

Academic Advising Manual For First-Year Advisors

**Prepared by
University Advising Services**

**University of North Alabama
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Chapter 1: Academic Advising in Higher Education

Academic Advising Defined

The nature of academic advising in higher education has evolved from a practice begun at Johns Hopkins in 1889 that attempted to more closely connect faculty and students (Frost, 2000). This key component of the collegiate experience, connecting faculty and students, remains at the core of advisement systems and programs found in institutions of higher learning today. To meet the needs of today's college students, these systems and programs have become more complex and comprehensive. As a result, the task of defining academic advising has grown quite formidable. The National Academic Advising Association (NACADA) charged a task force with the responsibility of defining academic advising. The work has culminated in the NACADA Concept of Academic Advising. A few of the definitions from this task force follows:

- Academic advising is an **interactive process in which the adviser helps the student set and achieve academic goals, acquire relevant information and services, and make responsible decisions consistent with interests, goals, abilities, and degree requirements.** Decisions concerning careers and/or graduate study may be part of the advising process. Advising should be personalized to consider the special needs of each student, which may include appropriate referral services. (University of Oklahoma; <http://www.ou.edu/provost/pronew/content/pacaa.html>)
- Academic advising is a **planning process that helps students to approach their education in an organized and meaningful way.** Advising brings together all of the major dynamics in a student's life. (Noel-Levitz, 1997)
- Academic advising is a **process of teaching students how to become responsible consumers of their own educations.** It is also a process that involves teaching students how to make viable academic decisions. (Noel-Levitz, 1997)
- Advising is a **process of giving students guidance, support and encouragement.** (Noel-Levitz, 1997)
- Advising is a **process of helping students diminish the confusion that comes with a new environment, clarify their goals and get the most out of their education.** (Noel-Levitz, 1997)
- Academic advising **goes beyond the clerical functions of scheduling classes and preparing degree plans.** Good academic advising assists students in clarifying personal and career goals, developing consistent educational goals, and evaluating the progress toward established goals. Academic advising utilizes the

resources of the University and refers students to the appropriate academic support services. It is a decision-making process in which the **sharing** of information between student and advisor promotes responsible and appropriate choices and facilitates a successful academic experience. (Western New Mexico University, 2001)

- Academic advising is a **process of information exchange that empowers students to realize their maximum educational potential.** The advising process is student-centered and results in the student gaining a clearer understanding of self and the experience of higher education. (University of Michigan – Dearborn (2002)

Since the results of the task force were published, NACADA has developed a statement of core values of academic advising (NACADA, 2005; See Appendix I). These values do not dictate the way in which academic advising is accomplished, nor does it promote one advising theory over another. In addition, these values do not carry equal weight; some values are more applicable to an institution than others. Basically, the core values of NACADA communicate the expectations that advisors should have in their advising roles. Advisors should evaluate the core values within the context of their own values and the mission/vision of their institution.

The core values are:

1. Advisors are responsible to the individuals they advise.
2. Advisors are responsible for involving others, when appropriate, in the advising process.
3. Advisors are responsible to their institutions.
4. Advisors are responsible to higher education in general.
5. Advisors are responsible to their educational community.
6. Advisors are responsible for their professional practices and for themselves personally.

Role of Academic Advising in Student Success

The University of North Alabama, along with colleges and universities across the nation, has become increasingly more focused on the retention of students and their persistence to graduation. Within this focus is the need to recognize that academic advising plays a critical role in student retention and persistence. In the *NACADA Statement of Core Values of Academic Advising*, NACADA affirms the impact that academic advising has on the student, the institution, and society. These core values are designed to provide a framework for advising practice and serve as a reminder of the responsibility that advisors have towards their advisees.

Clearly, the role played by academic advising in the student's connection to the university should not be underestimated. Taken another way, academic advising should be seen as the "hub of the wheel" and not just another one of the overall services provided by the university (Habley, 1994). Though all university services share in the responsibility of student retention, the academic advisor is "the direct link between academic affairs and student affairs components of a campus that can build a culture of student retention (Nutt, 2003)". Thus, the academic advisor who provides this link may be described in different ways. A faculty advisor is the "coordinator of the advisee's educational experience (Crocket, 1978)" and can be viewed as "the student's academic advocate (Stanford University 1969)." At some institutions, advisors are charged to be "the student's academic navigator" and together advisor and advisee are "co-navigators" of the student's academic program. Regardless of how the individual advisor may perceive the role he/she plays, the student should perceive that there is a member of the university community to provide guidance in academic and career-related decisions. Without this link, student retention becomes dependent on a student's personal responsibility, ambition, ability to problem solve, support from family and friends or the chance that a student will encounter assistance from other university personnel.

Advising Responsibilities

To accomplish effective advising, the **academic advisor** has a responsibility to:

- Know which students have been assigned to him/her.
- Keep a file with up-to-date advising information related to the advisee's academic progress.
- Provide guidance that promotes the advisee's learning to operate within the university community.
- Be knowledgeable and stay current with UNA policies, procedures, services and departmental requirements for degree programs.
- Prepare for an appointment with the advisee.
- Assist the advisee in developing realistic goals.
- Help the advisee develop a planned progression of courses to meet degree requirements and maximize elective hour choices to enhance career, educational or personal interests.
- Encourage the advisee to review progress toward the goal of degree completion.
- Maintain adequate office hours throughout the semester to address advisee questions, not just appointments prior to preregistration.
- Create a respectful and supportive atmosphere for the advising relationship.
- Listen carefully to what the advisee has to say.
- Provide access to advising services on a fair and equitable basis.
- Be the advisee's advocate when necessary.
- Make appropriate referrals to campus resources when the advisee's needs are beyond the advisor's expertise or the advisee has special needs.
- Help the advisee discover the answer to a question the advisor is unable to answer.
- Provide information and guidance to empower the advisee in making responsible decisions regarding academic and career goals.
- Help the advisee understand the application of coursework to the world of work.
- Maintain appropriate confidentiality.

Advisee Responsibilities

Likewise, the **advisee** has the responsibility to:

- Contact and stay in touch with the advisor.
- Schedule an appointment for advisement and keep it; notify the advisor if it is necessary to cancel or change an appointment.
- Tell the advisor about potential career goals.
- Review the *UNA Catalog* for policies, procedures and degree requirements; prepare questions for the advisor when clarification is necessary.
- Obtain a copy of the *Schedule of Classes* and become familiar with courses to be offered in the upcoming semester that fulfill degree requirements.
- Maintain a personal file with copies of advising recommendations, tentative degree plan, degree checklists, grade reports, transcripts of any prior credit, and correspondence with the Office of Admissions or Registrar's Office.
- Seek guidance from the advisor on issues that affect academic performance. Ask for referrals to campus resources that the advisor thinks might be of benefit.
- Listen carefully to advisor recommendations. If confused, ask for clarification. If different course choices are preferred to meet degree requirements, ask the advisor for his/her opinion.
- Explore resources available through Career Planning and Development that will help establish and clarify the choice of major or minor and career goals.
- Obtain prior approval from the advisor and appropriate college dean for any transient work (*i.e.* typically summer classes taken at another institution).
- Seek information from campus and off-campus resources that will facilitate progress toward academic, career and personal goals.

Chapter 2 – Advising Freshman Students and the First-Year Advisor Program

Introduction

The first year of college can be challenging for many students as they take on new responsibilities and begin the process of separation from their family units. Unfortunately, many students find these changes overwhelming and often fail to return to college for their second year. Because of the increasingly important benchmark of retention and graduation rates in funding calculations for higher education and because of recent reductions in federal allocations in financial aid, institutions have initiated interventions to help first-year students successfully make the transition to college and return for their second year.

One of the most important aspects of student success is the development of relationships between students and peers and among students, faculty and staff (Nutt, 2003). Academic advising is the *only* structured activity that students have that gives them the opportunity to interact one-on-one with a faculty or staff member. The connection between the student and the university is critical to student success, not just in the transition from first to second year, but in subsequent years. Moreover, research shows that the attitude of the faculty or staff member must be one of genuine caring about the student (Noel, 1985). In addition, the faculty or staff member must be knowledgeable about and be able to connect the student with various campus resources to assist the student in this transition. Therefore, faculty and staff members who advise first year students should embrace a different philosophy about the advising process than faculty who advise students within a particular major.

Philosophy

Understanding the theory behind development of young people is essential to understanding the challenges these students face in the transition to college life. Tinto (1993) outlined three stages that students typically progress through: separation, transition and incorporation. Separation occurs when a student moves away from home. This stage can be traumatic for many students, but after a period of adjustment, students typically move to the transition phase. Here, students feel conflicted about their old home environment and the new one that they create in college. Finally, incorporation involves full integration into the social and academic communities of the institution. During these transitions, students need support systems in place to help them make the transition from one stage to the next.

Another concept that is helpful in academic advising is constructivist theory (Musser, 2012). Although there is no universal theory of advising, this theory helps provide a foundation for advising strategies and techniques that work with student populations. This theory states that students create knowledge for themselves by taking a new concept and linking it to something they already know, understand or believe. In other words, students take concepts and construct their unique and personal meaning for the concept. If students cannot do this, then that concept will not be known, understood, or believed. One very important interaction

that advisors can have with their students is to help develop problem-solving, decision-making, and evaluation skills. The student must construct his/her own journey through the academic environment not in isolation, but with the advisor's help. This necessitates the development of a good relationship between advisor and student. Advisors are present to follow alongside the student as he/she builds his/her own path to graduation. Students make decisions based upon the information they receive from many sources, including First-Year Advisors.

A recent and very popular adaptation of constructivist theory is Appreciative Advising, a concept that is a deliberate attempt to ask positive, open-ended questions to help students achieve their short and long-term goals (Bloom, 2008). This student-centered approach to student development can also be incorporated into advising freshman students. There are six phases of Appreciative Advising: Disarm (build rapport and create a welcoming place for the student), Discover (ask open-ended questions to help learn about students' strengths, skills, and talents), Dream (ask what are the students' hope for their future), Design (make a plan to make those dreams come true), Deliver (student creates and delivers a plan to the advisor), and Don't Settle (set expectations high and do not give up.) The result of this type of advising is that students develop a rapport with their advisor and that rapport helps the advisor guide the student down his/her academic path. Each student's journey will be different, although the end result will be the same – continued enrollment in college and progression towards a degree based upon the student's strengths, skills, and long-term goals.

It is important to note that there is a huge difference between prescriptive advising and the type of developmental advising outlined above. Prescriptive advising involves problem-solving skills on the part of the advisor, whereas developmental advising involves the student making the decision based upon the interaction of advisor and student. In developmental advising, both the student and advisor learn as a result of the interaction.

Therefore, the designation of **First-Year Advisor** has been created for a faculty or staff member who not only embraces the philosophy contained herein, but who also engages in regular professional development on student development theory, changes in university policy and procedures, and resources that will help them succeed as advisors. First-Year Advisors will be totally responsible for advising first year students and will use the techniques learned in professional development sessions to assist students in exploration of life and vocational goals, program/major choice, course choices, and scheduling classes. Therefore, scheduling of classes will take place in the broader context of goals set by the student, rather than as the end result of a brief interaction. When students display difficulty in some aspect of their university life, the First-Year Advisor, who is knowledgeable about campus resources, can direct or take a student to those resources. The relationship established between First-Year Advisor and student is critical to student success.

Expectations of First-Year Advisors

In order to become a First-Year Advisor at UNA, a faculty or staff member either volunteers for this assignment (fills out an application) or is recommended by his/her department chair or Dean. This person must adopt and embrace the overall philosophy that is outlined above. Advising students is not about handing out or posting PIN numbers, but encompasses the broader questions about life and career goals in the context of an academic environment. It is the relationship that matters, perhaps much more than the information dispensed. In addition, in order to have the distinction of First-Year Advisor, this person must be willing to do the following:

- Adopt, read, and understand the statement of core values of academic advising outlined by the National Academic Advising Association (NACADA; Appendix I)
- Agree to receive professional development as a First-Year Advisor initially and on an on-going basis throughout the academic year through University Advising Services
- Be the first point of contact with a student as a result of the student having been identified as having behaviors not conducive to academic success through an Early Alert system
- Assist on a limited basis, during Summer Orientation Advising and Registration (SOAR) during advisement of students and also during registration for classes
- Submit brief reports either each semester or yearly to the Director of Advising Services about his/her advising activities during the previous academic semester or year
- Agree to be evaluated by their advisees on a periodic basis through an on-line assessment instrument
- Adopt best practices for advisors, as outlined by NACADA. These include:
 - Maintaining regular contact with all advisees
 - Establishing positive relationships with all advisees
 - Providing timely and accurate information about the University and its programs
 - Adopting a developmental approach to help advisees
 - Maintaining a high degree of professionalism
 - Engaging in personal growth and development

Accountability of First-Year Advisors

In order for this type of advising to be successful, First-Year Advisors must be held accountable for their actions as an advisor. This is not meant as a means of punishment, but rather to help improve advisors' skills so that they can effectively advise the students to whom they are assigned. Part of the accountability is listed above with on-going professional development and submission of reports. Any faculty or staff member who does not receive either initial or on-going professional development will not be permitted to engage in advising first year students during SOAR or during the academic year.

Rewards as a First-Year Advisor

Engaging in this type of advising will be time-consuming, and for faculty members, will impact the time they have to devote to teaching, research/scholarship, and service. Earning and maintaining the title of First-Year Advisor must be significantly recognized as part of a faculty member's tenure and promotion portfolio. Simply having the title of *First-Year Advisor* will not truly convey the commitment this person has made in assisting with freshman success. One of the results of on-going professional development will be completion of tiered training sessions that build upon each other. A Certificate of Completion will be presented to each advisor upon completion of each tier of professional development. Certificates can be used in faculty's tenure and promotion portfolio or in a staff member's annual evaluation. A faculty member who becomes a First-Year Advisor can use this contribution to count significantly, though not completely, towards his/her university service, along with regular participation or membership on university and department committees. In addition, the Director of University Advising Services can write a letter of support for any advisor who contributes significantly toward the professional development of other First-Year Advisors, an activity that would not be evident in a completion certificate.

Support for First-Year Advisors

Although First-Year Advisors cannot be monetarily compensated for their activities, recognition through faculty tenure and promotion and staff annual evaluations should highlight the importance of this activity to the university. University Advising Services will be the main office on campus to disseminate information with workshops and tutorials offered several times during the semester. In addition, UAS will also be responsible for keeping advisors well informed of changes in curriculum through periodic emails and/or newsletters. Moreover, UAS will produce a comprehensive advisor training manual that is available for all faculty and staff. This document will be available through the UAS website. The UAS website should be the main contact point for faculty and staff, and will be updated to reflect the importance of its role in informing First-Year Advisors and major advisors. Finally, advisors (University and major) will be encouraged to regularly consult the NACADA website for their own personal information-gathering.

