the Financial Aid office at <http://www.missouristate.edu/FinancialAid/scholarships/>.

Such disputes can be referred for appellate review only upon the recommendation of the Vice President for Student Affairs or the Provost or their designee. Where the grounds for denial of a scholarship or financial aid involve academic dishonesty, the matter should follow the procedure for “Academic Dishonesty by Student Enrolled in a Course.”

All information was taken from <http://www.missouristate.edu/registrar/catalog/graderev.html>

Academic Renewal

Academic renewal is designed to permit students with a grade point average deficiency to remove the effects of low grades from their academic record.

What conditions apply to a student interested in pursuing academic renewal?

This policy applies only to undergraduate students and must be pursued prior to graduation. A student enrolled at Missouri State after an absence of five years or more from college may elect academic renewal. This renewal will affect only those courses taken prior to the five-year absence and may be elected only once in a lifetime. Once elected, academic renewal applies to all courses, whether passed or failed and regardless of origin, taken prior to the date chosen by the student. Academic renewal does not erase the record. The grades received are removed from the GPA with an appropriate notation on the transcript indicating the renewal election. Academic renewal is a policy of Missouri State and as such may not be recognized by outside institutions or agencies. Credit hours subjected to academic renewal cannot be used to meet any requirements for graduation, prerequisite, or certification. Once elected, academic renewal is irrevocable. Students must consult an academic advisor prior to election of academic renewal. Final approval for all academic renewal applications will be processed by the Office of the Provost.

For additional information, contact Jessica Silvey, University Hall, rm. 115, or at (417) 836-8346.

All information was taken from <http://www.missouristate.edu/registrar/catalog/acaren.html>.

Academic Status

At Missouri State, a student's grade point average is used to categorize their academic status as good standing, probation, or suspension.

Good Standing

A student who has both a cumulative Missouri State and a combined (Missouri State and transfer) GPA of at least 2.00 is considered to be in good standing. Students not in good standing will be placed on academic probation or suspension.

Probation

Any student with a cumulative Missouri State or a combined GPA of less than 2.00 is on probation unless placed on academic suspension (see below).

The purpose of academic probation is to remind students that the quality of their cumulative academic work is unsatisfactory. A student on academic probation may be required to reduce the number of credits carried, maintain a lighter out-of-school workload or forego participation in social activities. The director of an extracurricular activity may also prohibit students on probation from participation in that activity. A student on probation may also be ineligible for financial aid. The student's academic advisor and staff of various administrative offices are available to give assistance in the planning of courses, time organization, and establishing effective study habits. All students on academic probation will be required to have advisement prior to enrolling.

Suspension

Students who enter a semester on academic probation and fail to earn a semester GPA of 2.00 or higher will be suspended unless they have both a cumulative MSU GPA and a combined (Missouri State and transfer) GPA of 2.00 or higher, in which case the student would continue on academic probation. Additionally, a student who earns a semester GPA less than 1.00 and, as a result, has a Missouri State or combined GPA of less than 2.00, will be suspended unless the dean of the college of the student's

major determines that there are circumstances which warrant an exception. Individual deans establish the process by which such exceptions will be considered.

After an initial suspension, students must remain out for at least one full semester (not including summer) to be eligible for reinstatement. Students who have been suspended two or more times must remain out for at least one full year prior to being eligible for reinstatement.

Reinstatement

Reinstatement procedures are determined by the deans and the Office of Admissions. Information regarding the procedure is available from the Office of Admissions. Reinstatement is not an automatic process. Students must be approved for reinstatement by the dean of the college under which they plan to return.

All information was taken from <http://www.missouristate.edu/registrar/acstat.html>.

Academic Integrity and Dishonesty *(Core Competency I-3)*

Academic Integrity

Academic Integrity is the fundamental set of beliefs over the course of the education of a student.

Academic Integrity Proceeding: An Academic Integrity Proceeding is conducted by a five-member panel drawn from the Academic Integrity Council (AIC) membership. The purpose of a proceeding is to explore and investigate allegations of student academic dishonesty and to reach informed conclusions as to whether or not academic dishonesty is likely to have occurred.

Academic Dishonesty

Any one of the following acts constitutes academic dishonesty:

Cheating: The term “cheating” refers to using or attempting to use unauthorized technology, materials, information, or study aids in any academic exercise (whether intentional or not).

Fabrication or other misconduct in research: The term “fabrication” refers to unauthorized falsification or invention of any information (including research data) or any citation in any academic exercise; “misconduct in research” refers to any violation of ethical guidelines for attributing credit and authorship in research endeavors, non-compliance with established research policies, or other violations of ethical research practice.

Plagiarism: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement (whether intentional or not). This includes any material copied directly or paraphrased from the Internet. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet, also constitutes plagiarism.

Facilitating academic dishonesty: Assisting or attempting to assist another to violate any provision of this Academic Integrity Policy, whether or not that action is associated with any particular course, is considered academic dishonesty.

Special Permission for Courses *(Core Competency I-3)*

Course Permission

The reason a course requires permission determines the process in seeking that permission.

Permission to Exceed Course Enrollment: Sometimes departments will allow students to enroll in a course beyond the original capacity. Some departments will allow individual instructors to make the decision. Only the instructor of record will be allowed to grant permission of a closed class by utilizing the registration overrides link on the Student Information Menu located on the Teaching and Advising tab of My Missouri State. If the department chooses not to allow the instructor of record to grant permission, the department will be required to issue the override. It is the instructor or department's responsibility to ensure that the fire code is not being exceeded.

Permission Required to Waive a Prerequisite: All prerequisites are enforced at time of registration. If a student wishes to have a prerequisite waived for registration purposes, the instructor of record can utilize the registration overrides link on the Student Information Menu located on the Teaching and Advising tab of My Missouri State. If the department chooses to take on this responsibility on behalf of the instructor, it can only be done through Administrative Banner.

Courses that Require Permission: In an effort to restrict enrollment for certain courses for students with a specific skill set or who have reached a certain point in their academic program, some courses require permission for all students wishing to enroll. The instructor of record can grant permission by utilizing the registration overrides link on the Student Information Menu located on the Teaching and Advising tab of My Missouri State. If the department needs to issue an override on behalf of the instructor, it can only be done through Administrative Banner.

Overload

Permission must be obtained for hours taken over the maximum allowed as per the student's classification. Courses for which a student is enrolled on an audit basis are counted in hours for an overload. Overload permission is granted by a departmental representative through SFAREGS in Administrative Banner.

Intersession classes and summer sessions (other than the full eight-week summer session) will no longer have their own overload limitations. That is, these short sessions will be included in the calculation of students' overload status for a given semester.

Undergraduate Students

Maximum*: 18 hours for fall or spring semesters, 10 hours for summer sessions. Upon the recommendation of their advisors, students who have a 3.00 or higher GPA for a semester in which a minimum of 15 hours is carried may request permission for an overload from the dean of their college.

Obtain overload permission: Individuals must seek permission from the Dean of the college of their major. If major is exploratory/undecided, then the Associate Provost for Student Development and Public Affairs has designated Kathy Davis, Director of the Academic Advisement Center, in University Hall, rm. 109, or at (417) 836-5258 to see these students.

Graduate Students

Maximum*: 16 hours for fall or spring semesters, 10 hours per summer sessions. Also, Postbaccalaureate students (excluding those seeking teacher certification) may not enroll in more than nine total hours of graduate-level courses including completed, in-progress, and registered without permission from the Dean of the Graduate College.

Obtain overload permission: Dean of the Graduate College

Precollege Students

Maximum*: Nine hours for fall or spring semesters, six hours for summer semester.

Obtain overload permission: If enrolled in the high school based (dual credit) program, obtain permission from Missouri State Outreach. If enrolled in the campus based (dual enrollment), obtain permission from the Associate Provost for Student Development and Public Affairs.

* Hours for fall include fall intersession; hours for spring include winter intersession; hours for summer include summer intersession

This information was taken from <http://www.missouristate.edu/registrar/catalog/overload.html>.

Waitlisting

Students have the option to be on the waitlist for classes that are currently full. If a seat opens, the student will receive an email notifying them that they may register for the course, and provides them with a 24 hour window in which to do so.

For more information about waitlists, visit: <http://www.missouristate.edu/registrar/waitlisting.htm>

Prerequisites *(Core Competency I-3)*

Prerequisites for each course are listed in both the Undergraduate Catalog and the online class schedule. Prerequisites are enforced at the time of registration. When a prerequisite is listed, the student must have met the prerequisite successfully to enroll in the next course. In many cases a student may plan to take a prerequisite course during a summer term at another institution; if this is the case, the student should contact the department to seek permission to register for the course that requires the prerequisite.

Requesting Permission for Prerequisite Override

The department decides whether the individual instructor of record or the academic department grants a registration override for a prerequisite. The student should initially contact the instructor to seek permission. If the instructor cannot issue the override, it is the student's responsibility to contact the department to seek an override.

Repeat Policy *(Core Competency I-3)*

Students may repeat any of the courses they have taken at Missouri State University. All attempts at the course and the grades earned (including those resulting in a W, I, and Z) appear on the transcript. The grade from the most recent attempt at the course, including the repeat of a Pass/Not Pass grade with a standard letter grade, (though not a W, I, or Z) will be the one that counts in GPA calculations. For

example, if a student takes the course four times and gets a P, B, C, and W, in that order, then the C would be their official grade that would be used when calculating the student's grade point average. Also, a course that has been repeated will only be counted once in the student's total credit hours earned.