Chapter Three: Advising for Academic Success

College Students Today

Academic advisors should keep uppermost in their minds the characteristics of today's college student as well as the recollection of what they themselves were like as they began their college career. There is a tendency to see the college student of today as less intelligent, less ambitious and less responsible. Professors and advisors find it easy to forget the mistakes made in their own college experiences and to dismiss perceptions that may have been held by their professors and advisors. Undeniably the descriptors for yesterday's student and the student of today differ for a different culture has produced these students. Parenting techniques, technology and mass communications influence their understanding of the world around them and the way that they relate to it. Strommer (1995 p. 27-28) offers seven generalizations that provide a clearer perspective of today's college students.

1. Though students may be surprisingly well-informed about a given topic, it is not uncommon to find them lacking in respect to general knowledge and basic knowledge acquisition skills like reading comprehension. The level of preparation varies significantly among high schools. Some students actually fear math and science courses which mean that they avoid majors requiring more than basic courses in these areas.
2. While some students are extremely proficient with computer skills, others have had little computer exposure and experience.
3. Rather than making the decision to attend college out of personal ambition, many attend because of the demand for a college degree from today's world of work.
4. Being the product of a stable, two-parent family is the exception rather than the rule for today's students; stresses from unstable family situations affect their ability to focus on academic achievement. As a result, more of these students seek counseling to help them cope.
5. Students are uncertain about the degree, skills and knowledge necessary to achieve continued employment in today's economic environment.
6. With rising tuition costs that require more and more students to work while they earn their degree, college is viewed by parents and students alike as an investment. In their minds, they are consumers with expectations for value and services in return for tuition and fees.
7. Rather than remember what it was like in days gone by, academic advisors who keep these descriptors in mind are better able to focus on the concerns of today's students and guide them in discovery and problem-solving.

Initial Advising Contact

You never get a second chance to make a first impression.- Will Rogers

Read this adage and what often comes to mind is the need for students to make a positive impression on their professors. In the classroom that should be a concern for students; however, in the context of advisor to advisee, advisors should be concerned with making a favorable impression on advisees, particularly in the initial appointment. Why? The two occasions when students connect with the institution's key element—academics—are in the classroom and advisement. Consequently, in the initial advising session it is more important that the advisor makes a favorable impression on the advisee. The advisor's goal should be for the advisee to experience a positive meeting with a concerned, caring faculty or staff member that impacts the student's overall satisfaction with the institution.

Given the demands on a faculty member's time for teaching and advising, what might a faculty member do to make a positive impression on the student but also achieve efficiency in the advising process? One suggestion is to prepare for the advising appointment as one would prepare to teach a class. The advisor will review any available data on the advisee prior to the initial contact to improve the quality of information exchanged in the actual appointment (Stokes, 2003). At UNA, the information readily accessible to advisors is:

Freshman students

- ACT / SAT scores
- Unconditional versus conditional admission status
- Advanced standing credit (AP, CLEP, Early College)

Transfer students

- Transcripts/grades from prior institution(s)
- Transfer course evaluation for equivalent UNA courses
- Dates of attendance at prior institution(s)
- Advanced standing credit
- Past and current academic standing
- ACT / SAT scores if submitted

Current students (change in major)

- Information in freshman or transfer listing depending on the student's classification upon enrollment
- UNA transcript
- Current major or degree program
- Current academic standing
- Any prior majors

The advisor may find it helpful to go a step beyond this information and ask the student to complete a survey providing additional data important to the advising process. The survey might collect data with regard to the following:

- Parental level of education
- Degree of support from family/spouse
- Factors that influenced the student's decision to attend college
- College preparation courses in high school
- Expected study hours to achieve desired GPA
- Educational and career goals
- Perception of strengths and weaknesses
- Employment during the semester

A sample survey (Student Profile) is included in Appendix II. Such information helps the advisor to further assess the advisee's level of preparedness for college coursework and view of what is needed to achieve academic success. In other words, self-reported information serves to fill in knowledge gaps and alerts the advisor to potential problem areas that may be addressed in the advising session or through referral to campus services. Taking the time to assess the advisee's preparedness and potential for success overall and in particular content areas may make the difference in being able to guide the advisee toward a balance of courses in terms of degree of difficulty for the individual student. Advisor and advisee together then plan proactively to eliminate the need for reactive measures at a later date.

In summary, the advisor who prepares well for the first advising appointment will assess the information available on the advisee's past academic performance. To enhance the effectiveness of advising interactions focused on the advisee's needs, the advisor may collect information by means of a survey or conversation with the advisee. Using all relevant student information along with an organized and thorough approach to advising should result in efficiency for the advisor as well as the academic success of the advisee.

Example Advising Appointment Format

1. **Greet the student.** Students want to feel welcome and not represent another item on the advisor's daily agenda. An advisor who begins the appointment with a greeting and an open-ended question using "how" or "what" invites the advisee into a conversation and gives the impression that there is interest in the individual advisee's academic experience.
2. **Inquire about the student's current semester classes.** How does the student feel about his/her grades? Are there any courses that he/she is especially enjoying? Does the student feel confident that current study habits will produce success in the semester's courses?
3. **Review with the student the courses that have been completed.** Where is the student in relation to completing General Education courses? Is the student ready to begin courses in the major? Is the student aware of prerequisite courses to be taken? Is the student aware that he/she needs to pay close attention to *when* particular courses are offered?
4. **Recommend courses for the coming semester.** Consider the following:
 - Enrollment in EN 099 counts as 3 hours toward the student's class load even though no credit is earned for the course (course also counts toward eligibility hours for student athletes)
 - ACT / SAT subscores for English and Math
 - A grade of C or better must be earned in English Composition courses; a grade report of NC (No Credit) means that the student must repeat the course consecutively until a grade of C or better is achieved
 - CLEP and/or AP credit
 - Bachelor of Arts versus Bachelor of Science degree options
 - Conditional admission or academic probation status (13 hour limit)
 - Student's academic strengths for certain content areas (check the ACT or SAT subscores to ensure a balance of courses given the student's strengths and interests)
 - Prerequisite courses
 - Courses offered only once per year or every other year
 - Alternate courses in case the student encounters scheduling conflicts
5. **Advise the student to keep the following in mind when building his/her schedule.**
 - Begin with the highest priority course and/or course with only one or two section offerings.
 - If employed, determine work hours. Most students should plan to reduce their course load by one course for every 10 hours per week on the job.
 - Is the advisee a morning person or a night owl? (early versus late morning classes)
 - Strive for a balance of courses in terms of degree of challenge to advisee.
 - If the advisee does not reside on campus, how long is the commute to campus?
 - Three Tuesday/Thursday classes without a break is often a prescription for trouble.

- Consider scheduling a study hour after lecture classes to review and reorganize notes; it's an excellent memory retention strategy.
 - An hour to practice or review before a participation class, like math, computers, music, speech or foreign language can be time well spent.
 - Strive for a class schedule that provides a variety of teaching and learning styles, for example, a "hands on" computer class, physical education class, communication, theatre or music performance class can improve your ability to pay attention.
 - Student athletes must enroll in a minimum of 12 hours; if the class load falls below 12 hours from dropping a class, the student may be ineligible for NCAA competition.
 - For every hour spent in class, an additional two to three hours should be spent in study for the class. If the student is enrolled in 13 hours, an additional 26 hours of study time should be added. Thirteen hours in class plus an additional 26 in study time equals 39 hours which in turn equals a full-time job.
6. **Inquire about career-related information that you might provide.** Advisees need to know what the options are for their major field of study and how their degree may be used in the world of work.
7. **Provide the advisee an opportunity to discuss other academic issues that may be a concern.**

The Advising File

The advisor should maintain an advising file for each to track progress toward completion of degree requirements. Typically, the advising file should contain all of the following that are applicable for two reasons: advising efficiency and accurate record keeping especially in the event of an advisee being re-assigned due to a change in departmental advising or major or when University Advisors pass on their advisees to their major advisors.

- Check sheets and graduation audits from the Registrar's Office
- Departmental major check sheet/General Education Course check sheet
- Advising recommendation forms for each semester or similar form for documentation
- Requests and approval or denial of course substitutions
- Approval for transient coursework
- Transfer evaluation(s)
- ACT/SAT score information
- Four-year plan or plan based on advisee's current status of major/minor choice
- Other factual notations on plans discussed or decisions made during an advising appointment
- Notations of requests for advisee file information with documented information seeker

The advisor should keep in mind that advisees have a legal right to access information in their advising files. Therefore, an advisor should never include information or make notations of a personal nature in an advisee's file nor have the expectation of privacy for file information.

FERPA
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law that regulates how students' educational records are maintained and under what provisions certain student records can/should be released. Throughout primary and secondary education, rights related to students' educational records belong to parents or legal guardians of the student. When a student becomes 18 years of age or enters postsecondary education, these rights transfer to the student.

In accordance with the Family Educational Rights and Privacy Act (FERPA), students of the University of North Alabama are hereby informed of their right to access their official records as described in the Act. A student may examine his/her official academic record during working hours in the Registrar's office upon presentation of appropriate PICTURE identification. The following is a list of directory information that may be made available regarding students of the University without their prior consent and is considered part of the public record of their attendance: 1) name, 2) permanent and local addresses, 3) telephone listing, 4) major fields of study, 5) dates of attendance, 6) degrees and awards received, 7) high school and other colleges and universities attended, 8) participation in officially recognized organizations, activities, and sports, 9) weight and height of members of athletic teams, 10) photographs, and 11) e-mail addresses.

Students who wish to withhold DIRECTORY INFORMATION should file such a request in the Office of the Registrar prior to the end of the registration period for any given term. FERPA also provides exceptions for release of information under certain circumstances. As provided for under FERPA, UNA notifies parents/guardians when certain violations of the Student Code of Conduct occur (see UNA Parental Notification Policy). A more complete statement of student rights under FERPA is available on the U.S. Department of Education website at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

PARENTAL NOTIFICATION

A Family Educational Rights and Privacy Act (FERPA) amendment, adopted in the fall of 1998, permits colleges and universities to inform the family of a student under 21 years of age when their student has been found in violation of university alcohol or other drug policies and/or in the case of a health or safety emergency. The University of North Alabama is concerned about the use of alcohol among minors and recognizes that parents are important partners in student success. As such, Student Conduct procedures include parental notification once a student under the age of 21 has been found in violation of an alcohol or other drug offense.

A letter of notification is sent by certified mail, generally within three (3) business days of the determination that the student violated University alcohol or other drug policies.

For further information about FERPA, contact the Department's Family Policy Compliance Office:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Ave., S. W.
Washington, DC 20202-5920
202-260-3887

Additional information and guidance may be found at Family Policy Compliance Office (FPCO) website at: <http://www.ed.gov/policy/gen/guid/fpc/index.html>

Chapter Four - Advising Special Student Populations

To meet the needs of each individual student in the advising process, advisors should keep in mind characteristics of students in special populations that may affect student perception and decision-making. Adapting advising strategies for these student populations can prove to be a key factor in their success. The following information should help an advisor in understanding and guiding these students.

Freshmen

The majority of freshmen enter college with unrealistic expectations of the discipline necessary to manage their lives effectively. New freedoms and opportunities for socialization may challenge even the most focused and goal-oriented student. Students must recognize the differences between high school and college studies. Some of those differences are:

- Greater amounts of material covered
- Less time spent in class and more time spent in individual study
- Responsibility for reading the textbook
- Greater *self*-motivation required
- Less prompting on due dates for assignments and tests
- Higher level of study that requires a higher level of study skills
- Less interaction with professor
- Personal responsibility for class attendance
- Fewer consequences for being unprepared for class

Freshmen often fail to set goals or have unclear goals. Long-term goals may not have been translated into short-term goals. Many choose to come to college because of family influence or influence from their friends. No *personal* goal of a college degree has been clearly established. In addition, freshmen who have declared a major often begin to doubt their choice of a major especially when they encounter academic difficulty in courses required for their major.

Freshmen students who are the first in their families to pursue a college degree may experience all of the above characteristics to a greater degree than those students who have a family member(s) to guide them. As a result, many first-generation students attempt to work more hours because they and their parents perceive that college will be no more demanding than high school. Their view is that less time spent in class means more time for work. Also, there is often a greater need for these students to work and help with college expenses.

Advising strategies:

- Establish a supportive relationship with the advisee to help ease the transition process into a new environment. Ask questions in the initial advising contact and listen carefully to the responses or lack of response.
- Emphasize the need for academic success in the freshman year. A deficient GPA at the end of two semesters is difficult to overcome.
- Give consideration to ACT/SAT scores, particularly subtest scores, and advise a combination of courses that include a balance of the student's academic strengths and weaknesses.
- Ask about the advisee's educational and career goals.
- Discuss study habits and skills with the advisee to determine if help is needed.
- Encourage regular contact between advisor and advisee especially when the advisee does not know where to turn for assistance.
- Estimate the fit between advisee and UNA. Try to identify ways to help the student acclimate to the UNA community. The advisor is one of the keys in making the student feel welcome and a part of UNA.
- Encourage involvement in student activities and organizations.
- If an advisee is having difficulty in a particular course, encourage a visit with the course professor during office hours. Help the advisee understand how to approach a professor for help.
- When a need is identified that can be addressed through a campus resource, inform the advisee of the help available and what to expect.
- Discuss work hours with the advisee. For motivated and average-to-higher-ability freshmen, working 10-12 hours per week and carrying a 12-15 hour course load seems reasonable. If a student is working more than 12 hours per week as a freshman, advise the student to consider reducing the overall load by one course for every 10 hours on the job. Once the student gains experience in managing academics, work and co-curricular activities, the course load may be increased.

International Students

International students encounter cultural adjustments in several areas: language, food, social behaviors, nonverbal communication, and academic expectations. These adjustments as well as the distance from home may lead to loneliness and homesickness. Some students have no personal means of transportation and have to rely on friends who have transportation or travel by taxi. Rather than gaining a feeling of independence, these students have to be dependent on others for shopping or entertainment travel.

Cultural differences may create initial difficulties in communicating with the academic advisor. For example, some international students may not respond immediately to a question; it may take time for the student to process what has been asked.

- An orientation is provided by International Student Services soon after these students arrive on campus and continues throughout their first semester, especially for students involved in the English as a Second Language (ESL) Program.
- Being part of an educational setting where there are opportunities for involvement in activities and organizations is new for most international students. United States high school and university systems are structured differently in other countries.
- International students are usually accustomed to a different grading scale such as a 5.0 scale, 20 or 50 point scale or even a pass-fail system. It takes time for these students to adapt to a new grading system and realize that the grade they receive is not as good as it appears initially.
- The credit hour system is one that international students must learn.
- Many international students try to schedule classes with friends; this can lead to their enrollment in a course that does not meet a requirement.

Advising Strategies:

International students have certain provisions which must be met:

- Must maintain full-time student status (12 hours for undergraduate and 9 hours for graduate students). Of the 12 credit hours required for undergraduate international students, 9 credit hours must be non-distance learning courses.
- Must attend fall and spring semesters while in the United States. In order to remain in the United States over a summer period without being enrolled, the student must have been enrolled for the fall and spring semesters prior to the summer of non-enrollment.

- Are allowed to work off-campus only if granted prior authorization by the Bureau of Citizenship and Immigration Services (formerly known as the INS).
- Must maintain health insurance coverage while residing in the United States.
- Are eligible to obtain a Social Security Number only if employed on campus.

Advisors should speak slowly and refer to written sources like the catalog, schedule of classes and check sheets. Help students understand the requirements for the areas of general studies and for the major. Students should enroll in required English courses each semester without fail until requirements are fulfilled (post ESL courses, if ESL courses are needed).

International students should avoid taking courses such as English, literature and history during summer sessions that require extensive reading. In addition, they should avoid courses in foreign languages during the first two years of study. The focus in this time period should be on proficiency in English. Opting for distance learning courses in English, literature and history may be an advantage for the student because of greater ease in note taking and opportunity to review the material a second time online or by video.

Students planning an internship must check with the Office of International Student Services prior to registration for the internship course.

Nontraditional/Adult Students

Some are students who went to college at the traditional age, possibly even graduated, but desire a career change. Some never attended college but are now motivated to seek a degree to expand their job possibilities. Some seek education to enrich their lives.

The adjustment to college may be difficult for these students due to doubts about their ability to achieve academically while continuing to manage other areas of their lives. They often lack the basic skills for general studies courses because of the length of time since the subject has been studied or because the subject was never mastered at the college preparatory level. Some have prior credits that will need careful review to determine acceptability for transfer to UNA. These students usually have demands on their time which can be a challenge for scheduling classes.

Nontraditional students may be overly ambitious and attempt a course load that demands more than what their lives will allow as many adult students work either full or part-time. However, these students can enrich the classroom for traditional students by offering life experiences related to the subject area.

Advising strategies:

- Advisor encouragement and support can impact the confidence level of these students significantly.

- Be attentive to the student, the stage of transition being experienced and understand the reasons why the student is seeking a degree.
- Help the student connect to campus by recommending campus activities and organizations that will enrich the college experience as well as campus resources that will help meet various needs.
- Discuss the student's educational experiences prior to UNA, whether high school, community college or four-year institution. If the time lapse between those educational experiences and entrance into UNA is a concern, help the student determine the level of coursework that will ease the transition even if that means repeating a level of coursework previously attained (for example, EN 099 or EN 111; MA 100 or MA 105).
- Encourage and assist with developing a semester-by-semester degree plan. Evaluate the plan in each semester's advising session to ensure that the student follows the plan for completing remaining requirements.

Students with Disabilities

A disability is an impairment (permanent or temporary) that substantially limits one or more major life activities. The most represented categories of disabilities that the Disability Support Services office provides academic accommodations for include, but are not limited to:

- Attention Deficit/Hyperactivity Disorder
- Autism Spectrum Disorders
- Chronic Medical Conditions
- Cognitive Impairments
- Hearing Impairments
- Mental Health
- Physical/Mobility
- Traumatic Brain Injury
- Visual Impairments

Disabilities may be visible or hidden. Most disabilities in college students are hidden. In addition, some students may have developed coping skills and never been diagnosed as having a disability. Some students with disabilities may be reluctant to discuss their limitations and needs, while others may be quite comfortable and open with disclosure. Similarly, some may find it difficult to request accommodations while others may clearly articulate their requests.

It may be difficult for these students to anticipate how the faster-paced college semester will affect them. Some students may have had negative experiences in the past and have a fear of being labeled.

Strategies:

- If a student expresses frustration about performance in a particular content area, check the student's composite ACT/SAT score as well as the subtest score which corresponds to the content area.
- If the student has not sought help through Disability Support Services or has never been diagnosed as having a disability, refer the student for services available through this office. Students must either call DSS or go by the office to schedule an appointment; advisors cannot do this for the student.
- Show interest and concern for these students and their need to learn in different ways and to cope with challenging situations.
- Help the student understand that necessary accommodations will be made; however, academic standards are the same for all students.
- Advise the student to:
 - Take a fewer number of semester hours class as a freshman.
 - Balance classes based on strengths and weaknesses as well as class format.
 - Schedule classes at the best time of day for the individual student to learn.

Student Athletes

Most student athletes invest 20 hours per week in practice and game time during the season of their sport [Limitation of the National Collegiate Athletic Association (NCAA)]. Many are comfortable with physical activity and usually learn well in hands-on learning environments such as labs, computer classes, and skill-building classes that have a performance element.

However, many may hesitate to be recognized in class as an athlete for fear of being labeled. Some professors have a negative bias against the student-athlete because they believe that many of these students are only in college to compete in their sport and are not interested in obtaining an education.

Compounding this bias is the fact that unavoidable class absences occur when student athletes must travel sometimes great distances to compete. These students are often challenged by the demands of academic work, their sport and need for their bodies for rest. They may be undecided about a major or career area due to the emphasis placed on excelling as an athlete. Without proper guidance in high school, the student athlete may

have viewed college more as an opportunity to continue playing the sport than earning a college education.

NCAA rules:

- Student athletes must be enrolled in and maintain a minimum of 12 credit hours per semester to be eligible for practice and competition. Though EN 099 – Basic English is a non-credit course, this course DOES count toward the student athlete’s class load.
- Student athletes must pass 24 hours a year to maintain NCAA eligibility for the next season of competition; 18 of the 24 hours must be passed during the fall and spring semesters.
- Student athletes must declare a major by the beginning of their fifth semester.
- Each major has a prescribed limit for the number of free elective hours that may be used toward a degree. If the limit is exceeded, the extra elective hours WILL NOT be counted for eligibility purposes but will be used for GPA calculations.

Undecided Students

This student population is actually quite large; one third to one half of entering students are either undecided as to a major or uncertain to a degree about the major they have chosen (Strommer, 1995). The absence of a decision regarding a major may be the result of a lack of information in three areas (Gordon, 1984):

- Self-information – their interests, abilities, values and goals
- Degree programs offered
- Occupational opportunities in the world of work

Undecidedness may also be characteristic of high-ability students who excel in multiple academic areas and are still considering their options; others are struggling to identify an academic area of interest where they can develop strength (Strommer, 1995). However, a lack of decision-making skills (like choosing a major or career) may be attributable to the student’s developmental stage. Without a career focus, students often lack motivation which can result in dropping out of college. Feelings of frustration and inadequacy can lead these students to question their reason for pursuing a college degree.

Strategies:

- Reassure the student that it is perfectly normal to be undecided about his/her major.
- Have the student provide feedback through a selection of statements which correspond best with the current status of being undecided.

- I know what I want to major in; it is _____.
- I know what field I wish to work in after graduation; it is _____.
- I am still deciding between two or more fields of study. The fields are _____.
- I know I am interested in the general area(s) of _____.
- I have no idea what career I want to pursue.
- I have no idea what major I want to study.

Choose the fields of study which interest you somewhat from the list of majors and draw a line through any you would not consider. (Strommer, 1995) (List of UNA majors included in handout at end of this section.)

- If the student is unable to identify any area of interest, show the list of UNA Majors found in this section to the student and ask the student which majors are definitely NOT a possibility. This will help the student to feel that possibilities have been narrowed and will give the advisor direction on advising courses in the general studies component.
- Listen to what the student says or does not say.
- Help the student understand that having an action plan which leads to an informed decision will promote a sense of control. Choosing a major should be a process that evolves one step at a time as opposed to no action plan and the expectation that the choice of a major will mysteriously appear one day.
- Encourage the student to begin working through a four-step process of discovery:

Step One – Develop self-awareness.

- › What are the student's interests? likes? dislikes? A choice of major or career area must include study, job tasks and functions that appeal to the student's interests. Inform the student of personal interest inventories (nominal fee) and career counseling related to self-assessment in the Career Planning and Development Office.
- › Both intellectual and physical abilities should be considered. Many occupations require physical abilities which require standing for long periods of time and heavy lifting.
- › Examine work experiences or volunteer experiences where the work was enjoyable. What tasks were performed and what type of work environment was it?
- › Are there personal values that may impact career choice? Is it important to choose a career because of income level, geographic location, travel, time for leisure activities, opportunity for self-employment, likelihood to experience success without on-call hours or working 60 hours or more per week?

Step Two – Explore occupational areas that match interests, abilities, experiences and values.

- › Utilize the Occupational Outlook Handbook (<http://www.bls.gov/ooh/home.htm>)
- › Access the occupational library in Career Planning and Development that includes resources for over 70 career fields.
- › Browse the internet for company websites that may offer jobs in occupations of interest. Professional association websites of various occupations also offer information.
- › Identify persons in occupations of interest through connections with family, friends or a professor. Schedule an information interview and ask questions like:
 - What do you enjoy most about your work?
 - What do you dislike or enjoy least about your work?
 - Do you do most of your work independently or as part of a team?
 - What was your major in college or what major do you believe would best prepare me for a career in this field?
 - What responsibilities would an entry-level position in this area involve?
 - What beginning salary could I expect?
 - Do you find that it takes working long hours of overtime to be successful?
 - Do you travel?
 - Is a graduate degree required or preferred for this work? For advancement?
- › Consider summer or part-time work in an environment where professionals in the field of interest are employed. Observe first-hand and participate in job tasks related to the occupation. If this is not a possibility, take advantage of internships, job shadow opportunities, or volunteer work.

Step Three – Blend together the information from your first two steps.

- › Develop a list of career possibilities and write out to the side the major(s) that relates to each career.
- › Refer to the catalog to review the major requirements and course descriptions for the majors on your list.
- › Discuss with your advisor the possibility of taking an introductory course in a major of interest to you.

- › Identify pros and cons for each possibility and make note of any concerns or reasons why the career/major is of interest.
- › Imagine what your life would be like in the career areas on your list.
- › Review your list; attempt to reach a decision. If you are unable to make a decision, make an appointment for career counseling in the office of Career Planning and Development.

Step Four – Develop an action plan to implement your decision.

- › Make an appointment with your advisor to discuss your decision and plan.
- › Go to the department of the major that you are declaring and complete a change of major form.
- › Inquire about who your new advisor will be from the departmental secretary.
- › Prior to meeting with your new advisor, determine requirements met for the general education component and possibly in your new major.

The strategies for working with undecided students should be used to the extent that the academic advisor is able to counsel such a student competently. Following these strategies would provide the guidance necessary for many undecided students; however, other students require counseling at a higher level and need the assistance of a professional career counselor. These students should be referred to Career Planning and Development. Still other students are encountered who have more stressful and demanding personal issues to resolve before they can face the issue of choosing a major or a career. These students should be referred for personal counseling services through Student Counseling Services. As the personal issues are addressed and resolution is reached, students will gain the focus they need to take steps toward choice of a major.

To advise the undecided student until a major is chosen, please consult the chart on the following pages which details choices in the General Education Component that may satisfy requirements for more than one major or that if carefully selected would prevent the student from taking more courses than necessary in a particular area.

General Education Component Advising Guidelines for Undecided Majors

This guide was prepared to assist in advising undecided majors. The intent is for the advisor to be able to compare General Education requirements among majors to more effectively advise an undecided major based upon his/her individual considerations for a major.

Area I. Written Composition

6 hrs.

EN 111 Freshman Composition I	OR	EN 111H Freshman Composition – Honors I
EN 112 Freshman Composition II		EN 112H Freshman Composition – Honors II

Honors courses require score of 28 or above on ACT English Subtest, 670 or above on SAT English Subtest or recommendation of student's EN 111 professor for EN 121.

Area II. Humanities & Fine Arts

12 hrs.

(Literature-6 hrs; Communications-3 hrs; Fine Arts elective-3 hrs.)

Literature choices from the following:

EN 211 Survey of English Literature
 EN 212 Survey of English Literature
 OR
 EN 221 American Literature through Whitman
 EN 222 American Literature from Whitman to the Present
 OR
 EN 231 Literature of the World I
 EN 232 Literature of the World II

EN 231H Honors Literature of the World I
 EN 232H Honors Literature of the World II

Communications:

COM 201 Fundamentals of Speech

Fine Arts elective: Students in certain majors may choose to satisfy a general education requirement and a major core degree requirement by taking one course.

*Art Majors – AR 180 Introduction to Art History
 Foreign Language Majors – AR 170 Art Appreciation
 Music Majors – MU 244 Survey of Music Literature
 Secondary Education English/Language Arts Teaching Field – TH 210 Introduction to Theatre
 Social Work – AR 170 Art Appreciation or MU 222 Music Appreciation I
 Theatre Majors – TH 210 Introduction to Theatre
 All College of Business Students must take PHL 250 Business Ethics*

*If pursuing the Bachelor of Arts degree, the student must take a sequence of 6 hrs. of **introductory** foreign language courses.*

Area III. Natural Sciences & Mathematics**11 hrs.**

(Natural Sciences – 8 hrs. and Mathematics – 3 hrs.)

Natural Sciences:

All Science Majors (Physics, Geology, Chemistry, Industrial Hygiene, and Biology) and Secondary Education Majors with a science teaching field must take the higher level science offerings, *i.e.* Principles of... rather than the Introduction to... courses. If the student did not have a particular science in high school that is required for the major, the student may begin at the introductory level, but still must fulfill the degree requirement by taking the higher level course(s) (Principles of...).

The following majors have specific requirements in the Natural Sciences:

Biology – BI 111 Principles of Biology I & BI 112 Principles of Biology II

Chemistry – CH 111 General Chemistry I with lab & CH 112 General Chemistry II with lab

Elementary Education – BI 101 & BI 102 Introductory Biology **or** BI 111 & BI 112 Principles of Biology I and II and an additional 6-8 hrs. of science in two different areas

Geography – GE 111 & GE 112 Physical Geography: Weather and Climate and Physical Geography: Landforms

Nursing – CH 101 & 102 Introductory Chemistry with labs **or** CH 111 & CH 112 General Chemistry with labs

Physics – PH 251 Technical Physics I & PH 252 Technical Physics II

Psychology – BI 101 & BI 102 Introductory Biology **or** BI 111 & BI 112 Principles of Biology

Social Work – BI 101 or BI 111 and four additional science hours

Note: *GE 102 Global Environments and Societies & GE 260 People, Place and Culture are not Natural Science courses. GE 111 & GE 112 are Natural Science courses.*

Note: *In order to take BI 111 for any major, student must have an ACT Science Subtest score of 20 or above (combined SAT of 950 or above) or BI 101 with a grade of C or above.*

Mathematics:

As a general rule, MA 112 Pre-Calculus Algebra will meet the requirements of most majors. MA 112 or a higher level math is required of the following majors:

**Elementary Education:* must take three math courses with two of those three being at the MA 110 or MA 112 level or higher.

**Psychology:* MA 110 or MA 112 or MA 113 or MA 115 or MA 125

*Any Natural Science Major (Biology, Chemistry, Industrial Hygiene)

*Math and Science Majors including Secondary Education Majors with teaching fields of Math or Science should refer to the degree requirements for the appropriate choices.

The following majors will accept MA 110 or MA 112 or a higher level math on the prescribed list as fulfillment of the 3 hr. math requirement.