This policy applies to course repeat attempts taken fall 2009 and subsequent semesters. When the most recent repeat attempt was taken prior to fall 2009, the policy published in the 2008-09 Undergraduate Catalog will be applied.

The repeat policy is applicable to transfer credit as well as credit earned at Missouri State. For example, if a student earns a C in a course at Missouri State and repeats an equivalent course at another institution, the C will be removed from the calculation of the Missouri State GPA. The transfer grade, however, will be included only in the transfer and combined grade point averages. See Grade Equivalencies in the "Transfer Credit Policy" section of the catalog for further information.

Students should also be aware that even though a course prefix, number, and/or title changes, it is still considered the same course for repeat policy purposes. The Office of the Registrar maintains the complete listing of course prefix and number changes and should be contacted for such questions.

Students should also be aware that many graduate and professional schools recalculate GPAs taking into account every grade that appears on a transcript.

Students who are receiving financial aid must consider the impact of repeating classes on their eligibility for financial aid for future semesters. While repeated courses are counted when determining a student's enrollment status and annual satisfactory progress, students who fail to progress toward graduation (i.e., by increasing total hours earned) may exhaust their aid eligibility prior to graduation.

All Repeat Policy information taken from <http://www.missouristate.edu/registrar/catalog/repeat.html>.

Registration *(Core Competency I-3)*

When is the Preregistration Period?

Current and newly-admitted transfer students are encouraged to register as early as possible for the best selection of courses. This preregistration period is typically April for summer and fall semesters, and November for spring semester.

The class schedule is posted several weeks before registration begins. It retains information for each semester until the new schedule is posted, which can be helpful in predicting what may be offered in future semesters. Departmental administrative assistants may be able to provide information about future course offerings.

Why Do Newly-Admitted, First-Time Students Register through SOAR?

In order for first-time students to learn more about Missouri State University, they attend the Student Orientation, Advisement and Registration (SOAR) program. During SOAR, students learn how to use the online registration system.

What Determines the Registration Date?

Registration dates are determined by the number of hours a student has completed. It does not include hours in which the student is currently enrolled. Completed transfer hours do count toward hours completed.

Graduate students and seniors are given priority due to the limited number of course options they have remaining; juniors, sophomores and freshmen register later, respectively.

Students may find their registration date from the My Missouri State website. When the class schedule is released, the registration dates for the upcoming semester(s) are posted. Students may register any time after their registration date, just not before.

A hold may be placed on a student's record for a variety of reasons, such as an unpaid bill or fine, failure to return books or equipment, or failure to be admitted to a degree program within the specified time limit. Some holds will prevent a student from registering for upcoming semesters and the release of a student's transcript and diploma. A complete listing of hold code definitions and office contact information is available online linked from <http://www.missouristate.edu/registrar/holds.htm>.

Who Needs an Advisor Release to Register?

Freshmen, sophomores, and juniors with fewer than 75 credit hours, student athletes, students on academic probation, first semester transfer students, and graduate students are required to speak with an advisor about their academic plans and goals, and therefore, need an advisor release.

Undergraduate students must obtain an advisor release to register until they have completed 75 credit hours AND obtained at least three advisor releases to register for spring and fall semesters. The purpose is to ensure that all students, including transfers, have sufficient interaction with their advisors and are solidly on track to complete their degree requirements on a timely basis.

After an advising appointment, whether in person, over the phone, through Skype or email, the advisor may release the student electronically (via My Missouri State) or sign a Registration Request form. Advisors are not expected to select specific course times for students. The advisor should document the approved courses and alternatives through an Advising Note.

What about Late Registration?

Late registration is permitted in the first five days of the fall and spring semesters or the first two days of the summer sessions. Specific dates for each semester can be found on the academic calendar at <http://calendar.missouristate.edu/academic.asp?campus=s>

Where Do Students Register?

Most students will register online through My Missouri State. The Office of the Registrar, Carrington Hall, rm. 320, allows students the option of registering in person, mail, fax or by proxy. NCAA student athletes changing their schedules are required to do so in person at the Dr. Mary Jo Wynn Academic Achievement Center.

If students decide not to attend after registering for classes, they must officially withdraw to avoid any financial obligations.

Specific registration instructions can be found at <http://www.missouristate.edu/registrar/registration.htm>.

Reinstatement *(Core Competency I-3)*

Student out for one calendar year or less: A student suspended for academic reasons for the first time is eligible to petition the Dean of their College for the reinstatement of their registration privileges after remaining out of school for a minimum of one semester. The summer session does not count as a semester. Reinstatement of suspended students is not an automatic process. Students are responsible for showing that their chances for success are better than they were before their suspension.

Student out for more than one calendar year: After a second suspension, a minimum period of one full calendar year must elapse before a student's reinstatement may be considered. If the student is reinstated a second time, GPA will be closely monitored to ensure academic success. A student requesting reinstatement may be required to take certain tests and receive other assistance from the Counseling Center as a part of consideration for reinstatement. A student who attends another college or university after being suspended must earn at least a 2.00 GPA on transferable courses to be considered for reinstatement. Students must apply for readmission at the Office of Admission website at www.missouristate.edu/admissions/apply.htm. Once readmission has been completed, the Dean of the College of the student's major will have to determine whether or not to reinstate the student's registration privileges. If a student had been admitted into a degree program at the time of suspension, the program is voided and the student must reapply for admission or request reinstatement of the original degree program.

Additional information can be found at <http://www.missouristate.edu/admissions/reinstatement.htm>.

Residence *(Core Competency I-3)*

Students who begin their college career at Missouri State University and take the vast majority of their hours on this campus will automatically meet this requirement, unless they want to leave the Springfield campus in their last few semesters. Department heads may waive this requirement if the student has completed at least 90 hours on our campus. Degree audits will sometimes indicate that a native student has not met a residence requirement if some hours are taken during a study away experience--contact the Office of the Registrar at (417) 836-5520, if this is an issue.

Residence is of most concern for students who transfer to Missouri State University with a significant number of hours (60 or more). Missouri State University does not limit the number of transfer credits accepted, but students need to be reminded of this residence policy. As with most institutions, students are expected to take a significant number of credit hours on our campus before a degree is conferred. The residence requirement dictates how many credit hours must be completed on the Missouri State University, Springfield campus, and divides these hours among the following areas:

- Minimum of 30 hours
- 12 hours upper-division (300+ course number) in the major
- 6 hours upper- or lower-division in the minor
- 20 out of the last 30 hours

Exceptions can be made to this policy and are clearly outlined in the undergraduate catalog online <http://www.missouristate.edu/registrar/catalog/genebacc.html>

Honors College *(Core Competency I-3)*

Who can be a member of the Honors College?

Membership is offered to all students who have at least an ACT composite score of 27 or an SAT score of 1220 or higher and who have graduated in the top 10% of their high school class or with a grade point average of 3.90 or higher. Other students, including transfer students, who meet the above criteria may apply for membership no later than the first semester of their sophomore year.

What criteria must be maintained for membership?

A student must have a 3.25 cumulative grade point average and should also carry a full-time load of at least 12 credit hours per semester. The Director will review eligibility at the end of each semester. Members in the Honors College should normally carry no more than two honors classes in any one semester. Students should take at least one honors class in each of the first five regular semesters until UHC 110 and the five general honors courses are completed.

Students who complete the general honors requirements maintain membership in the college by having at least a 3.25 cumulative grade point average at Missouri State, regardless of whether they pursue departmental distinction.

What if a first-semester freshman does not achieve the required GPA?

First-semester freshmen who do not achieve the required grade point average of 3.25 will be given one more semester to achieve that level, provided it is mathematically possible.

Students who remove themselves from the Honors College due to a low grade point average may apply for readmission when they have raised their grades to the required level. Students who remove themselves from the Honors College a second time due to a low grade point average are not eligible for readmission.

Who can answer questions about the Honors College?

Scott Handley, Assistant Director
Honors College
University Hall 212
(417) 836-6370

When do Honors students have to visit the Honors College?

Students visit the Honors College for advisor assignment and change of major. Also for advisement and registration clearance until a major is declared or the student is admitted to a degree program.

All information was taken from <http://www.missouristate.edu/honors/member.htm>.

Scholastic Honors and Dean's List *(Core Competency I-3)*

Scholastic Honors

Special distinction is awarded to students who demonstrate high scholarship in completing a baccalaureate degree. Honors are conferred according to the requirements in effect at the time of admission into the University (or at time of readmission if the student was not enrolled for more than one calendar year).

Missouri State credit hours and grade point average include courses taken at the West Plains campus prior to fall 1995. Courses taken at the West Plains campus for fall 1995 and after are considered to be transfer credit.

Requirements to be met for students admitted to the University fall 2004 and beyond:

Completion of 60 credit hours at Missouri State, a Missouri State grade point average of 3.50 or better, and a combined (Missouri State and transfer) grade point average of 3.50 or better

Honors will then be granted based on the lower grade point average of either Missouri State or combined as indicated below.

GPA	Scholastic Honor
3.50-3.74	Cum Laude
3.75-3.89	Magna Cum Laude
3.90-4.00	Summa Cum Laude

Students who fall into one of the above Scholastic Honors categories by the completion of the semester immediately preceding their final semester of college will be honored at commencement ceremonies. The final eligibility of students for scholarship honors shall be determined on the basis of credit hour totals and grade point average(s) at the end of the semester of graduation. Students who qualify for scholastic honors shall have those honors entered on their academic records and printed on their diplomas.

Information taken from <http://www.missouristate.edu/registrar/catalog/schlhnrs.html>.