Art

Business- any major

Communications – MA 110 preferred

Criminal Justice

English

Foreign Languages: MA 110 or higher preferred

Geography

History

Health, Physical Education and Recreation

Human Environmental Sciences – all options

Music

Political Science

Psychology

Social Work – MA 110 preferred

Sociology

Secondary Education Teaching Fields: see specific teaching field for details

The following departments **will** accept MA 111 as their math requirement:

Art
English
Entertainment Industry
Foreign Languages
Music
Politics, Justice & Law
Sociology

The following departments will **NOT** accept MA 111 as their math requirement:

Biology
Chemistry
Communication
Industrial Hygiene
Nursing
Psychology
Elementary Education
HPER – not recommended
Physics

If the major is undecided, the safer choice is to take MA 112. Counsel with the student on areas of possible interest for a major and then compare math options.

Area IV. History, Social & Behavioral Science

12 hrs.

(History-Two course sequence of World Civilization or U.S. History, Social & Behavioral Science-6 hrs.)

History choices from the following (6 hrs. sequence required):

World Civilization Sequence:

HI 101 Survey of World Civilization to 1500
and
HI 102 Survey of World Civilization Since 1500

U S History Sequence:

HI 201 United States History to 1877
and
HI 202 United States History Since 1877

Enrollment in Honors History requires one of the following criteria: 28 or above on ACT Reading Subtest, 610 or above on SAT Reading Subtest, or minimum 3.5 high school GPA on a 4 point scale.

Most majors accept a 6 hr. sequence of World Civilization **or** U S History.

The following majors **require** a World Civilization sequence:

*Art
*Foreign Languages
*History
*Secondary Education: History & Social Science

A World Civilization sequence is **recommended** for Geography and Preprofessional Architecture Majors.

Social & Behavioral Sciences:

The following majors have specific requirements in the Social & Behavioral Sciences:

All Business Majors – EC 251 Principles of Macroeconomics & EC 252 Principles of Microeconomics
Art Majors – PY 201 General Psychology & GE 102 Global Environments and Societies
Criminal Justice Majors – SO 221 Introduction to Sociology & PY 201 General Psychology
Education Majors – ED 299 Human Growth & Development & PY 201 General Psychology
Foreign Language Majors – GE 102 Global Environments and Societies
Human Environmental Sciences (Therapeutic Nutrition majors only): EC 251 Principles of Macroeconomics or EC 252 Principles of Microeconomics and PY 201 General Psychology

Nursing – ED 299 Human Growth & Development and PY 201 General Psychology

Political Science Majors – PS 241 U S Government & Politics

Psychology – PY 201 General Psychology

Social Work Majors – PY 201 General Psychology, SO 221 Introduction to Sociology & PS 241 U S Government & Politics

Sociology Majors – One course from: EC 251, EC 252, ED 299, GE 102, GE 260, PS 241 or PY 201 in addition to SO 221 Introductory Sociology

Area V. Articulation Component

Catalog should be consulted for individual degree requirements in this area.

Computer literacy requirement (3 hrs.):

- *Art* – attained within major (AR 347 Digital Media I)
- *Computer Science* – attained within major (CS 155 Computer Science I)
- *Elementary Education* – attained within the major (EED 324 Instructional Technology)
- *Foreign Language: French, German or Spanish* – attained within major (FR, GR, SP 400 W)
- *Mathematics* – CS 155 Computer Science I, CS 210 FORTRAN Programming, or CS 215 C++ Programming
- *Secondary Education* (all teaching fields) – ED 381 Educational Technology for the High School
- *Nursing* – attained within the major (NU 406 Research)
- *Physics* – attained within the major (PH 356 Intermediate Laboratory)

The following majors have an **option** of CIS 125 Business Applications of Microcomputer Software or CS 135 Computer Skills for Problem Solving

- *Biology (all options)*
- *Chemistry (all options)*
- *Communications (all options)*
- *Criminal Justice*
- *Entertainment Industry*
- *Foreign Language*
- *Geography*
- *Music*
- *Social Work*
- *Sociology*

These majors **require** CIS 125 Business Applications of Microcomputer Software:

- *All Business Majors*
- *Health, Physical Education & Recreation (Non-Teaching Options)*
- *Human Environmental Sciences*

UNA
Major and Minor Degree Programs
Preprofessional and Special Programs

Majors

Accounting and Business Law

Accounting

Art

Art

BFA Concentration:

- Ceramics
- Digital Media
- Painting
- Photography
- Sculpture

Biology

Biology

- Option I: Professional Biology
- Option II: General Biology
- Option III: Environmental Biology
- Option IV: Cellular and Molecular Biology

Marine Biology

Chemistry

Chemistry

- Option I: Professional Chemistry
- Option II: General Chemistry

Industrial Hygiene

Communication Arts

Communication Arts

- Option I: Film and Digital Media Production
- Option II: Public Communication
- Option III: Theatre

Mass Communication

- Option I: Journalism- Multimedia
- Option II: Public Relations
- Option III: Radio-Television and Interactive Media

Computer Information Systems

Computer Science

Criminal Justice

Earth Systems Sustainability

Economics & Finance

Economics
Finance

- Option I: Professional Finance
- Option II: Banking and Financial Services

Elementary Education

Elementary Education K-6
K-6 Certification with P-3

Engineering Technology

English

English

- Option I: Literature
- Option II: Professional Writing
- Option III: Language Arts

Entertainment Industry

Entertainment Industry

- Option I: Entertainment Business
- Option II: Entertainment Technology

Foreign Languages

Foreign Languages

- Option I: Foreign Languages
- Option II: Foreign Languages for Commerce
- Option III: Foreign Languages, Professional

French
German
Spanish

Geography

Geography

- Option I: General Geography
- Option II: Business Geography

Geographic Information Science

History

History

Social Science

Health, Physical Education and Recreation

Non-teaching options:

- Exercise Science –pre professional
- Exercise Science – Clinical Exercise Science
- Exercise Science – Applied Exercise Science
- Recreation and Sport Management
 - Recreation Concentration
 - Sport Management Concentration
- HPER –Fitness Management Concentration
- HPER - Health Promotion Concentration

Human Environmental Sciences

- HES – Concentration in Child Development
- HES – Concentration in Culinary Arts
- HES – Concentration Food Service Management
- HES – Concentration in Hospitality Management
- HES – Concentration in Interior Design
- HES – Concentration in Merchandising

Interdisciplinary Studies

Management and Marketing

Professional Management

- Option I: Entrepreneurship Concentration
- Option II: General Management Concentration
- Option III: Hospitality Management Concentration
- Option IV: Human Resources Management Concentration

Professional Marketing

- Option I: Sales Concentration
- Option II: General Marketing Concentration
- Option III: Category Management

Mathematics

Music and Theatre

Music

- Option I: Performance
 - 1. Instrumental Emphasis
 - 2. Piano Emphasis
 - 3. Vocal Emphasis
- Option II: Vocal/Choral Music
- Option III: Instrumental Music

Nursing

- Nursing – Traditional
- Nursing - -On-line

Physics and Earth Science

Physics

- Option I: Professional Physics
- Option II: General Physics
- Option III: Geophysics
- Option IV: General Science

Political Science

Psychology

Social Work

Sociology and Family Studies

Sociology

Secondary Education

Professional Education P-12 with one of the following teaching fields:

- Visual Arts P-12
- Choral Music P-12
- Instrumental Music P-12
- Physical Education P-12

Professional Education Secondary (grades 6-12)

SBE/NCATE Approved Teaching Fields

Biology
Business and Marketing Education
Chemistry
English/Language Arts
Family & Consumer Sciences
French
General Science
General Social Science
Geography
German
History
Mathematics
Physics
Spanish

Minors

Accounting
Art
Art for Interior Design
Art History
Asian Studies
Biology
Broadcast Journalism
Business Administration
Category Management
Chemistry
Coaching & Officiating
Community Recreation
Computer Information Systems
Computer Science
Criminology
Culinary Arts
Digital Media Production
Earth Systems Sustainability
Economics
English
Entertainment and Sport Management
Entrepreneurship
Exercise Science
Family Studies
Film Studies
Fitness Management
Food Management
Foods & Nutrition
Foreign Language
General Geography
Geographic Information Science
Geology
Gerontology
Health
Health Promotion
History

Hospitality Management
Human-Computer Interaction/User Experience (HCI/UX)
Human Environmental Sciences
Human Resource Management
Innovation Engineering
International Studies
Journalism
Latin American Studies
Legal Studies
Management
Marketing
Marketing Communications and Technology
Mass Communication
Mathematics
Military Science
Music
Outdoor Recreation
Parent Education
Photography
Philosophy
Physics
Political Science
Professional Writing
Project Management
Psychology
Public Communication
Public Relations
Quantitative Methods
Real Estate & Insurance
Religion & Philosophy
Retailing & Clothing
Sales
Screenwriting
Security & Emergency Management
Sociology
Space Planning and Design
Sport Management
Theatre
Therapeutic Nutrition Science
Women's Studies

Preprofessional Programs

Agriculture & Forestry
Architecture
Engineering
Health and Allied Health
 Allied Health
 Dentistry
 Medical Technology
 Medicine
 Occupational Therapy
 Optometry
 Pharmacy
 Physical Therapy

Physician Assistant
Podiatry
Veterinary Medicine
Law
Library Science
Religious Education
Theology

Special Programs

Family Life Education Certificate
Geographic Information Systems Certificate
Gerontology Certificate
Law Enforcement Academic Certificate
Security and Emergency Management Certificate

Chapter 5 – Recognizing Students in Distress

Occasions arise when the individual needs of a student reach beyond the realm of an advisor's expertise. An advisor must learn to distinguish between situations within his/her power to help resolve and those which require assistance from other sources. While some advisees will be forthcoming with information about problems they are having, others will require appropriate questioning by the advisor.

The number one reason students self-refer to Student Counseling Services is feeling stressed or overwhelmed. Some amount of stress is a motivator, but at some point, large amounts of stress can become impeding and can prevent students from engaging in their daily activities. Reports of any of the following may indicate the need to refer a student to other trained professionals.

Life in General

- Financial
- Housing
- Legal problems
- Homesickness
- Language or cultural

Life Skills

- Transitional
- Communication
- Relationship
- Social

Remember Maslow's hierarchy of needs?



(From <http://www.simplypsychology.org/maslow.html>)

Students must meet their physiological needs for food, water, shelter, and warmth before progressing on to meet higher level growth needs. Once these needs have been

reasonably satisfied, one may be able to reach the highest level called self-actualization (*i.e.* going to college, studying for tests, doing homework, *etc.*)

Unusual Behavior

- Withdrawal from usual social interactions
- Marked seclusion and unwillingness to communicate
- Persistent antisocial behavior such as lying, stealing, or other deviant acts
- Odd or bizarre social interactions
- Deteriorating personal hygiene (can be a sign of depression or psychotic behavior)
- Reports of disturbed sleep (*i.e.* inability to sleep or excessive sleeping)
- Reports of loss of appetite or excessive appetite (*i.e.* starving or bingeing behavior)
- Unexplained crying or outbursts of anger
- Acutely increased activity such as ceaseless talking or extreme restlessness
- Repeated absence from classes
- Unusual irritability
- Student's conversation does not make sense
- Suspiciousness, irrational persecution thoughts
- Irrational worrying or expressions of fear

Reports of Traumatic Changes in Personal Relationships

- Death of a family member or close friend
- Difficulties/conflicts in relationships (*i.e.* marriage, dating, friends)
- Abuse (sexual, physical, emotional)
- Terminal /chronic illness of a family member or close friend

Drug and Alcohol Abuse

- Indications of excessive drinking or drug abuse (*i.e.* binges, neglects eating or physical appearance, impaired thinking)
- Severe drug reaction (*i.e.* bizarre behavior, unexplained "blackouts" of memory)
- Child of alcoholic or drug-dependent parent(s)

Academic Problems

- Dramatic drop in GPA
- Deficient reading speed or comprehension
- Poor study habits
- Incapacitating test anxiety
- Sudden changes in academic performance
- Lack of class attendance
- History of classroom accommodations in high school

Career or Major Choice Problems

- Dissatisfaction with academic major
- Unrealistic career aspirations
- Confusion with regard to personal interests, abilities, and/or values
- Chronic indecisiveness or choice conflict
- Uncertainty of career alternative

Taken alone, most of these signs may be insufficient to warrant intervention. However, duration of behavior, a combination of signs, and the degree of intensity of indicators will determine the type of intervention needed.

One of the things that is most difficult with the millennial generation is that many of the behaviors listed above are characteristics of this generation. So, then when is the behavior just a characteristic and when is it just plain weird? Such behaviors are problems when the student indicates they are problems. It is clearly the student's perception, their reality, and their truth about how these things impact their academic performance and their life in general.

REFERRALS

When to Refer

Aside from the signs or symptoms that may suggest the need for interventions by campus support services, there are other guidelines which may help the advisor define the limits of his/her involvement with a particular student's problem. It is important not only to hear what the student is saying, but also to be attentive to the nonverbal behaviors as well as the perceptions or feelings underlying the message to you.

A referral is usually indicated under the following circumstances:

- 1. When a student asks for a referral.** Gain information from the student to determine the best referral for the problem. The advisor should also explore the urgency for a referral and help the student feel more comfortable being referred.
- 2. When a student presents a problem or requests information beyond the advisor's range of knowledge.** Advisors should not expect to be knowledgeable in all areas; however, advisors should be informed about where to refer students for various services on campus. If an advisor does not know where to refer a student for a particular problem, he/she should consult a colleague, department chair, or office of the dean of the college.
- 3. A person contemplating suicide.** Although there are wide differences in the seriousness of suicidal thoughts, *immediate* referral is recommended when a student is serious enough to discuss it with you. You may help calm the student's immediate feelings, but a threat to self or others ethically requires strong intervention on the part of the advisor or other professionals *immediately*. Refer the student to Student Counseling Services for counseling. Walk there with the student; do not allow the student to go there on his/her own because he/she may not follow up and seek help. Be sure that you have contact information for the student.
- 4. Someone you think you have not helped or whom you have helped as much as possible but seems to need further help.** Personality differences, lack of experience or lack of expertise may prevent an advisor from providing what the student needs. In cases like these, the advisor should be honest with the student and suggest a person or resource that would meet the student's needs.
- 5. Lack of objectivity on the advisor's part.** The advisor may know the student as a friend, neighbor, or relative and find objectivity compromised as a result. In

these situations it is preferable for a change to be made to an advisor who can be objective and nonjudgmental.

- 6. If a student is reluctant to discuss a problem with you for some reason.** At times personality differences may create a barrier for a student to be straight forward and self-disclose with an advisor. The advisor may need to refer the student to a counselor or other professional of the same sex or same ethnicity as the student. Depending upon the issue, the advisor should offer to make a referral to the appropriate campus professional or another advisor, if the student agrees.
- 7. If a student has physical symptoms.** Headaches, dizziness, stomach pains, and insomnia may be outward signs of psychological distress, but a student with these complaints should be referred to the medical staff at University Health Services for consultation or the student's family physician.
- 8. If after meeting with the student at least twice, you hear the same story and same complaint,** then it is a good idea to refer the student to the appropriate resource.

How to Refer

The manner in which you refer the student for further help will have a significant impact upon the student's willingness to pursue help from the referral source. The tips below should help you refer in such a way that the student will follow through and get the needed help. You will increase the student's comfort with suggesting a referral if you can provide information about the office or resource.

- Be honest about your concerns and your limitations. Empathetically make it clear that based on your best judgment of the student's complaints you believe that he/she would benefit from assistance beyond what you are qualified to provide. Take into account the way a student may react to being referred.
- Be specific about the behaviors or issues that concern you. Let the student discuss the need for further help and include him/her in the referral decision-making process. Exceptions here would be suicidal or homicidal thoughts. These require action whether or not the student agrees.
- Avoid generalizing or stereotyping the student especially attributing anything negative about the student's personality or character. (The student is "creating or facing a challenge", or "confronted with obstacles.")
- Avoid over-reacting to the situation or alarming the student.
- Unless life-threatening to the student or others, you must allow the student the right to accept or refuse the referral. A student may be anxious or fearful of being referred to another person. Provide positive feedback from students who have benefited from the same referral source for a similar problem. It is also helpful if you can give information about the office, their process, or personnel you know personally in the office.
- Be sure to communicate that rejecting of the referral will not end the advising relationship.
- Allow the student time to think about being referred. Accept feelings of hesitation and do not rush the student into making a decision.
- If the student refuses the referral, accept the decision and leave the student room to reconsider.
- If the student agrees to the referral and the particular referral will require an appointment, help facilitate the appointment by calling that office with the student's permission. A student who leaves your office with a name for the

person to meet with, location, phone number, and date/time of an appointment will be more likely to go to the appointment.

- Cases may arise where it is appropriate for the advisor to escort the student for the initial appointment as a sign of support.
- If appropriate, suggest to the student that with his/her permission you will provide useful information to the referral contact.
- Follow up! Even if the student did not accept the referral, follow up with the student within 48 hours. Following up demonstrates that you are concerned about the student's well-being and you consider the problem one that requires professional attention.

The CARE Team

The purpose of the CARE Team is to enable the University to provide early intervention, support and behavioral response to students displaying varying levels of disruptive, distressed, disturbed and/or dysregulated behaviors to help ensure the health and safety of all members of the UNA community. Responding to at-risk and/or in-crisis students' needs and providing appropriate referrals can prevent an escalation of the situation and help keep the student and campus community safe.

To make a referral, go to this website: <http://www.una.edu/studentaffairs/care-team/index.html> and click on the *Intervention Referral Form* in the left column.

Should I Refer?

First, determine the problem(s) - type duration, intrusiveness, level of student distress.

Second, assess whether or not you can provide the help and/or qualified to offer the help needed.

Third, identify the resource or person that can provide the best assistance for the student. For this you **must** know your campus resources!

Chapter 6: Academic Policies and Procedures

ADMISSION TO UNA

For more detailed information, see current UNA Catalog: Admission to the University (Requirements for Admission and Advanced Standing Credit).

Beginning Freshmen

Unconditional Admission means that the student has met general aptitude by obtaining an ACT composite score of 18 or above *or* SAT composite of 870 or above

Students must also demonstrate academic competency by achieving a 2.0 GPA on a core of at least 13 high school units distributed as follows:

- **English** – 4 units
- **Mathematics** – algebra I, algebra II, geometry, trigonometry, statistics, or calculus (2 units)
- **Natural or Physical Science** – one biological and one physical science (2 units)
- **Social Studies** – one unit of American history and at least ½ unit of government, with the balance from world history, state history, economics, geography, psychology, political science, or anthropology (3 units)
- **Other** – foreign languages, computer sciences, or any of the courses listed in the above areas which are not used to meet requirements in those areas (2 units)

Conditional Admission means that the student has been granted conditional admission based upon two of the following three criteria:

- ACT composite of 16 or above *or* SAT composite of 770 or above
- Minimum of 11 core units earned
- High school GPA on core units earned of at least a 1.75

A conditionally admitted student is limited to an enrollment of 13 hours. Basic English (EN 099) counts toward the student's course load even though the course is a non-credit bearing course. A first semester GPA of 1.6 achieves unconditional status; less than a 1.6 first semester GPA warrants academic warning status.

Admission exceptions are made for those who are veterans, those who have successfully passed the General Education Development (GED) test, those who completed high school 5 or more years ago and those who were home-schooled (See Catalog for specifics).

Transfer Students

Students should have transcripts from all previous institutions submitted to UNA. If a student is transferring less than 24 credit hours, the student must meet ACT / SAT minimums and high school core minima. In addition, the student must be eligible to return to last institution.

If the student was on probation at the previous institution, probation will continue subject to all UNA regulations related to probation, suspension and dismissal.

A student who transfers work from a junior or community college must earn a minimum of 64 semester hours from UNA and/or other senior institutions in addition to meeting UNA residency requirements.

A transfer student will be granted credit for courses completed at other accredited colleges and universities in which a grade of C or better is earned. Courses in which a grade of D has been earned will transfer *only* if the student's cumulative grade point average on transferable work is at least a 2.0. A separate grade point average is computed for each institution where credit has been earned.

A course from a junior or community college will transfer as the equivalent of a UNA course only if the UNA course is lower division (100-200 level). Junior or community college courses similar to upper-division courses (300-400 level) will transfer as lower-division electives only.

Continuing Students and Transient Credit

A student is approved for registration each semester as long as academic standards are met. A student must file for readmission if not enrolled for 1 or more semesters (excluding summer terms).

A continuing student will be considered a transient student at another institution during summer terms when the student gains *prior* approval for the course(s) taken. The student should petition and obtain approval from the dean of the college at UNA in which the course equivalent is offered before enrolling at the institution where summer courses will be taken. The form may be found on the Registrar's website.

A grade of C or better must be earned for transient credit to be accepted in partial fulfillment of degree requirements.

A student will not receive transient approval if on academic warning, academic probation, or conditional admission.

Consideration is given for concurrent enrollment only in extreme circumstances and only when the course in question is not offered at UNA.

Former Students

A student who has a break in enrollment of a fall or spring semester or more must file an application for readmission. (Summer sessions are not considered a break in enrollment.)

A former student who applies for readmission after attending another institution(s) will be considered a transfer student. Transcripts from other institutions attended must be requested by the former student and, when received by the Office of Admissions, will be evaluated and considered as part of the readmission process.

Early College

High school sophomores, juniors and seniors ranking above average academically may be admitted for coursework with written recommendation from their principals or guidance counselors. High school juniors and seniors may enroll in up to five (5) hours per semester at no cost for tuition, but will be responsible for all other applicable fees. High school sophomores are subject to both tuition and fees.

Grade 7-9 students may be admitted for approved coursework if they are certified in writing as gifted by both local and state superintendents of education.

Senior Scholars

Senior adults (age 60 and over) may enroll in one course per semester at no cost on a space available basis. Cost definition includes tuition only; all additional fees are the responsibility of the Senior Scholar.

Special Students

The student must be at least 18 years of age.

The student must hold a high school diploma or equivalent (if unable to meet these requirements, the student must obtain special permission from the Registrar's office in order to enroll in classes). A student who has attended another college or university must have an official transcript sent to the Office of Admissions.

A student who has earned a bachelor's degree at another college or university must have an official transcript verifying the degree sent to the Office of Admissions.

A student with a high school diploma should have the high school send an official transcript to the Office of Admissions. Likewise, a student meeting the equivalency requirement should have test scores sent from the testing agency to the Office of Admissions.

International Students

An international student must present an official score report of the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 overall on the paper-based TOEFL or 173 overall on the computer-based TOEFL or 61 on the internet-based TOEFL.

An international student unable to provide the necessary TOEFL or equivalency scores may participate in a university-sponsored English as a Second Language Program (ESL) to help prepare themselves for the TOEFL, achieve proficiency with English language skills and become acclimated to American culture and the university community culture at UNA.

An international student must furnish evidence of sufficient funds to cover educational and living expenses. A sponsored applicant must supply an Affidavit of Support executed by their sponsor while a self-supported student should submit statements from banks, employers, etc.

An international student who has attended institutions outside the United States and Canada must have his/her transcript evaluated by a university-approved international credentials evaluator or by a university international admissions staff member with appropriate language proficiency and expertise in reviewing international transcripts.

An international student must have health insurance from a United States company for himself/herself and any dependents who accompany them. The insurance must be in effect the entire period of enrollment.

ADVANCED STANDING CREDIT

Transfer Credit

Transfer credit is accepted only from institutions accredited by a regional accrediting agency. No credit is awarded for courses which UNA considers remedial or vocational/technical in nature. No credit will be transferred for cooperative education or other work experience.

A transfer student will be granted credit for courses completed at other accredited colleges and universities in which a grade of C or better is earned. Courses in which a grade of D has been earned will transfer only if the student's cumulative grade point

average on transferable work is at least a 2.0. A separate grade point average is computed for each institution where credit has been earned if transfer credit comes from more than one institution.

A course from a junior or community college will transfer as the equivalent of a UNA course only if the UNA course is lower division (100-200 level). Junior or community college courses similar to upper-division courses (300-400 level) will transfer as lower-division electives only.

No courses in professional nursing or professional education will be accepted from a junior college or a non-accredited senior institution due to prohibitive policies of the respective accrediting agencies of the Colleges of Nursing and Education and Human Sciences.

No courses will be accepted from any other teacher education program without prior approval from the Dean of the College of Education and Human Sciences.

Transfer credits earned in quarter hours will be translated into semester hours with one-quarter hour equaling two-thirds of a semester hour (*e.g.*, a 5 quarter hour course = 3 and 1/3 semester hours).

Transient Credit

Should a student enrolled at UNA find it necessary to enroll temporarily at another institution to take coursework for transfer of credit back to UNA, prior approval must be granted from the dean of the college in which the course(s) is/are taught at UNA.

A student who enrolls at another institution without prior approval for transient credit will be considered a transfer student upon his/her return to UNA and must file an application for readmission. The transfer credit may not be approved.

Dual enrollment at UNA and another institution is not allowed unless extreme extenuating circumstances exist and only when the course(s) is/are not being offered at UNA. Prior approval is required from the dean of the college in which the course is or would be taught.

A student on academic probation, warning, or admitted conditionally will not be approved for transient credit.

A student may not receive transient approval for courses failed in residence at UNA.

Transcripts of transient work to be applied toward meeting graduation requirements must be received by the Office of the Registrar within the next semester after credit is earned and at least four weeks prior to the date of graduation.

A grade of C or better must be earned in the course(s) to be accepted as partial fulfillment of degree requirements.

Should circumstances arise where a student needs to pursue transient credit to fulfill graduation requirements, transient credit must be limited to 6 hours or less and prior approval must be obtained. (See Graduation Requirements for further information.)

Advanced Placement Examination Credit

An entering student who has completed Advanced Placement (AP) courses in high school and has taken the accompanying CEEB Advanced Placement Examination may receive equivalent course credit as in the chart below if the required minimum score is earned. The student should have the Educational Testing Service forward official School and Examination reports directly to the Office of Admissions prior to enrollment.

AP Examination	Minimum Score	UNA Course Equivalency
Art History	3	AR 170 (3 hrs)
American History (Part 1)	3	HI 201 & 202 (6 hrs)
European History	3	HI 102 (3 hrs)
Government & Politics, Am.	3	PS 241 (3 hrs)
Biology	3	BI 111 & 112 (8 hrs)
Chemistry	3	CH 111, 111L & 112, 112L (8 hrs)
Physics B	3	PH 101 (4 hrs)
Calculus AB	3	MA 125 (4 hrs)
Calculus BC	3	MA 125 & 126 (8 hrs)
Computer Science A	4	CS 155 (3 hrs)
Computer Science AB	4	CS 155 (3 hrs)
Economics (Macro)	3	EC 251 (3 hrs)
Economics (Micro)	3	EC 252 (3 hrs)
*English Language/Comp.	3	EN 111 (3 hrs)
	4	EN 111 & 112 (6 hrs)
	5	EN 121 & 122 (6 hrs)
*English Literature/Comp.	3	EN 111 (3 hrs)
	4	EN 111 & 112 (6 hrs)
	5	EN 121 & 122 (6 hrs)
French Language	3	FR 101, 111, 102 & 112
	4	FR 101, 111, 102, 112 & 201
	5	FR 101, 111, 102, 112, 201, 202
French Literature	3	FR 400 (3 hrs)
	4	FR 400 & 401 (6 hrs)

German Language	3	GR 101, 111, 102, & 112
	4	GR 101, 111, 102, 112 & 201
	5	GR 101, 111, 102, 112, 201 & 202
Latin, Vergil	3	General Elective (3 hrs)
Latin, Catullus-Horace	3	General Elective (3 hrs)
Spanish Language	3	SP 101, 111, 102 & 112
	4	SP 101, 111, 102, 112 & 201
	5	SP 101, 111, 102, 112, 201 & 202
Spanish Literature	3	SP 400 (3 hrs)
	4	SP 400 & 401 (6 hrs.)
Statistics	3	MA 147 (3 hrs.)

*Maximum credit awarded in English is six semester hours for either test but not both. Students who receive AP credit for EN 120 & 121 are required to enroll in EN 233 & 234, Honors Studies in Western Literature.

College Level Examination Program Credit

Advanced standing credit may be earned through the College Level Examination Program (CEEB-CLEP) Subject Examinations but not the General Examinations. CLEP Subject Examination scores must be submitted to the Office of Admissions on the official transcript form directly from the College Entrance Examination Board.

Acceptable minimum scores are subject to change according to norming revisions by CEEB-CLEP.

Failure to make an acceptable minimum score requires that the student wait six months before repeating the examination.

A student may **not** earn credit through a Subject Examination for:

- a course in which previously or currently enrolled
- a course failed in residence
- a course in which credit has already been earned in coursework at a higher level with the exception of foreign language course
- both Subject Examination and its equivalent course
- one or both of a sequence of courses if one of the courses has been attempted in residence (exception—foreign languages)

Credit for EN 111 (3 hrs) or EN 111 & 112 (6 hrs) will be determined by a satisfactory score on the objective portion of the examination **and** evaluation of the Optional Essay.

The student should obtain the written approval of the dean of the college in which enrolled before taking a CLEP Subject Examination.

Please contact the testing coordinator in University Advising Services for more information.

Minimum scores on the Subject Examinations are listed below along with the UNA course Equivalency credit.