Dean's List

A Dean's List is prepared at the end of each semester listing the names of undergraduate degree-seeking students who earned at least 12 hours of graded credit in the fall or spring or six hours of graded credit during the summer session, with a semester grade point average of 3.50 or better. Courses taken pass/not pass will not count toward the total semester hours required for eligibility.

Information taken from <http://www.missouristate.edu/registrar/catalog/deanlist.html>.

Transfer Students *(Core Competency I-3)*

Why Are Pre-Admission Visits Recommended?

Much like entering freshmen, transfer students are encouraged to find out more about Missouri State University and the programs offered before making a decision to enroll. Some students apply with a definite plan in mind—in fact, they may have carefully chosen courses at other institutions to match our requirements. To assist potential transfer students with their decision, advisors can offer the following resources:

- Schedule a campus tour through the Campus Visit Desk at: <http://www.missouristate.edu/admissions/visithome.htm>
- Explore course suggestions for students at selected Missouri schools interested in our majors: <http://www.missouristate.edu/admissions/institutionspecifictransfer.htm>
- Review the transfer admissions criteria and procedures at: <http://www.missouristate.edu/admissions/transfer.asp>
- Compare how past coursework may transfer to Missouri State using the transfer equivalency website: <https://www.secure.missouristate.edu/appadm/transequiv/transequiv.asp>
- Contact specific departments for information and resources for specific academic programs

How Does a Transfer Student Apply?

Students may apply online at <http://www.missouristate.edu/futurestudents/applynow.aspx>. Transfer students must submit all following items *before* the record is reviewed for admission:

- Application
- Application Fee
- Transcripts from all post-secondary institutions previously attended

Students may check their own admission status by using the login ID and pin number that is created during the application process. The Admission Status page can usually identify the reason for any delays.

While students will be admitted based on pending or unofficial transcripts, final, official transcripts for all previous college coursework must be on file prior to registration for the student's second semester on campus. If students have questions or experience problems during the application process, they should contact the Office of Admissions in Carrington Hall rm. 204, (417) 836-5517 or (800) 492-7900, or info@missouristate.edu.

Once admitted, a transfer student will receive a folder from the Office of Admissions containing an acceptance letter, a campus map, and a detailed checklist for new transfer students. This checklist is also posted on the web at <http://www.missouristate.edu/admissions/transferto.do.htm>.

How to Advise Transfer Students

Incoming students require a great deal of information to be successful in their first semester at Missouri State. The To-Do List for New Transfer Students instructs them to schedule an appointment with an advisor designated by the department. Exploratory/undecided students will be assisted by the transfer advisor in the Academic Advisement Center. Both advisor and student should expect to meet for about

an hour to allow time for the entire advisement process; then the student may register online or in an authorized registration center.

Advisors should document these appointments using the “Advising Notes” function through My Missouri State. These notes can prove beneficial to both the student and future advisors.

It is best to follow a routine in transfer advising appointments so that information is not forgotten. It may be helpful to follow these suggested talking points to ensure that all important information is covered in the initial meeting with a student:

- *Verify the student’s status prior to scheduling the appointment.* Check to make sure the student is fully admitted, transcripts have been evaluated, registration date is posted and that there are no holds.
- *Talk with the student about why they have chosen Missouri State and about their major and minor interests.*
- *Ask the student if they are finished or are near finishing a degree or CORE 42 requirements.* Missouri State University participates in the Missouri Reverse Transfer (MRT) Program. This program facilitates the process of allowing college students or former college students who have completed credits for an associate’s degree to receive that degree even if they have transferred to a different college or university, or stopped out of higher education altogether. Find more detailed information on Missouri Reverse Transfer at the Missouri Department of Education website, <http://dhe.mo.gov/MissouriReverseTransferforstudents.php>.

In other situations, a student may actually benefit from transferring to Missouri State early, rather than completing a degree at another school. However, student eligibility for some scholarships may be affected by transferring prior to the completion of an Associate of Arts degree. It may be helpful to discuss how many hours a student may need in our general education program vs. completing the Associate of Arts or CORE 42 requirements. If a prior degree or CORE 42 is complete but not noted on the transfer evaluation, our degree audit system will not recognize it and will indicate general education requirements will still need to be met. If the transcripts we have do not indicate the degree was completed because it was sent before degree notations were made or because the student did not complete the graduation process at the previous institution, the student may need to request an additional transcript with the appropriate notation. When in doubt, contact the Admissions Evaluator in the Office of Admissions at 417-836-5517.

The benefits of having a degree or completing CORE 42 are as follows:

- *Subsequent Undergraduate Degree:* A student who returns to the University to obtain a subsequent undergraduate degree after being awarded the first baccalaureate degree will be considered to have met all general education requirements if their first baccalaureate degree was from Missouri State or another regionally accredited college or university in the U.S.
- *Associate of Arts Degree (AA):* Missouri State accepts the AA degree from in-state and out-of-state accredited community or junior colleges as fulfilling our general education.
- *Associate of Arts in Teaching Degree (AAT):* Missouri State accepts the AAT degree in which students can meet general education requirements as well as 12 hours of professional education coursework.
- *Associate of Science/Applied Science Degree (AS/AAS):* Students who have completed an AS or an AAS degree will be required to meet Missouri State’s general education or CORE 42 requirements. The courses from these degrees transfer individually and are

evaluated as such. BAS degrees do accept AAS degrees to meet some requirements for the major, but general education requirements are not waived for these students. Because these degrees often include courses which are considered “technical education,” credit may not be awarded for all transfer work.

- *Students from a Missouri institution who have completed CORE 42 requirements* will be considered as having fulfilled Missouri State’s general education curriculum. Special notes for transfer students with a degree or completed CORE 42 requirements:
 - General education courses required by a major or minor are still required, even with the general education waiver. Please explain to a student in this situation *why* courses are required—not because they are general education, but because they are major or minor requirements—to minimize frustration.
 - In compliance with Mo. Rev. Stat. § 170.013, all undergraduate, degree-seeking students with a general education catalog semester/year of fall 2019 or later must, prior to graduation, pass an examination on the provisions and principles of American civics (Missouri Higher Education Civics Achievement Examination) with a score of seventy percent or greater.
- *Discuss the status of the transfer work and how the courses transferred will meet degree requirements, including general education requirements.* Degree audits are available on My Missouri State for admitted students and will include any courses that are listed as “in progress” on the student’s transcript. It is important to verify the student will transfer in a minimum of 24 credit hours (completed after high school) in order to waive GEP 101. General education worksheets can sometimes be easier for new students to understand, so using the worksheet in conjunction with the audit is a good idea if the student has not completed CORE 42 or an AA degree. The current general education worksheet may be printed from http://www.missouristate.edu/GeneralEducation/GenEd_Worksheet.htm.
- *Discuss reevaluation options if necessary* and show the student how to submit an online course reevaluation through My Missouri State. Document all suggestions for course reevaluation in Advising Notes.
 - Students who wish to appeal the evaluation or transferability of a course may do so through the appropriate department head (except credit for courses taken at non-accredited institutions, which must also be approved by the dean of the department’s college). When making an appeal, students must be prepared to provide supporting documentation (ex: course syllabus and course description).
Students who have taken courses that do not have specific course equivalencies at Missouri State (ex: do not fall under the authority of a department head) but that are substantially similar to courses in the general education program may appeal to have those courses applied to the general education program. Such appeals should be submitted to the Associate Provost for Student Development and Public Affairs.
Students should be prepared to provide supporting documentation as indicated above.
- *Help the student understand the difference between “a pre-major code” and “being admitted into a degree program.”* All new transfer students are allowed to register for their first semester without a degree hold, regardless of the number of hours completed. Some transfer students will have a degree hold on their record prior to registering for their *second* semester if not admitted to a program while attending classes in their first semester. Explain how to complete the process and paperwork to become admitted into a degree program and include a deadline to complete this task in your Advising Notes.

- Discuss appropriate course options, including alternate courses, and document in Advising Notes.
- Give detailed information about what the student must do after the advising appointment in order to register. Provide assistance on how to obtain permission for courses if necessary. Demonstrate where to find the online class schedule and the trial schedule builder tool. If time allows, help the student build the first schedule to ensure the registration process will go smoothly. Discuss the options to change a schedule if it becomes necessary.
- Invite the student to return if there are any further concerns or questions.
- Help the student understand when the registration process begins for the following semester, since schools register students in different ways and times. Explain how to schedule advising appointments. Discuss expectations of advisor and advisee.
- Review the To-Do Checklist for New Transfer Students.

Transfer Student Academic Policies *(Core Competency I-3)*

General Education Catalog Year

Transfer students from Missouri public colleges and universities may follow the general education and general baccalaureate degree requirements in effect at Missouri State when they first enrolled (or re-enrolled after an absence of one calendar year or more) as degree seeking students. The general education catalog year for these students will be established at the point of admission on the basis of this policy.

Admission to Degree Program

Transfer students will be admitted to majors without any admission requirements at time of university acceptance. Students will need to contact departments for majors with admission requirements to determine admission to degree program process.

Core Curriculum Transfer (CORE 42)

Senate Bill 997 established the Higher Education Core Transfer Curriculum Act (Sections 178.785-789 RSMo), which directs the Coordinating Board for Higher Education to develop a standard core transfer curriculum and a common course numbering equivalency matrix for lower-division general education courses. The core transfer curriculum, known as CORE 42, is a framework for general education that all Missouri public two- and four-year institutions of higher education will adopt effective for the 2018-2019 academic year. The goal of the CORE 42 is to facilitate the seamless transfer of academic credits. The completion of the CORE 42 at any public institution of higher education will transfer to every other public institution of higher education in the state and substitute for the receiving institution's general education requirement. Individual courses that comprise the CORE 42 are guaranteed to transfer one-to-one among all public colleges and universities.