Subject Examination	Minimum Score	UNA Course Equivalency
American Government	50	PS 241 (3 hrs)
History of the United States I	50	HI 201 (3 hrs)
History of the United States II	50	HI 202 (3 hrs)
Western Civilization I	50	HI 101 (3 hrs)
Western Civilization II	50	HI 102 (3 hrs)
College Algebra	50	MA 112 (3 hrs)
College Algebra-Trigonometry	50	MA 112 & 113 (6 hrs)
Trigonometry	50	MA 113 (3 hrs)
English Composition w/ essay	50	EN 111 (3 hrs) or EN 111 & 112
College French	50	FR 101, 111, 102 & 112
Levels 1 and 2	62	FR 101, 111, 102, 112, 201 & 202
College German	50	GR 101, 111, 102 & 112
Levels 1 and 2	63	GR 101, 111, 102, 112, 201 & 202
College Spanish	50	SP 101, 111, 102 & 112
Levels 1 and 2	66	SP 101, 111, 102, 112, 201 & 202
General Biology	50	BI 111 & 112
General Chemistry	50	CH 111 & 112
Human Growth & Development	50	ED 299 (3 hrs)
Introductory Psychology	50	PY 201 (3 hrs)
Introductory Sociology	50	SO 221 (3 hrs)
Introductory Accounting	50	AC 291 & 292
Introductory Business Law	50	BL 240 (3 hrs)
Principles of Macroeconomics	50	EC 251 (3 hrs)
Principles of Microeconomics	50	EC 252 (3 hrs)
Principles of Management	50	MG 330 (3 hrs)
Principles of Marketing	50	MK 360 (3 hrs)

Defense Activity for Nontraditional Education Support Program Credit

Subject Examinations of the Defense Activity for Nontraditional Education Support (DANTES) Program may be taken to earn advanced standing credit. DANTES examination scores must be submitted to the Office of Admissions on an official transcript form sent directly from the Educational Testing Service (ETS).

Acceptable minimum scores are subject to change according to ETS norming revisions.

Credit through DANTES may not be earned for:

- a course in which previously or currently enrolled
- a course failed in residence
- a course in which credit has already been earned in coursework at a higher level with the exception of foreign language courses
- both DANTES examination and the equivalent course
- one or both of a sequence of courses if one of the courses has been in residence (exception—foreign languages)

The student should obtain the written approval of the dean of the college in which enrolled before taking a DANTES Subject Examination. Please contact the testing coordinator in University Advising Services for more information.

Minimum scores on the Subject Examinations are listed below along with the UNA course Equivalency credit.

Subject Examination	Minimum Score	UNA Course Equivalency
History of the Vietnam War Introduction to the Modern Middle East	49 44	HI Elective (300 or 400 level; 3 hrs) HI Elective (300 or 400 level; 3 hrs)
Contemporary Western Europe (1946-1990)	48	HI Elective (300 or 400 level; 3 hrs)
War and Peace in the Nuclear Age	53	HI Elective (300 or 400 level; 3 hrs)
Introduction to College Algebra	46	MA 100 (3 hrs)
Principles of Statistics	48	MA 147 (3 hrs)
Art of the Western World	48	AR 170 (3 hrs)
Introduction to Law Enforcement	48	CJ 250 (3 hrs)
Ethics in America	67	PHL Elective (300 or 400 level; 3 hrs)
Introduction of World Religions	49	RE 401 (3 hrs)
Lifespan Dev. Psychology	47	PY Elective (3 hrs)
Beginning German I	45	GR 101 (3 hrs)
Beginning German II	45	GR 102 (3 hrs)
Beginning Spanish I	48	SP 101 (3 hrs)
Beginning Spanish II	46	SP 102 (3 hrs)
Principles of Financial Accounting	47	AC 291 (3 hrs)
Principles of Real Estate	48	FI 325 (3 hrs)
Risk and Insurance	50	FI 355 (3 hrs)
Introduction to Business	46	MG 100 (3 hrs)
Personnel / Human Resource Management	48	MG 331 (3 hrs)

Armed Forces Service Members, Reservists, and Veterans Credit

Armed Forces Service members, reservists and veterans should consult with the Office of Admissions as well as their respective military recruiters to determine service credits they are eligible to receive under the provisions of the Service-members Opportunity Colleges (SOC) programs. As a member of SOC, UNA participates in the Concurrent Admissions Program (ConAP) of the Army, Army Reserve and Army National Guard to promote educational opportunities for active duty service members, reservists and veterans. UNA provides programs and protections important to the needs of service members in the following areas:

- transfer of credit
- academic residency requirements
- crediting learning from military training and experience
- crediting extra-institutional learning.

Correspondence Credit

Though UNA does not offer courses by correspondence, credit may be earned from other accredited colleges and universities subject to the following provisions. (Provisions also apply for distance learning and Internet classes.)

After initial enrollment to UNA, students must obtain prior written approval from the dean of the college in which they are enrolled. A grade of C or higher is earned in the course.

A student on academic probation may not be approved for such courses.

A student may not enroll in such courses while in residence at UNA except under extraordinary circumstances. When approved, work by correspondence normally will be limited to one course in any term and must be completed within that term.

If the course was failed in residence at UNA, it may not be retaken through correspondence.

Acceptance of credit earned by correspondence while in prior attendance at another institution is subject to all of the above provisions.

Certified Professional Secretary

Upon proper notification to the dean of the college in which the student is enrolled, nine (9) hours of general business elective credit toward completion of any UNA degree will be granted for the Certified Professional Secretary (CPS) rating.

There is a 34 semester hour maximum for credit earned separately or in combination from the following sources:

Advanced Placement Examinations (AP)

College Level Examination Program (CLEP)

Defense Activity for Nontraditional Education Support (DANTES) Program

Armed Forces Service Members, Reservists and Veterans (ConAP)

Correspondence Courses

Certified Professional Secretary

REGISTRATION

Preregistration

Before preregistering, a student must be advised and ensure that all registration holds have been resolved. It is the student's responsibility to resolve holds. The student will receive a PIN number after advisement has taken place.

A current student may preregister for upcoming semester classes during the time designated by the Registrar's Office (Latter weeks of preceding semester). Priority pre-registration is allowed for students who are athletes, those seeking accommodations through Disability Support Services, those who are in the Honors Program. Preregistration dates are determined by the student's classification; graduate students and seniors preregister first and freshmen preregister last.

New freshmen and transfer students may preregister by attending Summer Orientation and Registration (SOAR).

Preregistered class schedules will be voided for those students who do not pay preregistration tuition and fees by the date specified in the *Schedule of Classes*. A student may consult with the Business Office or Student Financial Services if there is doubt as to whether or not financial aid has been credited to his/her account.

New Student Orientation and Returning Students

New freshmen and transfer students who have not attended SOAR and preregistered for classes may attend New Student Orientation and register the Monday preceding the beginning of classes for the fall or spring term.

New freshmen and transfer students for summer term attend New Student Orientation and register on the Monday preceding the beginning of classes on Tuesday.

Returning students who have not preregistered may register on the Tuesday preceding the beginning of classes on Wednesday for the fall or spring term and on Monday preceding beginning of classes on Tuesday for the summer term.

Returning students who have preregistered may make necessary course or section changes through the drop/add process which begins on Monday afternoon during regular registration and ends on the following Friday. There is a \$10 fee for drop/add.

Late registration is held beginning on the first day of class and ending on the following Friday. There is a \$30 fee for late registration.

Full-Time/Part-Time

A student must be enrolled in 12 or more semester hours to be considered full-time during the fall and spring semesters and 6 or more semester hours during the summer semester. A student enrolled in less than the minimum hours is classified as part-time and is not eligible for athletics, honors, offices, or benefits that require full-time status.

Registration Holds

13-hour Hold – limits enrollment in 13 hours or less for conditionally admitted and probationary students; though EN 099 is a noncredit-bearing course, it counts 3 credit hours toward enrollment hours.

Prerequisite Hold – checks the student's transcript for satisfaction of prerequisite requirement(s) and blocks registration for that course if the requirement has not been met. This applies for course prerequisite requirements and for ACT / SAT subtest scores used for course placement in English (EN 099) and Math (MA 100, MA 100E, or MA 105) and Biology (BI 111)

Financial Holds are used when there is a balance due for tuition payment, library fines, parking fines, residence hall fines, etc. The student will not be permitted to reenroll or receive transcripts or other services from the University until Financial Holds have been resolved.

Judicial Holds may be enacted in response to a student's violation of the Code of Conduct.

Transfer student holds – All transfer students must have a disciplinary waiver completed by *each* institution in which the student previously attended.

Course Load

A student is considered full-time when he/she is enrolled in a minimum of 12 semester hours. An average course load for a regular semester is 16 semester hours.

Noncredit (EN 099) and audit courses count as equivalent hours when determining course load.

Maximum course load summer (Session I, Session II and/or regular term) is 14 hours.

A student with a grade point average of 2.6 or higher in the last semester of full-time study at UNA may enroll in a maximum of 20 semester hours in a regular semester or 14 semester hours in a summer term (7 hours per session).

A student with a grade point average of less than 2.6 and who is not on academic warning or probation may enroll in a maximum of 18 semester hours.

A student on academic warning or probation may not enroll for more than 13 semester hours during a regular semester and a total of 12 semester hours (6 per term) during a full summer term.

Interim courses should be included in calculations if they occur in any part of a regular or summer semester.

A graduating senior may enroll in a maximum of 21 semester hours provided his/her academic record and other considerations justify the overload. The student must obtain approval in writing from the dean of the college in which enrolled.

Course Audit

A student auditing a course must obtain permission of the dean of the college in which enrolled.

The student must follow regular admission and registration procedures and adhere to the same regulations as other students. Regular course tuition and fees are applicable.

An audited course does count as equivalent credit in determining course load except in counting the minimum load required for eligibility for financial aid, athletics and veteran's benefits. The student does not take examinations or receive a grade.

SCHOLASTIC STANDARDS

Classification System

Freshman	0-29 hours
Sophomore	30-59 hours
Junior	60-89 hours
Senior	90-120 hours

Grading System

- A** Superior work (4 quality points per credit hour)
- B** Good or above average work (3 quality points per credit hour)
- C** Fair or average work (2 quality points per credit hour)
- D** Poor or below average work (1 quality point per credit hour)
- F** Failing work (0 quality points per credit hour)
- I** Incomplete coursework due to illness or other circumstances beyond the student's control. An **I** should be completed in the following semester or term (fall, spring, summer). Any **I** not completed within the period prescribed automatically becomes an **F**. It is the student's responsibility to contact the course instructor to make arrangements for completing the required work. When the work is completed and the course grade determined, the instructor notifies the Registrar's Office and the appropriate grade is substituted on the student's permanent record.
- IP** Work in progress. **IP** is used only for courses not scheduled to be completed within a given semester. It is not used in lieu of a grade of **I**. The work must be completed in the following semester or term (fall, spring, summer). An **IP** which is not removed within the period prescribed automatically becomes an **F** unless the appropriate college dean grants an extension.
- NC** No credit. Since all students must earn a grade of **C** or better in EN 111, EN 112, or EN 120 and EN 121, students earning a grade of **D** or **F** receive a grade report of **NC**. The **NC** does not calculate into the student's GPA.
- S** Satisfactory work in noncredit courses
- U** Unsatisfactory work in noncredit courses

Class Attendance

Class attendance is regarded as an integral part of the learning process; regular and punctual attendance is expected.

Each professor chooses to establish his/her own attendance policies and appropriate penalties for excessive absences including reduction in grades or ultimate dismissal from class with a failing grade. Such policies should be announced by the professor at the beginning of the term and included in the course syllabus.

Withdrawal from the University or Course Withdrawal

A student should be advised not to withdraw from a course unless absolutely necessary.

A student should be advised that consistent absences from class do not constitute withdrawal from the class.

A student who finds it necessary to *withdraw from all courses* at any time during a given semester must first notify the Registrar's Office and follow official procedures.

A student who *withdraws from a course* after the registration period and before 14 calendar days prior to the beginning of final exams must begin the process with the course instructor. After obtaining the instructor's signature, the student must return the completed form to the Registrar's Office by the deadline for the withdrawal to be official. Alternatively, a student may email the professor from his/her UNAPortal email account and copy the Registrar (registrar@una.edu) to drop a course.

A student *may not withdraw* from a class during the period of 14 calendar days (five calendar days for summer and non-traditional sessions) prior to the beginning of final examinations and the end of the semester. During this period a student may be entitled to a grade of I (Incomplete) if a passing grade is being earned in the class and the student is unable to complete the semester due to extraordinary circumstances.

Students should be aware that withdrawing from one or more courses may have substantial adverse effects on financial aid, scholarship award, health insurance, and athletic eligibility.

Students may not withdraw from a class if he/she has exceeded the allowed number of absences for a particular course without consent from the instructor. A faculty member's attendance policy supersedes the Withdrawal from a Course policy.

Withdrawal and Impact on Grade Point Average

A grade report of W, WP, WS, or WU is not awarded as quality point credit. A grade of WF is counted as work attempted and failed and does not affect a student's grade point average.

Academic Standing

A student who maintains the appropriate minimum cumulative grade point average (GPA) as indicated in the table below is considered a student in good academic standing.

Cumulative Hours Earned		Minimum Cumulative GPA
0 – 29	Freshman	1.60
30 – 59	Sophomore	1.85
60 – 89	Junior	1.95
90 or above	Senior	2.00

Important Note: The student's GPA and number of hours earned determines whether or not a student is placed on academic warning or probation. A student who falls below the minimum cumulative GPA for his/her classification will advance to poor academic standing at one of the levels defined on the next page. A student placed on academic warning can return to good academic standing once his/her GPA has reached the appropriate minimum cumulative GPA.

A student placed on academic probation can return to good academic standing by earning a 2.0 GPA for each semester on academic probation and by raising his/her minimum cumulative GPA to a level equal to or above the appropriate minimum cumulative GPA for his/her classification.

The following are student classifications at UNA:

Academic Warning

- For students who have attempted less than 18 hours
- GPA of <1.6
- Academic warning for following semester
- Fails to reach appropriate minimum cumulative GPA during semester of Academic Warning and moves to...



Academic Probation

- Fails to meet the appropriate minimum cumulative GPA
- Placed on Academic Probation for following semester
- Must earn a 2.0 GPA or better to continue study
- If 2.0 GPA is earned for initial semester of probation but cumulative GPA remains less than appropriate minimum cumulative GPA, Academic Probation continues until appropriate minimum cumulative GPA is reached (see table on page). If less than 2.0 GPA earned, status moves to...



Academic Suspension-1

- Student on Academic Probation fails to earn a 2.0 GPA
- Placed on Academic Suspension for following semester
- Must sit out one fall or spring semester; summer term does not fulfill suspension. An alternative for some students may be the Active Suspension Program.
- Automatically eligible to reenroll after semester of suspension; no appearance before Readmissions Committee required
- Must complete readmission form available in the Office of Admissions
- Upon return, placed on Academic Probation and must earn 2.0 GPA or better each semester to remain enrolled
- Academic Probation is continued until appropriate minimum cumulative GPA is achieved
- If student does not earn a 2.0 GPA, status moves to...



Academic Suspension -2

- Student returns from Academic Suspension-1 period and fails to earn a 2.0 GPA is placed on Academic Suspension-2 for one calendar year
- Automatically eligible to reenroll after one calendar year; no appearance before Readmissions Committee required
- Must complete readmissions form on the UAS website
- Upon return, placed on Academic Probation and must earn 2.0 GPA or better each semester to remain enrolled

- Academic Probation is continued until appropriate minimum cumulative GPA is achieved
- If student does not earn a 2.0 GPA, status moves to...



Academic Suspension -3

A student who is subsequently suspended from the university after coming back after being on Academic Suspension-2 will be ineligible to enroll for a period of three calendar years.

No appeals will be considered during the first year of the three-year suspension period. Reenrollment following the first year will require the student to file an appeal with the Readmissions Committee

If a student fulfills the three year suspension, he/she is eligible to enroll without appearing before the Readmissions Committee, but will be required to complete the readmissions form in the Office of Admissions.