The framework for Missouri's CORE 42 is designed for students to obtain the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. Students obtain the competencies through completion of the CORE 42 in its entirety.

CORE 42 Clarifications:

- *Performance Courses.* In the CORE 42 framework, the performance course section has a statement that reads, "Choose only one course from this group." That statement has since been clarified to say, "There is a limit of three (3) credit hours of Performance courses that can be applied to the Humanities and Fine Arts Knowledge Area and to the total CORE 42."
- *Mathematics Knowledge Area.* The Mathematics Knowledge Area has a note stating, "Courses that use one of the pathway courses as a prerequisite will meet the general education credit for math. For example, Calculus meets the General Education math requirement since Pre-Calculus Algebra is a prerequisite." The Core Curriculum Committee unanimously voted to further clarify this statement by adding the phrase "Mathematical sciences" to the beginning of the sentence, to read, "[*Mathematical sciences*] courses that use one of the pathway courses as a prerequisite will meet the general education credit for math. For example, Calculus meets the General Education math requirement since Pre-Calculus Algebra is a prerequisite." Three credit hours will apply toward fulfillment of the Mathematical Sciences Knowledge Area.
- If the institution's course credit is greater than the MOTR transfer credit, the excess credit is distributed within the MOTR electives.
- If the institution's course credit is less than the MOTR transfer credit the student will receive credit for completion of the MOTR course (at the credit amount taken), but may have to fulfill additional credit hour requirements to complete the knowledge area.

The CORE 42 worksheet can be found on page 5-119 at

https://www.missouristate.edu/assets/generaleducation/Core42_Worksheet.pdf.

Glossary of Terms

This reference guide is designed to assist in defining terms frequently used at Missouri State University and in the Undergraduate Catalog (http://www.missouristate.edu/registrar/catalog/key_terms.htm).

Academic Advisor A University employee who is committed to helping students meet their educational goals and to make informed and responsible decisions.

Academic Year Begins in August with the fall Intersession, continues through the spring semester, and concludes with the summer session.

Accelerated Graduate Program Option that allows eligible juniors and seniors to take a limited number of graduate-level courses that count towards both their undergraduate and graduate degree thereby reducing the time it takes to complete a graduate degree.

Alumni Individuals who have attended or graduated from a particular college or university.

Admission to Degree Program A process required of students who have a major with specific admission requirements.

Auditing a Class A grading option that allows completion of a course without receiving credit or a traditional grade. An audited course cannot be used to fulfill a degree requirement.

BearPass Card Student's official University identification card.

Block Classes Meets for only the first or second half of the term (semester).

Board of Governors Governing body for Missouri State University appointed by the Governor of Missouri.

Boomer University mascot

Catalog University's official publication of academic policies and procedures, programs of study, and course offerings for a particular academic year.

Certificate Document representing that the student has completed a University Certificate.

Change of Schedule Period First five days of the fall and spring semester and first two days of summer session in which students can add and drop classes.

Class Schedule An online listing of courses offered for a specific term.

College Group of academic departments and/or programs administered by a college dean.

College Level Examinations Program (CLEP) Program that allows students to receive credit by examination instead of completing a course.

Commencement Ceremony held at the end of the fall and spring semesters to recognize candidates for graduation.

Comprehensive Major A BA or BS major that includes both a primary and secondary area of study and, therefore, does not require completion of a minor.

Core Courses Group of foundation courses required by a college, department, or specific major.

Co-requisite Two or more courses that must be taken during the same semester.

Credit by Examination Method of earning academic credit outside of traditional course offerings.

Credit Hour Standard unit of measuring coursework. The unit of credit used at Missouri State is the semester hour.

Cross-Listed Courses Two or more different courses taught in the same room, at the same time, with the same instructor. Students may receive credit toward graduation for only one.

Dean (academic) Highest administrative officer of a college.

Dean's List Published list of students who have achieved a specific level of achievement established by the University. The list is published at the conclusion of each semester and Summer Session.

Declaring a Major/Minor Indicates that student wishes to pursue a particular major and/or minor. Many majors have specific admission requirements.

Degree Audit Advising tool designed to assist in tracking a student's progress towards graduation.

Department Head Administrative officer holding faculty rank; responsible for a primary unit within an academic organization.

Diploma Document provided by the University certifying that the student has earned a degree.

Dual Enrollment Typically refers to high school students who are receiving high school credit while also being enrolled in college-level credit. This term can also refer to students who are concurrently enrolled in two or more higher education institutions.

Enrollment Status Terms used for reporting a student's academic load to external agencies. (i.e., full-time, half-time, less than half-time)

Exit Exam Required for all bachelor degree graduates for assessment purposes.

Good Standing Academic status of students who are not on probation or under suspension.

General Education Program Group of foundation courses required of undergraduate students regardless of the student's major.

Grade Point Numerical value given to grades. For example, four grade points per credit hour is awarded for a grade of "A".

Grade Point Average (GPA) Calculation derived from dividing the grade points earned by the number of credits attempted.

Hold Block which prohibits students from functions such as registering for courses or receiving a transcript or diploma. Most holds are due to an unpaid financial obligation, or failure to complete a required process.

Honors, Scholastic Designation indicated on the graduates' diploma and transcript that reflects outstanding scholarship.

Honors College Program Designed to serve the needs of academically talented, high-achieving students accepted into the Honors College Program.

Identical Courses Those courses identified by multiple course codes and/or numbers that are taught in the same classroom, at the same time, and by the same instructor. Student may only receive credit toward graduation for one.

Incomplete Grade Assigned when a student has not completed all work for a course and the instructor agrees to allow additional time for completion of the course.

Internship Work at a business or agency related to a student's major and/or career plans for which credit hours are awarded.

Intersession Brief period (typically 1-3 weeks) between semesters when a limited number of courses are offered.

Lower Division Undergraduate courses numbered lower than 300.

Major Collection of courses and requirements that is designated as the student's primary area of specialization. Appears on the student's diploma and transcript.

Minor Collection of courses indicating additional specialization in an area of study beyond the major. Minors do not appear on the student's diploma but are listed on the student's transcript.

Mixed Credit Courses that are part of an accelerated graduate program in which students can receive both graduate and undergraduate credit.

My Missouri State Web-based system that provides access to personal student information, email, blackboard, online registration, and much more. A BearPass account is required to access the system.

Non-Comprehensive Major One that requires completion of a minor in order meet graduation requirements.

Non-resident Student who does not meet requirements for classification as a Missouri resident for fee purposes in accordance with the residence policy.

Non-traditional student Includes evening students, married students, students with children, and students of 22 years of age or older.

Option Sub-set of courses within the major that represent a specialized area of study. Officially approved options appear on the transcript but are not printed on the diploma.

Overload Semester credit hours that exceed the maximum number of hours permitted based on the student level (undergraduate or graduate). Permission is required for an overload.

Parallel (Undergraduate and Graduate Level) Courses those courses that have both an undergraduate and graduate version (example: ACC 504 and ACC 604). Students who enroll in either course meet in the same room at the same time with the same instructor. The graduate level version of the course must require coursework appropriate for graduate credit. Parallel courses are identified in the semester class schedule as "cross-listed" courses.

Pass/Not Pass Grading option that allows students to pursue coursework without affecting their GPA.

PIE (Partners in Education) Program designed to facilitate communication between first-year students and their families. Through written consent of the student, members will have increased access to their student's information.

Postbaccalaureate Nondegree seeking student who has earned a bachelor's degree and wishes to take additional courses but not pursue an additional undergraduate degree or a graduate degree.

Prerequisite Specific requirements that must be met prior to enrolling in a given class. Prerequisites may consist of courses, test scores, or enrollment in a specific program of study.

Probation Status that indicates unsatisfactory academic progress. Students may be subject to academic load limitations and other restrictions.

Program of Study All requirements that a student must complete in order to be awarded a degree or University certificate.

Readmission Admission process followed by a student who wishes to enroll after not taking classes for one full calendar year.

Registration Restriction A type of prerequisite that requires student be in a specific program of study in order to take the class

Reinstatement Process by which a suspended student appeals to return to the university.

Semester Instructional period of 15 weeks plus a final examination period offered twice a year (referred to as *Fall* and *Spring* semester). Additional instructional periods include intersessions and a summer session.

Senior Permission Allows students to take graduate coursework while still classified as an undergraduate. Permission is required.

Service Learning Program which allows students to earn academic credit in selected courses in exchange for meaningful and productive community service.

SOAR (Student Orientation, Advisement, and Registration) Program, A day and a half in length, designed to assist students and their families in making a successful transition to university life.

Student Services Fees Required fees assessed at the time of registration that cover the student's access to a variety of services, programs, and activities.

Suspension Status that prevents a student from enrolling in courses unless an exception is granted by the dean of the student's major.

Syllabus Document describing the objectives, outcomes, assessment activities, and structure of a course that is made available to students during the first week of classes.

Term Another name for a semester or summer session.

Transcript Serves as the student's official academic record and the University's official record of credit and degrees awarded, including the courses taken by a student and the grades received in each course. Probations, suspensions, and disciplinary expulsions also appear on the transcript.

Transfer Credit Courses taken at another accredited institution and accepted toward degree requirements at Missouri State.

Transfer Student Student who has completed 24 or more transferable credit hours *after* high school graduation.

Tuition The amount of money that must be paid for classes. Other fees may be assessed in addition to tuition.

Upper Division Undergraduate courses numbered 300 and above.

"W" Grade Indicates student withdrew from (dropped) a class without academic penalty.

MISSOURI STATE UNIVERSITY MASTER ADVISOR HANDBOOK

Chapter Four : Campus Resources

“My advising philosophy is a developmental approach to encourage students, explore possibilities, and empower minds for academic and career excellence.” Ross Hawkins, NACADA Certificate of Merit Recipient 2010

“It is my duty to provide the student with resources to address the problem they are experiencing. Perhaps they need to simply contact the instructor and have a conversation, maybe they need to increase study time and seek tutoring or perhaps they have exhausted all resources and need to make a formal appeal or speak with the next person in the chain of command.” Jessica Bendure, NACADA Certificate of Merit Recipient 2019

CAMPUS RESOURCE INFORMATION GUIDE

Knowledge of campus and community resources that support student success is essential for advisors at all levels (Core Competency I-6). The following listing includes contact information for many of the common referrals made by advisors to students or on behalf of students.

(ALL PHONE NUMBERS ARE AREA CODE 417)
MISSOURI STATE UNIVERSITY SWITCHBOARD 836-5000

ACADEMIC ADVISING CENTERS

Adult Students	Adult Student Services	836-6929
Advisor Training	Academic Advisement Center	836-5258
Athletes	Dr. Mary Jo Wynn Academic Achievement Center	836-6829
Business Majors	Business Advisement Center	836-5386
Education Majors	Education Advisement	836-5429
General Information	Academic Advisement Center	836-5258
Honors Students	Honors College	836-6370
Individualized Majors	Academic Advisement Center	836-5258
Teacher Certification	Teacher Certification Office	836-4772
Psychology Majors	Psychology Advisement Center	836-6841
Undecided/	Academic Advisement Center	836-5258
Exploratory Students		
All Other Majors	Contact Department of the Major	

ACADEMIC POLICIES & PROCEDURES

Academic Integrity Issues	Student Development & Public Affairs	836-8346
Course Re-Evaluation	Student Development & Public Affairs	836-8346
General policy information	Office of the Provost	836-5119

ACADEMIC RENEWAL	Student Development & Public Affairs	836-8346
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ACTIVITIES ON CAMPUS	Office of Student Engagement	836-4386
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ADDING A CLASS	Office of the Registrar	836-5520
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ADMISSIONS

Appeal of Denied Admission	Office of Admissions – Office Operations	836-5517
General Information	Office of Admissions	836-5517
Transcript Evaluation	Office of Admissions – Evaluators	836-5517
Transfer Students	Office of Admissions – Transfer Coordinator	836-5517

ATHLETICS

Academic Support	Dr. Mary Jo Wynn Academic Achievement Center	836-6829
Compliance & Eligibility	Athletics – Compliance	836-6829
General Information	Athletics Administration – Director	836-5244
General Information	Athletics Administration – Assoc. Director	836-5246

AUDITING A COURSE	Office of the Registrar	836-5520
BEARPASS CARD	Bearpass Card Office	836-8409
BOOKS	Bookstore	836-5403
BOOMER MEALS	Residence Life, Housing, & Dining Services	836-5536
CAREER ASSISTANCE	Career Center	836-5636
CHILDCARE		
6 weeks – 5 years of age	Child Development Center	836-6759
2 years and older	University Childcare Center	836-0980
CITIZENSHIP & SERVICE LEARNING	Citizenship & Service Learning Office	836-5774
COOPERATIVE EDUCATION	(see Career Assistance)	
COUNSELING SERVICES	Counseling Center	836-5116
DEGREE AUDIT	Office of the Registrar – Degree Check	836-5520
DISABILITY RESOURCE CENTER	Disability Resource Center	836-4192
DROPPING A CLASS	Office of the Registrar	836-5520
ENGLISH PLACEMENT		
General Information	English Department	836-5107
Students with no ACT/SAT Scores	Adult Student Services	836-6929
EXPLAINED ABSENCES	Academic Advisement Center	836-5258
EVENING COLLEGE PLUS	Adult Student Services	836-6929
FAMILY ASSOCIATION	New Student & Family Programs	836-7641
FEE PAYMENT		
General Information	Financial Services	836-5635
Payments by Phone	Bursar's Office	836-5128
FINANCIAL AID	Office of Financial Aid	836-5262
FOREIGN LANGUAGE PLACEMENT	Modern & Classical Languages Department	836-4122

FRATERNITY AND SORORITY LIFE	Office of Student Engagement	836-4386
GENERAL EDUCATION SYSTEM	Office of the Provost	836-5119
GEP 101	First-Year Programs	836-8343
HEALTH PROFESSIONS		
General Info/Undeclared Students	Academic Advisement Center	836-5258
Pre-Professional Interest	McQueary College of Health & Human Services	836-4156
HEALTH SERVICES		
Appointments	Magers Health & Wellness Center	836-4000
General Information	Magers Health & Wellness Center	836-4000
Wellness	Magers Health & Wellness Center	836-4045
HOUSING	Residence Life, Housing, & Dining Services	836-5536
ICOURSES	Academic Outreach	836-8803
INTERNATIONAL SERVICES	International Center	836-6618
LEARNING DIAGNOSTIC CLINIC	Learning Diagnostic Clinic	836-4787
MATH PLACEMENT EXAM	Mathematics Department	836-5112
MEAL PLANS	Residence Life, Housing, & Dining Services	836-5536
MULTICULTURAL SERVICES		
General Information	Asst. Vice-President for Student Affairs	836-8986
Resources	Multicultural Programs	836-3035
ORIENTATION		
For First-Time Students	New Student & Family Programs	836-7641
For Adult Students	Adult Student Services	836-6929
PARKING		
Parking Permits	Parking Administration	836-4825
Parking Ticket Appeals	Parking Appeals Office	836-6063
PARTNERS IN EDUCATION (PIE)	Student Development & Public Affairs	836-8346
PASS/NOT PASS	Office of the Registrar	836-5520

OFFICE OF THE REGISTRAR

Class Registration	Office of the Registrar	836-5520
Degree Audit	Office of the Registrar - Degree Check	836-5520
General Information	Office of the Registrar	836-5520
Records	Office of the Registrar	836-5520
Transcripts	Office of the Registrar	836-5520

RESIDENCE HALLS	Residence Life, Housing, & Dining Services	836-5536
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SOAR	New Student & Family Programs	836-7641
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STUDENT AFFAIRS	Student Affairs	836-5526
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STUDENT CONDUCT	Office of Student Conduct	836-6397
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STUDENT ORGANIZATIONS	Office of Student Engagement	836-4386
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STUDY AWAY	Study Away Office	836-6368
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TELECOURSES	(see ICOURSES)	
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TESTING

Career Counseling/Assessment	(see Career Assistance)	
Learning Disabilities	(see Learning Diagnostic Clinic)	
Standardized Testing	Testing Center	836-6417

TRANSCRIPTS	(see Office of the Registrar)	
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TRANSFER STUDENT ADVISEMENT

Admitted Undeclared Students	Academic Advisement Center	836-5258
Admitted Declared students	Department of declared major	
Pre-Admission students	Office of Admissions	836-5517

TRIO STUDENT SUPPORT SERVICES	TRIO	836-6220
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TUTORING

Subject-Area Tutoring	Bear CLAW	836-4229
Writing	(see Writing Center)	

VETERAN STUDENTS	Veteran Student Services	836-6199
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WITHDRAWAL (Dropping all classes)	Office of the Registrar	836-5520
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WRITING CENTER	Writing Center	836-6398
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MISSOURI STATE UNIVERSITY

MASTER ADVISOR HANDBOOK

Chapter Five : Advising Tools

“Before we start talking about the future, I want to get a feel for the present.” Tom Tomasi, NACADA Outstanding Advisor 2005

“While some advisees expect me to plan for them, in the end, when I have done my job well, my advisees have made their own academic plans and arrived at their own decisions. This way, they are invested; they feel purposeful and committed.” Amy Marie Aufdembrink, NACADA Outstanding Advisor 2012

“Providing recognition for student accomplishments is extremely important. I strive to acknowledge each student who received an A or B at midterms. I consistently encourage students to ask questions, come back, and update me on their progress.” Brittany Wise, NACADA Outstanding New Advisor, 2018

“As a strong supporter of the public affairs mission of Missouri State University, I encourage students to seek out opportunities to enhance their skills in ethical leadership, cultural competence, and community engagement.” Daniela Novotny, NACADA Certificate of Merit Recipient, 2019

“I want the advisee to learn how to navigate the university system in a confident, self-reliant manner. I am here to provide accurate information that will guide the student in the right direction and help them reflect on interests, skills, aptitudes and think critically about goals.” Jessica Bendure, NACADA Certificate of Merit Recipient, 2019

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Master Advisor Calendar

Tips and Important Deadlines for Advising Preparation

1st week of classes	Be available for students who are late registering and changing schedules. Changes of schedule do not require an advisor's approval, but students often seek your opinion. Send out your advising syllabus, if you have one, with a welcome message. Invite new advisees to make a "get acquainted" appointment.
4th or 5th week	Class schedules for upcoming semester posted online. Email students to encourage them to schedule an advising appointment.
9th week	Mid-term grades posted. Contact advisees with low grades at mid-term. Remind them of drop deadline (refer to the Academic Calendar available on the web for this and other important deadline dates), refer to campus resources as appropriate and encourage students to talk with instructors. Document all contacts in Advising Notes.
Approx. 10th week	Expect increased advising traffic and appointments.
Approx. 12th week	Last drop date (refer to the Academic Calendar available on the web for this and other important deadline dates.)
Approx. 15th week (near the close of pre-registration)	Determine which of your advisees have not registered. Contact these students by phone or e-mail about their plans for next semester. Encourage them to come in to see you. Document these contacts in Advising Notes.
After final grades	Congratulate advisees with high grade point averages and those who were removed from probationary status. Prepare for phone calls and emails from students who were suspended.
Throughout the semester	Use your advisee list to send general and targeted emails to students regarding departmental organizations, job opportunities related to your field, public affairs programs, etc.