Notification and Appeal Process for Academic Suspension

A student is notified of academic warning, probation, suspension or dismissal when grades are received at the end of the applicable term.

Unless substantial evidence of unusual mitigating or extenuating circumstances can be presented, the student should not appeal suspension or dismissal. Appeal forms are available on the University Advising Services website.

Completed appeal forms must be received no later than 5 days before the opening date of residence halls for the semester or term in which readmission is sought.

A student who appeals will present evidence to the Readmissions Committee whose members are faculty, staff and student representatives.

Committee members have access to the student's complete UNA transcript, not just the grade report for semester of suspension or dismissal.

No credit earned elsewhere during a period of suspension or dismissal from UNA will be accepted for progress toward graduation.

Second Chance Provision

A student who reapplies after an absence of five (5) or more years and is readmitted is notified of the Second Chance Provision in the letter of readmission. This provision provides an opportunity for the student to improve his/her GPA.

Grades of D, F, or WF received in the initial period of admission can be eliminated from GPA computation.

This provision is enacted only when the student achieves a minimum GPA of 2.5 for each term during the first 24 hours of completed coursework following readmission.

A full-time student must complete at least 12 credit hours each semester or 6 credit hours in a summer term; a part-time student must complete at least 6 credit hours each semester or at least 3 credit hours in a summer term.

Once the standard is met, the student must file an application in the Registrar's Office within 1 year to eliminate computation of D, F, or WF grades received before readmission.

All credit hours from grades of D will be eliminated from satisfaction of degree requirements. Course may be repeated to satisfy degree requirements.

All grades remain on the transcript; however, a notation is made of the Second Chance Provision on the transcript.

A student in a Teacher Education Degree Program must contact the Dean of the College of Education for applicable restrictions.

A student failing to meet Second Chance standards during the first 24 credit hours will not be eligible again.

Repeated Courses

The advisor should discuss with an advisee the implications of repeating a course if the advisee is considering such action. Course repeats are often not looked upon favorably by employers, professional schools and honor societies. Advisors should refer the advisee to the appropriate dean's office and the Registrar's Office to determine if either of the two alternatives listed below are appropriate for the advisee's degree program.

1) Repeat/Recompute: A student is offered one opportunity during enrollment at UNA to identify up to three courses (limit of 11 credit hours) for recomputing. Courses

with a grade of A or B cannot be repeated for recomputation. A student should be advised of the following:

- Student identifies the course for repeat/recompute and enrolls in the course a second time (course does not have to be repeated in the semester or term immediately following the semester in which the course was initially completed).
- Because grades will be recomputed only once during a student's enrollment at UNA, the student should wait until the three courses have been completed or any time prior to or on the last day of Drop/Add of the semester of anticipated graduation.
- The most recent grade will be used for determining a student's progress and GPA even though the previous grade remains on the transcript.
- Credit from the course may be used only one time toward meeting the 128 credit hour graduation requirement.

2) Repetition of Course: A student may repeat a course in which they have earned a grade of D or F.

- The higher grade will be used for determining progress although both grades will be calculated into the student's GPA.
- The previous grade will remain on the transcript.
- Credit from the course may be used only one time toward meeting the 120 credit hour graduation requirement.

STANDARDS FOR MAINTAINING FINANCIAL ASSISTANCE

Academic and Leadership Scholarships

Students who have received an academic or leadership scholarship must achieve a particular GPA (3.0 for academic and 2.75 for leadership) and complete a minimum of 27 hours of coursework to maintain their scholarship for the next academic year. The staff of Student Financial Services checks each May to determine if this has been achieved. If the requirements have not been met, a letter is sent to the student indicating that the scholarship has been non-renewed.

If the requirements have not been met at the end of the spring semester for scholarship renewal, the only option left for the student to maintain the scholarship is to attend summer school (must be at UNA) with the student assuming responsibility for tuition costs. If the student is deficient in hours, then the student must take the hours necessary to reach the 27-hour requirement. If the student is deficient in GPA, the GPA needed to bring the student's cumulative GPA to either the 3.0 for an academic scholarship or 2.75 for a leadership scholarship. Should these requirements be met during the summer term(s), ***it is the student's responsibility to notify Student Financial Services in order for the scholarship to be reinstated.***

Federal Grants and Loans

If a student receives federal student aid in the form of a loan and/or grant, the student must show academic progress toward the degree goal to retain financial assistance either through federal student aid and private alternative loans. A student's progress will be checked once each academic year when the financial aid application is added to the university's database. The student must meet the following criteria:

- The student must not be on academic probation.
- The student must pass 75% of all credit hours attempted at UNA and other institutions. All hours attempted at UNA, including any courses dropped and for which the student did not receive a passing grade, are included in this calculation.
- The student is allowed a maximum of 172 hours to complete undergraduate degree requirements for the first degree and a maximum of 216 course hours to complete the degree requirements for a 2nd undergraduate degree.

Students who fail to achieve satisfactory academic progress (often referred to as being "sapped") may appeal to the Student Financial Services Committee to have their financial aid reinstated.

GRADUATION PREPARATION TIMELINE

Students may obtain an official degree evaluation by logging into UNA Portal and accessing degree evaluation, the on-line degree audit system.

To be eligible for graduation, a student must apply **two** semesters in advance. Application deadlines may be found in the University Academic Calendar found in the catalog. The graduation application is valid only for the semester indicated and is not automatically forwarded to the next semester. If graduation requirements cannot be met during the semester graduation has been applied for, the student should notify personnel in the Registrar's Office **in writing** to transfer graduation to the following semester. If the student fails to do so, the student's record will be placed on hold. The hold cannot be cleared until notification in writing is received in the Registrar's Office.

The one-time graduation fee should be paid at the Cashier's window and the receipt submitted to the Registrar's Office along with the completed graduation application available through UNAPortal. Detailed instructions are available on the Registrar's website. Notation will be made in the student's academic file.

Courses that apply to both major and minor requirements count only once toward the 120 hours required for graduation. Credit hours for duplicate courses count only one time but both grades remain in the cumulative GPA.

The graduation audit process is not completed until all course substitution memorandums have been processed by the dean and forwarded to the Registrar's Office for the student's academic file.

These graduation requirements should be met on all courses completed at UNA:

- 2.0 overall GPA
- 2.0 GPA for all classes applicable to major
- 2.0 GPA for all classes applicable to minor
- 120 minimum credit hours
- 60 credit hours from senior-level colleges combined
- 36 credit hours of courses at the 300/400 level from all colleges combined
 - At least 50% of the credit hours must be earned from UNA or other senior institutions (25% must be earned at UNA)

If completion of graduation requirements is based on transient work, there must be a completed transient approval form in the student's academic file in the Registrar's Office.

The student's transcript from the transient institution must be in the Registrar's Office four weeks prior to the end of the semester of graduation. If transient approval was not

secured in advance of taking the course(s), the student will fall under degree requirements at the time of his/her return to UNA from the transient institution.

Chapter 7: Course Placement Information

One of the keys to academic success for students is proper placement in courses that have minimum criteria. At UNA, placement into English, Math, and Biology courses is dependent upon a student's ACT subscore.

Placement for English Courses

<i>ACT Subscore</i>	<i>SAT Subtest</i>	<i>Beginning Course</i>
15 or below	410 or below	EN 099
16-27	420-630	EN 111
28 and above	630 and above	May opt for EN 111H (Honors)

A student who enrolls in EN 099 and receives a grade of **U** may repeat the course; on a grade of **S**, the student then proceeds to enrollment in EN 111. EN 099 may be repeated only once; after the second term in EN 099, the student must enroll in EN 111 regardless of the grade he/she received in EN 099 for the second time.

Placement for Foreign Languages

If a student has less than 2 years of high school foreign language, he/she should enroll in an introductory level foreign language.

If a student has 2 years or more of high school foreign language, he/she may enroll in introductory or intermediate level foreign language. In determining the level of coursework, the advisor should consider the amount of time the language was studied as well as the time lapse since the study ended.

Arrangements can be made through the Department of Foreign Languages to take a placement test to determine the appropriate class level. Placement test results may also be used as an indicator of possible success should the student decide to pursue college credit through the College Level Examination Program (CLEP).

Placement for Honors History

Honors history sections are offered for a six-hour sequence of World Civilization or US History:

- HI 101H Survey of World Civilization to 1500
- HI 102H Survey of World Civilization Since 1500
- OR**
- HI 201H US History to 1877
- HI 201H US History since 1877

Enrollment in Honors History requires one of the following criteria:

- 28 or above on ACT Reading Subtest
- 670 or higher on SAT Reading Subtest
- Minimum 3.5 high school GPA on a 4 point scale
- Participant in Honors Program

Placement for Mathematics Courses

There are three sequences for meeting the General Education Mathematics Requirement based on ACT/SAT scores: calculus-bound, statistics-bound, or essential skills path. Look to your specific major to determine the correct sequence. Some majors offer the student the choice of PreCalculus Algebra (MA 112) or Finite Math (MA 110).

If the student’s major is undecided, the student should be advised to follow the progression of MA 100 to MA 112 that would be acceptable to all majors.

ACT Subscore	SAT Subtest	Major requires or student elects MA 112	Major Requires or student elects MA 110
15 or below	400 or below	MA 100E	MA 105
16-21	410-560	MA 100	MA 105
22 and above	570 and above	MA 112*/MA 113*/MA 115*	MA 110*
28 and above	690 and above	MA 125**	

**Student should also have high school credits for Algebra I, Algebra II and Geometry.*

***Student should also have high school credits for Algebra I, Algebra II, Geometry, and Trigonometry.*

Note: MA 105 is the preparatory course for MA 110.
 MA 100 is the preparatory course for MA 112.

MA 100E is a four credit hour, four day per week course with mandatory attendance.

A grade of C or better is required in MA 100 or MA 105 to continue to MA 112 or MA 110.

Students choosing majors with **no** required statistics or calculus coursework may choose the essential skills path and may satisfy UNA’s general education mathematics requirements by completing MA 111 (Mathematical Reasoning for the Arts). This course may not transfer for general education program credit.

Placement in Biology Courses

Placement into major's biology (*i.e.* Principles of Biology; BI 111) is based upon the Science subscore on the ACT. An ACT science subscore of 20 or above (combined SAT of 950 or above) is required or BI 101 with a grade of C or better for placement into BI 111.

Placement in Chemistry Courses

Although there is no ACT subscore requirement for enrolling in Chemistry classes, enrollment in General Chemistry (CH 111) does require previous high school chemistry or CH 101, three units of high school mathematics through Algebra II or MA 100 as a co-requisite.

Military Science Courses (ROTC)

Students may enroll in 100 and 200 level Military Science courses without any obligation to the military. Students may exercise the option for a minor in Military Science. Students may also pursue scholarships in ROTC which include full tuition and monthly stipends. If a student does receive a scholarship, there is a commitment to the Army after completing his/her degree. This commitment can be fulfilled through active duty, Army National Guard, or the Army Reserve. For further information, contact the Department of Military Science.

Placement in University Musical Groups

Collegiate Singers – Audition

Opera/Music Theater Workshop (fall) – Audition

University Band – Open to all students with high school band experience

University Jazz Band – Audition

University Chorale – Open to all students with high school chorus experience

Vocal Jazz Ensemble – Audition

For further information, contact the Department of Music and Theatre.

Placement in Theatrical Productions

Each fall and spring semester, one major professor-directed production and various student-directed productions are presented. All production auditions are open to any student regardless of major. Students also have an opportunity to be involved as part of the stage crew and have the option of enrolling in Elements of Theatre (TH 100) for 3 hours credit.

For more information contact the Department of Communications.

Distance Learning Courses

Classes are taught primarily online, with supplemental video available for selected classes. At the beginning of the semester, students enrolled in a Distance Learning course are emailed course information through UNAPortal and instructed to go to Canvas for course content. Students should be advised that it is the **student's responsibility** to check email, contact the course instructor or the Distance Learning Office for course information; the excuse, "but no one told me," is no excuse for failing to access course information on a timely basis when the student made the choice to enroll in a Distance Learning course. Further information is available by contacting the Distance Learning Office.

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Appendix I

Advisor Resources

SUPPORT SERVICES AT UNA

CAREER PLANNING AND DEVELOPMENT

256-765-4276

202 Guillot University Center

www.una.edu/career/

CPD offers help with major and career exploration as well as assistance with resume writing and job searches.

CENTER FOR WOMEN'S STUDIES

256-765-6198

www.una.edu/womensstudies/

The mission of the Center for Women's Studies at the University of North Alabama is to educate, support, and reach out to women on our campus in the context of a global community.

CENTER FOR WRITING EXCELLENCE

256-765-6015

Second floor of Commons Building

www.una.edu/writingcenter/

Designed to help students improve their writing skills by providing instruction and writing resources. Make an appointment online at <https://una.mywconline.com/>

DISABILITY SUPPORT SERVICES

256-765-4214

111 Guillot University Center

www.una.edu/disability-support/

DSS arranges and provides accommodations to students with documented learning, physical and/or psychological disabilities. Provides study skills instruction, academic counseling and tutoring for student clients.

HEALTH SERVICES AT BENNETT INFIRMARY

256-765-4328

Bennett Infirmary, 501 Circular Rd.

www.una.edu/healthservices/

Health Services is an outpatient, acute care clinic designed to meet the basic health care needs of students. Services available include: treatment of short-term illnesses and minor injuries, basic physical exams, allergy injections, laboratory services as well as referral services.

MATHEMATICS LEARNING CENTER

256-765-5084

Second floor of Commons Building

www.una.edu/successcenter/m/c

Provides math tutoring and help developing math skills. Make an appointment online at <http://unamlc.mywconline.com/>

REGISTRAR'S OFFICE

256-765-4316

119 Bibb Graves

www.una.edu/registrar/

The Registrar's office coordinates class offerings, class registration, degree and enrollment verification, graduation and handles all transfer credit and transcript requests. Staff in this office can help with drop/add, withdrawals and repeat/delete.

STUDENT COUNSELING SERVICES

256-765-5215

555 Oakview Circle (Behind Kilby School)

www.una.edu/counseling/

Counselors are available for assessment of needs/problems, crisis intervention, referrals and short-term counseling. All counseling records are maintained in strict compliance with laws and guidelines related to confidentiality.

STUDENT FINANCIAL SERVICES

256-765-4278

Third floor of Commons Building

www.una.edu/financial-aid/

SFS provides information, publications and counseling related to financial assistance including scholarships, grants and loans. Staff is available to help with questions concerning FAFSA or any other issue that you may have concerning your financial aid.

UNIVERSITY ADVISING SERVICES

256-765-4722

Second floor of Commons Building

www.una.edu/advising

UAS provides academic programming for orientation, advising assistance and academic counseling. Manages a campus-wide tutoring and study skill instruction program. Provides testing services for national test programs including ACT, SAT, Accuplacer, CLEP and PRAXIS. Make an appointment at <https://unaadvising.mywconline.com/>

UNIVERSITY RESIDENCES

<http://una.orgsync.com/org/unareslife>

Appendix II: Resources for Your Advisees

It Takes Time! How Do I Manage My Time?