An Academic Advisor's Role in Missouri State University's Public Affairs Mission

As academic advisors, we have a unique opportunity to help students shape their educational experiences. We are committed to helping students incorporate the Public Affairs Mission into their educational plans. Here are a few of the ways we can assist our students in this process:

Community Engagement

Advisors can serve as both catalysts and role models in encouraging students to become engaged in the University community and beyond. Advisors can encourage students to participate in community service activities and can explain the benefits of personal satisfaction and enhanced leadership skills that lead to more employability.

Advisors can:

- Encourage students to take service-learning courses.
- Encourage students to participate in volunteer work, especially as it relates to a major.
- Lead by example by serving students in programs such as House Calls and Move-in Days.
- Participate in a community-service activity and invite advisees to join.
- Challenge students to connect academic learning to other areas, such as politics, the arts, employment and community work.
- Encourage students to register to vote. They can even register to vote in the library.

Cultural Competence

Advisors can model cultural competence in their dealings with advisees and others. Advisors can encourage students to participate in a broad range of courses and activities to broaden their cultural perspectives.

Advisors can:

- Encourage students to participate in international and cultural events by sending out notices of special opportunities such as the International Banquet.
- Notify students of culturally relevant speeches or workshops offered on campus or in the community.
- Encourage students to take general education courses that will broaden their cultural knowledge and experience (examples: AAS 100, GRY 100, ANT 100, REL 100 & 210, MUS 239, HST 103 & 104, SOC 150, MCL 200, SWK 219).
- Encourage students to take courses in other languages, even when not required.
- Encourage students to plan ahead for Study Away experiences.
- Encourage students to seek opportunities to get to know students, staff and faculty from different backgrounds (cultural, socio-economic, racial, religious, gender, sexual orientation, abilities, etc.) Model that for students by doing the same.
- Consider how we talk with students about cultural challenges they may discuss with us (e.g. instructors with accents, roommate situations involving cultural conflicts).
- Work on own cultural competence through professional development opportunities.

Ethical Leadership

Advisors can model ethical leadership by being honest with advisees and by assisting students as they deal with any ethical dilemmas. Advisors can encourage students to think of leadership in a broad way and determine how they can use their years at the University to develop their own leadership style and skills.

Advisors can:

- Nominate or encourage students to apply to be campus leaders, such as Resident Assistants, GEP 101 Peer Leaders, SOAR Leaders, Campus Ambassadors, etc. Volunteer to write recommendation letters for students who express an interest.
- Encourage students to get involved in organizations and activities that match their interests, such as Student Government Association, Residence Hall Government, Student Conduct Hearing Boards, etc.
- Help students understand academic integrity.
- Honor advisees for their leadership activities.
- Notify students about the opportunities to be involved in Public Affairs activities.
- Encourage students to choose courses that may help them develop their leadership skills or understand ethics.
- Encourage students to participate in leadership development activities available through the Office of Student Engagement.

Advisor's Guide to Preparing for an Advising Session

As you prepare to meet with an advisee, you may locate your student's record in **My Missouri State**.

- Review online “**Advising Notes**” from previous advising sessions. Be prepared to ask about any issues that have caused the student issues in the past.
- Review a current “**Degree Audit**” and check for completion of required courses. Highlight any courses you recommend for future semesters.
- Review additional links in the **Student Information Menu** including: Holds, Student Information, Test Scores, Transcript, etc.

Advisement Session Checklist

1. Previous Advising Note? _____
2. Placement Scores? _____
3. Academic Status?
(Good Standing, Probation) _____
4. GPA and previous semester grades? _____
5. Degree Program and Status?
(Major, Pre-Major, Admitted) _____
6. Degree Audit? _____
7. Transcript?
(Credit earned, transfer credit, AP credit) _____
8. Explained terminology?
(credit hours, prerequisites full-time or part-time) _____
9. Check academic progress toward
graduation—discuss “Finish in 4” _____
10. Enter new advising note, electronic release if appropriate, and answer questions.

Steps to Advising Incoming Transfer Students

*A handout with important links can be found at
www.missouristate.edu/transfer/steps-to-advising.htm*

Incoming transfer students require a great deal of information in order to be successful in their first semester at Missouri State. They can register after scheduling an appointment with a transfer advisor designated by a department to meet with transfer students. Exploratory/ undecided students will be assisted by Ross Hawkins in the Academic Advisement Center. Both the advisor and the student should expect to meet for about an hour to allow time for the entire advisement process. Many transfer students choose to register for courses online. However, the Office of the Registrar will process registrations if the student chooses to register in person. Information a newly-admitted transfer student receives from our Admissions Office can be found at <http://www.missouristate.edu/admissions/transfer.asp>

Please document these appointments by using the Advising Notes function in the Student Information Menu found under the Teaching and Advising Tab in My Missouri State. These notes can prove helpful to both the student and future advisors.

Each semester there will be an Academic Advisor Forum that focuses on transfer advising issues. To learn more about transfer advising, please plan to attend those sessions.

The following checklist has been designed by the Office of Admissions to aid in the orientation and registration of transfer students to the University. This list can be used as a useful resource for advisors when aiding students in this process. This checklist is available from the Office of Admissions on the web at: <http://www.missouristate.edu/transfer/transferto.do.htm>

Please refer to this information on the web to make sure you are using the most up-to-date checklist.

An Advisor's Guide to Helping Students Choose General Education Coursework

The general education program helps students explore many different areas of study. But how do you help them decide which classes they should take? There are many ways. For example, help students look for a class that:

- is an introductory course toward the major or minor
- is a “core” requirement toward the major
- is required to be completed before admission into degree program
- is a prerequisite to coursework within the major
- is a course related to the chosen discipline in content or philosophy
- will broaden the student’s knowledge or add perspective to their chosen discipline
- develops skills in research, organization, and critical thinking
- teaches how to solve problems (examples: mathematics, chemistry, philosophy)
- improves communication skills (examples: English, communication)
- teaches them about American and other cultures (examples: history, political science, art, music, anthropology, geography, theater, religious studies, literature, geography)
- introduces them to social issues (examples: economics, African American studies, social work, sociology)
- examines the major institutions of our society (examples: economics, philosophy, religious studies, political science, sociology, agriculture)
- examines technology and how it works (examples: computer science, computer information systems, chemistry, physics, agriculture)
- helps them understand the physical world (examples: astronomy, geology, biology, biomedical sciences, geography, chemistry, physics)
- helps them understand themselves (examples: sociology, psychology, biology, biomedical sciences, religious studies, philosophy)
- helps them lead a healthier life (examples: sciences, kinesiology, psychology)

The General Education Worksheet

The General Education Worksheet is available on the web for download as a PDF file and can be found under General Education at: http://www.missouristate.edu/GeneralEducation/GenEd_Worksheet.htm

This worksheet was designed to help students and advisors successfully navigate Missouri State's general education requirements. The worksheet can be used to check off coursework and track completion of Gen Ed requirements.

General Education Reevaluation Guidelines

The first point of contact for reevaluation is Jessica Silvey. Dr. Rachelle Darabi is the transfer articulation officer and has the final say regarding reevaluations.

Reevaluation Method and Concerns

Courses that transfer to MSU as direct equivalents are not typically reevaluated unless it is a special circumstance.

If a student would like a transfer class to be considered as a direct equivalent, the student should choose that option on the online Request Transfer Credit Reevaluation form. For example, if a student wants to have a transfer U.S. history course reevaluated as either HST 121 or 122, the history department head would make the decision.

If a student does not feel as if a transfer course is a direct equivalent course but it meets the course goals and outcomes, the student can seek a reevaluation for that particular area in the general education curriculum (e.g., GEC 113). Jessica Silvey is the initial point of contact for these requests.

CORE 42 Worksheet

The CORE 42 Worksheet is available on the web for download as a PDF file and can be found at: <https://www.missouristate.edu/GeneralEducation/core42.htm>

More information regarding CORE 42 can be found in Chapter 3.

<replace this page with the gen ed worksheet>

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<replace this page with the CORE 42 worksheet>

<replace this page with the CORE42 worksheet>

Academic Advising Can Help You...But

Don't...

Avoid academic advisement as long as possible.
Wait until registration periods to see your advisor.
Mislead or withhold information from your advisor.
Assume your advisor has all of your records.
Assume your advisor will tell you everything you need to know.
Assume your advisor will remember what you talked about from one appointment to the next.
Stay with an advisor if the two of you don't communicate satisfactorily with each other.
Assume that it is only your advisor who should be familiar with the university rules and regulations.

Do...

Take advantage of the opportunity to talk with an expert even though you've talked with friends.
Make appointments when your advisor has more time for you.
Share information about educational and career goals; report any learning problems; tell about important success or failure experiences. Your advisor needs this information to help you.
Keep your own personal records and bring them with you when you see your advisor: audits, grades, special actions, etc. Review your on-line records regularly under MyMissouriState.
Be assertive. Be prepared for your advising appointment. Ask questions.
Keep your own notes. Review your online advising notes. Remind your advisor of what you talked about at your last meeting.
Request another advisor through the departmental administrative assistant if you are not getting the assistance you need.
Take responsibility for reading about those rules and requirements that affect you. Most of them are published in the online catalog.

**Do...call your college or department office if you need assistance.
Or, if you are an exploratory/undecided student, come to
the Academic Advisement Center, University Hall 109.**

Make a Plan for Your Education

Many students arrive at college with no clear major or career plans. These students may have no idea how to make such a decision. When the time comes to declare a major, they sometimes choose what they see as the path of least resistance. To avoid this happening to you, follow these suggestions.

In their first year, students should:

- Acquaint themselves with the student services available on campus designed to help with a wide range of concerns.
- Take classes that will expose them to a number of alternative majors.
- Participate in the Majors Fair.
- Begin to recognize areas that may be of special interest to them through the various courses they are taking.
- Assess where their interests lie, identify their abilities and begin to narrow down choices.

As Sophomores, students should:

- Further explore career alternatives related to majors that interest them.
- Identify how their values, abilities and interests correlate to different majors.
- Decide on and declare a major, based on the knowledge they have gained.
- Consider an internship, cooperative education or study away experience.

As Juniors, students should:

- Explore career alternatives linked to their college major and select those that align with their interests, abilities and goals.
- Pursue volunteer experiences, part- or full-time employment, internships or cooperative education opportunities related to their career goals.
- Narrow down choices with the experience gained from outside positions.

As Seniors, students should:

- Begin to identify the skills and abilities they have developed through the college experience, and decide which skills and abilities they wish to use in the work place.
- Make a firm decision as to the type of positions they feel would be best suited for them and that would offer them the most job satisfaction.
- Prepare a resume; learn job search strategies; and begin to apply for career-related jobs or future graduate or professional school training.

Does this all sound overwhelming? When approached in a well-organized manner, major/career decision making is a process of self-discovery. This process is never easy, but the outcome is rewarding. Your academic advisor and the Career Center can help you find resources to help you with your major/career development. See your advisor or a career resource specialist soon to begin this process!

Student's Guide to Preparing for an Advising Appointment

So that the advising appointment will be beneficial, preparation is necessary. Doing the following should improve your advising experience.

- Review the online catalog, class schedule, and academic records before your appointment. If you have paper resources (such as a printed Gen Ed worksheet or trial schedule), bring them with you.
- Make a list of questions to ask your advisor. Think about the concerns you would like to discuss with your advisor.
- If you are planning to schedule, make tentative class choices before seeing your advisor. Be sure to include alternative selections. Check prerequisites. Check the University web page to see whether your classes are open. To do that access the *Class Schedule Search* feature. You may even wish to develop one or more trial schedules to bring to your advising appointment. If you need help learning how to use the Trial Schedule Builder tool, you may want to watch the YouTube video found at <https://www.missouristate.edu/registrar/trialschedulebuilder.htm>
- If you wish to look at requirements for your current declared major, you may print your own degree audit by accessing the *My Missouri State* section of the web page. From *My Missouri State*, you may also check for holds that would prevent you from registering. If you want to talk about different possible majors and minors, you may also order “what if” audits from *My Missouri State* and review those prior to your appointment.

QUESTIONS FOR YOUR ADVISOR:

Five-Day Exam Preparation Strategy

Most students learn more if they follow a long-term plan for review before an exam.

Before beginning the five-day countdown, you should:

- Collect all materials needed to review. This includes textbooks, class notes, handouts, study guides – anything and everything pertaining to the information to be included on the test
- Schedule at the most three 20-30 minute review sessions for each of the five days preceding the exam. Schedule these during daylight hours
- Plan the content of each review session: What materials will you cover? How long to spend on each part? What method will you use to review the material?
- Make a calendar with specific times, activities, subject matter to be covered prior to the test

Day 5 – Reading Assignments

- Set a timer or alarm for 20-30 minutes so you can work without interruption. Schedule a 10 minute break between each study session.
- Reading must be completed on this day because time is scheduled for other review activities on the following days

Day 4 – Textbook material: This includes reviewing textbook questions and answers, textbook notes, and instructor-made study guides

- Set a timer or alarm for 20-30 minutes so you can work without interruption. Schedule a 10 minute break between each study session
- Review all textbook reading material
- Review questions at the end of the chapters
- Review each instructor-made study guide

Day 3 – Vocabulary: Words previously identified while reading/taking notes.

- Set a timer or alarm for 20-30 minutes so you can work without interruption. Schedule a 10 minute break between each study session.
- Study the vocabulary words systematically, using either a self-made glossary or 3x5 cards. Try to recall the definition by looking at the word and then try to recall the word by looking at the definition. Do not study the words in the same order each time
- Be sure you can give the definition, recall the term from the definition, spell the word correctly, and give an example of each term

Day 2 – Lecture notes:

- Set a timer or alarm for 20-30 minutes so you can work without interruption. Schedule a 10 minute break between each study session
- Review all lecture notes and handouts
- Make outlines or use mapping techniques to organize material

Day 1 – Problem areas: Concentrate on areas that have been a problem

- Set a timer or alarm for 20-30 minutes so you can work without interruption. Schedule a 10 minute break between each study session
- Review and concentrate on “trouble” areas of the past 4 days such as lecture and textbook notes, vocabulary words, and instructor-made handouts and/or study guides

Ten Traps of Studying

1. “I don’t know where to begin”

Take control. **Make a list of all the things you have to do.** Break your workload down into manageable chunks. Prioritize! Schedule your time realistically. Don’t skip classes near an exam – you may miss a review session. Use that hour in between classes to review notes. Interrupt study time with planned study breaks. Begin studying early, with an hour or two per day, and slowly build as the exam approaches.

2. “I’ve got so much to study... and so little time”

Preview. Survey your syllabus, reading material, and notes. Identify the important topics and areas you still do not understand. Previewing saves time, especially with non-fiction reading; by helping you organize and focus in on the main topics. Adapt this method to your own style and study material, but remember, previewing is not an effective substitute for reading.

3. “This stuff is so dry, I can’t even stay awake reading it”

Attack! **Get actively involved with the text as you read.** Ask yourself, “What is important to remember about this section?” Take notes or underline key concepts. Discuss the material with others in your class. Study together. Stay on the offensive, especially with material that you don’t find interesting, rather than reading passively and missing important points.

4. “I read it. I understand it. But I just can’t get it to sink in”

Elaborate. We remember best the things that are most meaningful to us. **As you are reading, try to elaborate upon new information with your own examples.** Try to integrate what you’re studying with what you already know. You will be able to remember new material better if you can link it to something that’s already meaningful to you. Some techniques include:

- **Chunking:** An effective way to simplify and make information more meaningful. For example, suppose you wanted to remember the colors in the visible spectrum (red, orange, yellow, green, blue, indigo, violet); you would have to memorize seven “chunks of information” in order. However, if you take the first letter of each color, you can spell the name “Roy G. Biv, and reduce the information into the three “chunks.”
- **Mnemonics:** Any memory-assisting technique that helps us to associate new information with something familiar. For example, to remember a formula or equation, we may use letters of the alphabet to represent certain numbers. Then we can change an abstract formula into a more meaningful word or phrase, so we’ll be able to remember it better. Sound-alike associations can be very effective, too, especially while trying to learn a new language. The key is to create your own links so you won’t forget them.

5. “I guess I understand it”

Test yourself. Make up questions about essential sections in notes or reading. Keep in mind what the professor has stressed in the course. Examine the relationships between concepts and sections. Often, simply by changing section headings you can generate many effective questions. For example, a section entitled “Bystander Apathy” might be changed into questions such as: “What is bystander apathy?” “What are the causes of bystander apathy?” and “What are some examples of bystander apathy?”

6. “There’s too much to remember”

Organize. Information is recalled better if it is represented in an organized framework that will make retrieval more systematic. There are many techniques that can help you organize new information, including:

- Write chapter outlines or summaries; emphasize relationships between sections.
- Group information into categories or hierarchies, where possible.
- Information Mapping. Draw up a matrix to organize material. For example, if you were trying to understand the causes of World War I, you could make a chart listing all the major countries involved across the top, and then list the important issues and events down the side. Next, in the boxes in between, you could describe the impact each issue had on each country to help you understand these complex historical developments.

7. “I knew it a minute ago”

Review. After reading a section, try to recall the information contained in it. Try answering the questions you made up for that section. If you cannot recall enough, re-read portions you had trouble remembering. The more time you spend studying, the more you tend to recall. Even after the point where information can be perfectly recalled, further study makes the material less likely to be forgotten entirely. In other words, you can’t over study. However, how you organize and integrate new information is still more important than how much time you spend studying.

8. “But I like to study in bed”

Context. Recall is better when study context (physical location, as well as mental, emotional, and physical state) are similar to the test context. The greater the similarity between the study setting and the test setting, the greater the likelihood that material studied will be recalled during the test.

9. “Cramming before a test helps keep it fresh in my mind”

Spacing: Start studying now. Keep studying as you go along. Begin with an hour or two a day about one week before the exam, and then increase study time as the exam approaches. Recall increases as study time is spread out over time.

10. “I’m going to stay up all night until I get this done.”

Avoid mental exhaustion. Take short breaks often when studying. Before a test, have a rested mind. When you take a study break, and just before you go to sleep at night, don’t think about academics. Relax and unwind, mentally and physically. Otherwise, your break won’t refresh you and you’ll find yourself lying awake at night. It’s more important than ever to take care of yourself before an exam! Eat well, sleep, and get enough exercise.