Many students discover that more study time is required to be successful in college coursework than was required for success in high school coursework. In college less time is spent in the classroom and material is covered at a faster pace. Professors expect college students to assume more responsibility for their learning. As a general rule students should allow two to three hours of study time for every hour they spend in the classroom. If this additional time is spent reviewing and revising notes, reading assigned material in the textbook, completing homework assignments/projects and studying for tests, a student should be on the way to academic success and earning a college degree.

Work through the following questions to determine whether your schedule allows enough time for you to do the necessary study and class preparation or if adjustments to your schedule are needed.

You have a total of 168 hours per week. How should the hours be scheduled?

- 1) In-class hours (per week) _____ + study hours (2-3 for each classroom hour per wk.) _____ = _____ minimum hours for coursework.
- 2) An average night's sleep is _____ hours x 7 nights = _____ hours
- 3) Are you employed? ___Yes ___No
If yes, how many hours per week do you work? _____hours
- 4) How much time do you spend in your vehicle traveling each day (to school, work, errands, finding a parking space etc.)? _____ x 5 days = _____ hours;
time spent traveling on the weekend (to work, church, leisure activities) _____hours

Estimate the following activities:

- 5) Exercising or relaxing? _____ x 7 days = _____hours per week
- 6) Involvement in campus activities & organizations? _____hours per week
- 7) Spending time with family? _____; friends? _____; significant other? _____
Total hours = _____
- 8) Watching TV and/or movies? _____hours per week
- 9) Playing video/computer games? _____hours per week
- 10) Listening to music? _____hours per week

11) Social media? _____ hours per week

12) Now allow 2-3 hours per day for eating, showering, dressing, daily hygiene
_____ hours per week

Total your hours making sure you convert any minutes to hours. _____ hours per week.

Subtract your total from 168.

Time left _____

Hours over 168 _____

If your hours are over 168, you need to work out a more realistic schedule. Studying for a 13 credit hour load is the equivalent of a full-time job!

Make the Best Use of Your Time

The secret of more effective use of time and greater enjoyment of living lies in organizing and planning. Each person will, of course, plan his/her own 168 hours per week to accomplish personal requirements, tasks, and leisure activities. Wise planning will help you plan your time so that you have more time to do the things you want to do. Each thirty minutes saved through planning is time that can be used to make your life more satisfying and rewarding.

Time planning, or time management, is no magic formula. It requires study, thought and effort to develop a plan and evaluate whether or not it is working for you. Below are suggestions to keep in mind as you develop a plan for daily, weekly and monthly schedules.

1. **Build your schedule around your fixed time commitments.** Some activities have fixed time requirements and others are flexible. Fixed: classes, work, church, organization meetings and activities; flexible: eating, sleeping, studying, personal hygiene, and leisure activities.
2. **Plan sufficient study time to do justice to each subject.** Most college classes are planned to require about two to three hours of outside work and study per week per credit hour. Multiply your class load by two or three to get a good idea of the time you should allow for studying. If you have special needs and require more time for reading and writing, you should schedule more time. You will realize the reward of investing this study time on a daily basis when you don't have to cram the night before a test or panic the day before a major project or paper is due.
3. **Study at a regular time and in a regular place.** If necessary, break old habits of haphazard study times and establish a new schedule of regular study habits. Knowing what you are going to study and when you will study will save time in making decisions and finding necessary study materials. Avoid generalizations in your schedule such as "study." Instead, your schedule should be more definite by committing to "study history" and "study chemistry" at certain hours.
4. **Study as soon after class as possible.** Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate. Remember, one hour of study immediately after class is probably better than two hours of study a few days later.
5. **Utilize odd hours for studying.** Those scattered one or two hours between classes are easily wasted. Use them for studying to give yourself more free time later.

6. **Study no more than two hours on any one course at one time.** After studying for two hours, you begin to tire and your ability to concentrate decreases rapidly. To keep up your efficiency, take a break and then switch to studying another subject.

7. **Borrow time; don't steal it.** Whenever an unexpected activity arises that takes up time you had planned to use studying, decide immediately where you can trade for free time to make up the missed study time and adjust your schedule for that week.

What's the Problem?

The first step toward better grades is being able to identify the reason or reasons for failing grades or grades lower than your expectations. What gets in the way of your being able to earn acceptable grades in a particular course? Respond to the statements by filling in the blanks below as honestly as possible to determine problem areas for improvement.

Course Specific Problem Area(s)	Course	Course	Course
Irregular class attendance			
Frequently late to class			
Fall asleep in class			
Insufficient background knowledge			
Lack of interest in subject matter			
Take poor and incomplete notes			
Do not read the text or other assigned readings			
Do not review or revise notes within 24 hours			
Turn in assigned work late			
Difficulty using library resources			
Test anxiety			
Have not discussed my difficulties with the professor, asked for study suggestions or feedback			
Have not sought help from a tutor			
Have not sought help from a fellow classmate or friend who has had the course and made a good grade			

The next step is to review your list and determine the top three reasons for difficulty in courses where you believe you have a problem or problems. Indicate this by writing a 1, 2 or 3 beside the name of the course written on the particular problem area line. You may have problems in one course that are not a problem in another course.

Now focus on strategies that you have used successfully in the past. List the strategies.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Finally, determine strategies to put into action to help you earn the grades you want. Be specific and note how often or how many times a week you plan to utilize the strategy. What grade will you set as a goal for yourself? Be realistic.

Course: _____ Goal Grade: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Course: _____

Goal Grade: _____

1. _____

2. _____

3. _____

4. _____

5. _____

Course: _____

Goal Grade: _____

1. _____

2. _____

3. _____

4. _____

5. _____



There are times when the problem is not related to a course but to other circumstances. With the appropriate assistance these problems may be addressed as well. Respond to the statements on the next page by filling in the blanks as honestly as possible to identify problem areas that may be affecting your academic success.

Non-Course Specific Area(s)	Yes	No	Maybe
Course load too heavy			
Work too many hours			
Involved in too many activities and organizations			
Spend too much time with friends, watching TV or playing video games			
Too many family obligations			
Have health or personal problem			
Housing or roommate issues			
Separation from home, family & friends			
Financial difficulties			
Pressure, stress, tension			
Loneliness; lack of emotional control			
Uncertain of major			
Unable to choose one of several majors I like			
Uncertain of interests, skills, & abilities			
No clear career goals or plans			

Based on problem areas that you identified, you may need to seek help from one of these campus resources.

- **Advisor:** If you believe that your course load is too heavy, talk to your advisor to gain another perspective.
- **Career Planning and Development:** Career counseling is available through this office to assist you in determining a career path and the major best suited to the career you have chosen. (GUC 201; 765-4276)
- **Disability Support Services:** If you are having difficulty managing the demands placed on your time from school, work, family, friends or activities, the staff in this office will help you work on a plan to manage your time more effectively. (GUC 111; 765-4214)
- **Housing and Residence Life:** If you reside on campus and have a problem related to your living arrangements, talk with your Resident Assistant or Hall Director.
- **Student Financial Services:** If you need financial assistance, contact this office to determine your eligibility for scholarships, grants, loans and employment on campus. (COMMONS 318; 765-4590)
- **University Health Services:** If you believe you have a medical problem, there is a medical staff at Bennett Infirmary to help you (Bennett Infirmary; 765-4328).
- **Student Counseling Services** is also available to help you develop strategies for coping with difficulties in your personal life (765-5215).

Tips for Taking Lecture Notes

How do good lecture notes help me learn?

- ❖ Good notes help you study for tests and exams by supplementing and clarifying what is in the textbook.
- ❖ Good notes help you understand the points the professor considers to be most important.
- ❖ Good notes help you make a good impression in the classroom; note taking demonstrates that you are listening and provides information to answer questions that may follow the lecture.

What can I do to improve my ability to listen?

1. Be prepared! Read textbook assignments before the material is discussed in class and review previous lecture notes to refresh your memory on what has been discussed.
2. Get familiar with your professor's style. Note how lectures are organized and the types of cues used to emphasize the major points from the professor's perspective. Professors often elaborate on certain points, become more animated, utilize the chalkboard, overheads, PowerPoint or other visuals to stress what is most important.
3. Listen, think and write to be more attentive to what is said. Evaluate what is being discussed and try to rewrite it into your own words, in class or after class.
4. Use proven procedures for taking notes: 8 ½ x 11 lined paper, one notebook or division of your binder per course, date your notes, use abbreviations that you understand, write legibly and use underlining or other marks for emphasis.

Is there a right way and a wrong way to take notes?

There are three basic forms of note taking; experiment to find what works best for you.

1. **Paragraph form**—easiest but usually not the most effective. You write down the professor's statements word-for-word starting a new paragraph when the topic changes. These notes are the most tiring to study and fail to show how one piece of information relates to another.
2. **Sentence form**—perhaps best when following an unorganized lecturer. You are left with a series of numbered statements which are difficult to study because it is unclear which points are major and which ones are minor.
3. **Standard outline form**—the best style but one that requires skill and thought. You use some means of indention whether it be Roman numerals, Arabic figures, capital and small letters, etc. This method requires thinking and organization to be able to differentiate between the main points and the subordinate points of a

topic area. Because the content is logically organized, it is the easiest method for studying.

Why do I need to review my notes before the day before a test or exam?

- ❖ Review your notes within 24 hours after class to boost retention of the information and avoid the panic of last minute studying.
- ❖ Cross-reference your notes and text readings to reinforce your learning and to identify material that is unclear. Seek help from a classmate, tutor, or the professor for clarification and better understanding.
- ❖ Recite major points to commit them to memory and check understanding.

STUDY TIPS

Listen carefully in class.

Focus your attention.

Take notes as you read.

Make an outline.

Participate in class.

Be prepared.

Ask questions.

Review and revise notes.

To check your understanding and boost your retention of the information discussed, review and revise your notes within 24 hours of your class.

Manage your time wisely.

Treat studying as a job.

Be comfortable.

Keep regular study hours.

Clear your desktop or work area.

Face away from windows or other distractions.

Become a better reader.

Get help when needed.

Expand your vocabulary.

Prepare for exams.

Carefully review your notes.

Try to predict test questions.

Get a good night's sleep the night before the exam.

Ask your instructor for advice on how to study and what you can expect.

TEST TAKING TIPS

True/False

- Read the entire statement carefully. Entire statement must be true.
- Be careful of statements using extreme or absolute words like all, nothing, never, always, none, every, least, most and no. These questions are usually false.
- Statements containing qualifying words are usually true. Usually, often, may, can, sometimes, many, few, frequently, rarely, most, some, and generally are examples of qualifying words.
- Answer the questions you are sure of first. If unsure, mark it false because you have studied what is true.
- Always underline the word or words that make the statement false to confirm your answer.
- The longer the question, the more likely it is to be a false statement.

Multiple Choice

- Read questions and all answers.
- Use the process of elimination. Reducing your choices to the two most logical choices gives you a 50/50 chance of getting the right answer.
- Does the answer you have chosen sound logical and reasonable?
- When responses are numerical, the answers in the mid-range are usually correct rather than those which are at the extremes.
- Look for cue words like always, never, not, least, most and greatest.
- If clueless, remember most answers lie in the B, C, D's rather than the A, E's. Look at the stem of the question. Watch for specific answers. Longer answers are more likely to be correct.
- If two answers appear similar, usually one is correct.
- If a question contains two opposite alternatives, one of them is probably correct.
- Use caution when "all of the above" or "none of the above" are included as choices.
- Recheck answers. Use caution when changing answers.

Matching

- Before writing down the answer, read all the terms in both columns.
- Work on one column at a time.

- Match the items you are sure of first; then use “educated guessing” on the rest.
- Jot down alternatives you are sure don’t match.
- Recheck your answers.

Completion and Short Answer

- Always write something down; you may be able to get partial credit.
- On short answers, never answer just yes or no. Make sure to explain your answer.
- Set yourself a standard of a two-sentence minimum answer.

Essay

How you answer is as important as what you answer!

- Understand precisely what the question asks.
- Strive for a complete answer.
- Use facts and logic, not vague impressions and feelings.
- Avoid unsupported opinions.
- Be concise.
- Write carefully-avoid errors.
- Be natural and sincere.
- Organize your answer intelligently.
- Keep your answers simple.
- Understand ideas emphasized by the instructor.

Professors look for:

- Clarity
- Complete answers
- Good organization
- Relevance to the question
- Accurate facts
- Reasoning ability

GPA CALCULATION

Here are simple steps to calculate your GPA.

1. Begin by drawing off 5 columns on a sheet of paper.
2. List all of your courses in Column 1.
3. Write down the letter grade you expect to receive or have received in Column 2.
4. Enter the letter grade value in Column 3. This grade value is per credit hour that the course is worth.
A = 4, B = 3, C = 2, D = 1, F = 0
5. Enter the course credit hours in Column 4. These may be found in your schedule of classes or course descriptions in your catalog.
6. Multiply the line items in Column 3 by the line items in Column 4. These are your quality points for Column 5. (Multiply because the letter grade value is based on one credit hour. If the course is a 3 credit hour course and a grade of "B" is earned, then 9 quality points are earned. (3 point grade value for a "B" x 3 credit hour course = 9 quality points)
7. Sum up credit hours in Column 4.
8. Sum up quality points in Column 5.
9. Divide the number of quality points by the credit hours to get your GPA.

EXAMPLE:

Name of Course	Letter Grade	Letter Grade Value	Credit Hours for Course	Quality Points
EN 111	B	3	3	9
HI 201	C	2	3	6
CS 110	C	2	3	6
GE 111	B	3	4	12
PE 106	A	4	1	4
<i>TOTALS</i>			14	37
<i>CALCULATIONS</i>			37/14 = 2.64 GPA	

YOUR GPA CALCULATIONS:

Name of Course	Letter Grade	Letter Grade Value	Credit Hours for Course	Quality Points
<i>TOTALS</i>				
<i>CALCULATIONS</i>				

RAISE YOUR GRADE POINT AVERAGE

To create a clear expectation of the grades and credit hours needed to improve your GPA, work through one or more of the appropriate sets of directions explained below. Remember that grades for courses completed at other institutions do not calculate into a student's UNA GPA. Also, A = 4 quality points per credit or quality hour, B = 3, C = 2, D = 1 and F = 0.

For easy access to your quality hours and quality points needed in Step 1 and Step 2 below, access your Campus Portal account and search and click as follows:

- Enter through logging in your User ID and Password
- Click on the Self Service Banner tab
- Click on Student Tab
- Click on Student Records
- Click on Academic Transcript
- Click Submit

What is My Learning Style?

There are numerous resources on the internet that assess your learning style. Here are a few:

From Edutopia: <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>

Others:

<http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

<http://www.whatismylearningstyle.com/>

Are You Ready to Take an Online Course?

Use one of the following self-assessment to determine if you are ready to take an online course.

http://coursecatalog.com/dbpages/learn/asp_assess.htm

<https://www.bakeru.edu/online/are-you-ready-for-an-online-course>

http://www.butte.edu/distance/assess_online.html