Test Taking Strategies

As You Start the Exam—Take Control

1. Listen closely to directions.
2. Look over the entire test and read carefully each section.
3. Budget time accordingly.
4. Build confidence by answering questions you know first.
5. Mark questions you're unsure of and recheck later.
6. Your first guess may not always be the best.
7. Some questions may jog memory or provide answers to other questions.
8. Know what the question asks for before selecting an answer.
9. If you note what appears to be a typo, ask the teacher; it may not be a typo.
10. Scan any text, figures, charts, or drawings that accompany a question; then read the questions to see what information you will need. Next, return to the drawings for a more careful reading.
11. Answer every question. A blank answer is always wrong; a guess may be right.

Multiple Choice

1. Read directions carefully noting how many correct answers for each question.
2. If there is only one correct answer, you are looking for the one best answer.
3. Read the stem and all answers before marking an answer.
4. The more choices you eliminate, the better the chance of a correct guess.
5. Be reasonable. Some answers make more sense than others.
6. Watch for negative words such as not or except.
7. Note absolutes (100% words) such as all, no, best...Except in math and science, these are more often incorrect choices.
8. Foolish options are usually wrong.
9. "All of the above" is often used when all statements are correct unless it is a choice for every question. If you can find at least two correct answers to a question, then "all of the above" may be the best choice unless you can mark more than one answer correct.
10. Dates—if you don't know, eliminate the high and low and make an intelligent guess.
11. Watch for similar answers. It indicates focus, and usually one is correct.
12. Often the correct answer is longer or more inclusive.
13. Watch for clues such as an/a; is/are.

Matching

1. Read the directions, noting if an answer may be used more than once.
2. Run down both columns to see what you are dealing with. Count choices in each column to see if every choice will be used.
3. Start with the left column and then read down the right. Consider all possibilities before making a final choice.
4. Fill in all you are sure of, skipping those you are unsure of. If you can write on the test, mark off the answers selected.
5. Don't guess until you have answered all of the questions you know for sure.
6. Make lists of possibilities and associated facts and ideas.

Short Answers

1. Think before you write.
2. Use simple, concise answers and sentences; write legibly.
3. If unsure of an answer, write as much as you can recall.
4. Answer the question that is asked.

Essay tests

Use the acronym **LABBOWL**:

- L** Look over the entire exam.
- A** Ask for point allotment.
- B** Budget time.
- B** Build confidence and momentum.
- O** Outline each question before writing.
- W** Watch for key words.
- L** Look over exam when finished.

Use the acronym **COPS**:

- C** Capitals
- O** Organization
- P** Punctuation
- S** Spelling

Suggested Usage of 45 Minutes in Class:

10 minutes planning, 30 minutes writing, and 5 minutes using COPS.

1. Organize intelligently. Give a statement then explain in more detail. One idea per paragraph. Include the best reasons in first few lines. End with a summary sentence.
2. Avoid unsupported opinions or statements.
3. Use complete sentences and transition words like next, first, last, consequently, on the other hand.
4. Number your responses, especially if a certain number is necessary.
5. Incorporate subject specific vocabulary used by the instructor and textbook.
6. If time permits, don't leave a question blank. Try for partial credit.
7. Leave wide margins and several blank lines between questions to allow for inserting information.
8. Have answers for every question listed on instructor made study guides.
9. If no study guide is given, make up your own sample questions.

Academic Advising Syllabus (Sample Outline)

Academic Advising Syllabus

Academic Year

Personal or departmental web address

Relevant educational or inspirational quotation

Advisor name

Office address

Phone number

Email address

Information on how to get an advising appointment

Any policies about appointments (e.g. at least one day in advance; reschedule if more than ten minutes late)

Office hours, best way to contact

Mission Statement

Academic advisors at Missouri State University provide academic and professional guidance as students develop meaningful educational plans in pursuit of their life goals. Advisors provide students with information about coursework, University policies and procedures, the Public Affairs mission, and career options and opportunities. They require student participation in the decision-making process, help students become lifelong learners, and encourage self-reliant problem solving through exploration of students' own interests and values. Advisors support students as they seek the best possible education at Missouri State University.

Objectives

Expectations for Student Advisees

Expectations for Advisors

Required Text/Materials

Policies & Procedures

Suggested Activities for Student Success

ADA Statement and Non-Discrimination Policy Statement:

For sample complete advising syllabus, see <http://www.missouristate.edu/advising/KathyDavis.htm>

Guidelines for Advising Notes

1. Include notes that will help the student.

Student should remember to take Math placement exam before registration for spring semester.

Asked student to bring list of ten possible courses for next semester to our advising session.

Reminded student to get transcripts from OTC sent to the Admissions office as soon as possible to avoid having a hold at registration.

Student did not come to scheduled appointment. Needs to reschedule as soon as possible.

Discussed importance of repeating ENG 110 and ECO 155 in spring semester.

2. Include notes that will help future advisors understand the student or the advice that you gave.

Encouraged student to enroll in MTH 130 because of interest in Elementary Education. Student took MED 274 out of interest even though he already has credit for MUS 241. Understands MED 274 will be elective.

Explained general education courses and special requirements for COB students.

Student intends to go to Missouri Southern in Dental Hygiene. Is only taking prerequisite courses to get admitted there.

3. Include list of courses approved, along with alternatives.

We agreed to the following 15 hours for spring semester: MTH 135, LLT 121, COM 115, PSY 121, PLS 101. Will use HST 122 as alternative for PLS 101 and ANT 125 as alternative for PSY 121. GRY 100 would be good general alternative.

Summer classes we discussed were BIO 101 and COM 115 for six hours. Will take CHM 107 if BIO fills.

4. Include notes that will facilitate the relationship with the student.

Encouraged student to make an appointment to come see me after mid-term grades are posted.

Reminded student to make appointment well in advance of her registration date for Summer and Fall.

We agreed to meet once a month during the spring semester to monitor progress.

Commended student for excellent grades last semester.

Student is named Michael but prefers to go by his middle name, Shaun.

5. Include possible consequences of not following advice given.

Discussed need to take MTH 103 during spring semester so MTH 135 can be taken in fall to be prepared for ACC 201 next spring. Needs to complete courses in this order to be prepared for COB admission requirements and avoid a hold on records.

Student wants to enroll in 18 hours. Cautioned regarding heavy academic load.

Reminded student to finish at least 27 hours for the academic year to keep scholarship.

6. Include referrals of a non-sensitive nature.

Encouraged student to submit online reevaluation request for general education credit for some transfer courses.

Encouraged student to make appointment with career resource specialist.

Student is interested in becoming a SOAR leader; referred to New Student and Family Programs about application process.

Student should see Veteran Service Center in the library to discuss Veteran's benefits.

7. Include comments that help you in future interactions with student. (Perhaps in helping students with reference letters or scholarship applications.)

Student was well prepared for advising session. Had tentative schedule already developed.

Student has consistently expressed an interest in attending dental school at UMKC.

8. Exclude your subjective judgments about the student, especially when they are negative. (In some cases, may wish to use personal files. In most cases, should probably omit altogether.)

Student is not motivated to succeed in classes this semester.

Student struggling in all classes; I think he would have been better off at community college.

I doubt student's ability to succeed in this major.

Student has been annoying all of her instructors this semester.

9. *Exclude* referrals of a sensitive or personal nature. (May wish to use personal notes.)

Recommended student seek psychological assistance through the Counseling Center on campus.

Referred student to the Learning Diagnostic Clinic for testing. I suspect a learning disability.

Asked student to confer with Justin Lozano about difficulty getting accommodations for visual disability.

Student shared experiences of being stalked by ex-girlfriend.

Student plans to appeal the grade he received in his Psychology class last semester.

10. *Exclude* comments regarding student's instructors, especially when they are negative. (May wish to use personal notes.)

Student is having a personality conflict with COM 115 instructor.

Student is considering dropping HST 122 because of a problem with the professor.

Student indicated that she is considering filing a sexual harassment charge against her Political Science professor. Called Jill Patterson in the Title IX office to report.

11. *Exclude* personal concerns of the student. (May wish to use personal notes.)

Student is undergoing treatment for cancer this semester.

Student's mother is terminally ill.

Note: If you make a mistake in entering an Advising Note, contact Kathy Davis at ext. 65258 or kathydavis@missouristate.edu to correct the mistake. Also, please notify Kathy Davis if you find an advising note you think needs to be removed. If Kathy Davis is unavailable, Ross Hawkins can also make changes to advising notes.

Do	Don't
Student has not had a math class in five years and is concerned about ability to succeed. Discussed importance of starting math sequence ASAP.	Student is scared of math and is avoiding it.
Student dropped MED 120.	Student dropped MED 120 due to unfair grading policies of instructor.
Referred to financial aid office.	First generation college student. Widowed mother. No financial support from family. Referred to financial aid counselor.
Student wanted it noted that he missed two weeks of classes due to circumstances beyond his control.	Student missed two weeks of classes because of hospitalization for cancer treatment.
I asked the student to return for another advising session when he has prepared a list of courses for next semester.	Clueless.
Student may be overextended with classes, work, and activities.	Student should get priorities in order and quit that job!
Student requested tutoring support. Referred to the Bear CLAW.	Student in financial and academic distress.

IN GENERAL:

- *If in doubt, leave it out.*
- *If appropriate, ask student's preference and note that you have done that.*
- *Describe, do not evaluate.*

INSERT STUDY AWAY HERE

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