Academic Advisor Handbook 2012-13

Be seen. Be heard.
Welcome to Minot State University!

Advising is an important feature in Minot State’s commitment to students’ success. It is integral part of who we are as faculty at MSU. Choosing courses in a major, and navigating general education requirements are a small part of what it means to be an academic advisor. Most of what we do in advising students is to serve as a mentor. As such, we assist our students in discovering their potential and setting their academic and career goals.

This handbook is designed to provide you access to necessary information about policies and procedures in place at Minot State and serve as a resource for you in working with students.

I also wish to thank the Academic Advising Handbook Committee for their assistance in preparing this handbook.

Sincerely,

Lenore M. Koczon, Ph.D.
Vice President for Academic Affairs
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Acknowledgements
The Academic Advising Handbook is the result of the combined work and efforts of several faculty and staff who served on the Academic Advising Handbook Committee. A special thank you to all the faculty and staff who contributed to the handbook. Everyone’s assistance is greatly appreciated.

Notification of Updates
University policies and procedures are ever changing; therefore, the electronic version of the handbook will be updated as changes are submitted. Through the academic year, all official changes will be disseminated through Public Information, the MSU Advising Newsletter, and email. However, an annual review of the handbook will take place each summer allowing for an updated handbook to be printed at the start of the fall semester. Comments and suggestions to improve the handbook’s usefulness are welcomed and should be sent to the Center for Engaged Teaching and Learning, 858-3265, or email msu.advising@minotstateu.edu.

Disclaimer
MSU reserves the right to change policies, procedures, or terms of this handbook at any time. Every attempt will be made to inform you of any changes as they occur. However, it is your responsibility to keep current of all University policies and procedures.
Introduction to Advising

Section I: Introduction to Advising

Purpose of the Academic Advising Handbook

The Minot State University Academic Advising Handbook is designed to provide academic advisors, faculty and staff with the tools they need to be successful advisors. It is to serve as a useful reference for advising-related questions and facilitate continuous, ongoing advisor training. The handbook is intended to help advisors articulate policies and procedures; define and practice effective advising; find correct, accurate, concise, and consistent information; locate referral resources; and provide standardized assistance to students.

MSU Advising Mission Statement

Academic advising at Minot State University is committed to student success and promoting growth and development of all students through life-long learning, engagement, and advancement of knowledge.

MSU Definition of Advising

Academic advising is a personalized, interactive, and intentional process in which the advisor helps the student set and achieve academic, career, and personal goals. The advising process will incorporate respect for and engagement with all cultures, people, and points of view. The student will acquire relevant information and services to make responsible decisions consistent with interests, goals, abilities, and degree requirements. The desired result is that the student will feel a connection with the advisor and a sense of guidance, while realizing personal responsibility for exploring options and making decisions.

Advising Outcomes

Through the academic advising experiences at Minot State University students will:

- Develop an educational plan to successfully achieve their academic, career, and personal goals
- Understand university policies and procedures
- Determine and utilize the necessary resources and services to support their goals
- Demonstrate knowledge in using CampusConnection
- Understand the value of General Education Requirements
- Exhibit an understanding of their degree requirements
- Select courses each semester to progress toward completing their educational plan
- Demonstrate the ability to make effective decisions, enhance problem-solving skills, and communicate effectively
- Understand the relationship between classroom experiences and their academic, career, and personal goals
- Understand the importance of including experiences outside of the classroom in their educational plan
- Graduate in a timely manner based on their educational plan
Responsibilities of Advisee and Advisor

Academic advising is a shared responsibility where both the advisor and the advisee have designated responsibilities to achieve effective advising. The following advisee and advisor responsibilities have been adopted by Minot State University.

Responsibilities of the advisee include:

- Review and understand university policies and procedures, General Education Requirements, graduation requirements, and the MSU Undergraduate Catalog
- Read MSU email account on a regular basis
- Learn to access and navigate CampusConnection
- Be aware of academic dates and deadlines
- Explore resources to assist in making career and academic decisions
- Schedule and attend advising appointments
- Arrive on time for appointments
- Prepare for advising sessions and bring relevant materials to appointment
- Bring a list of questions to appointments and ask questions if a topic is not understood
- Communicate openly with advisor by clarifying personal values, abilities, goals, and needs
- Be familiar with requirements of selected major(s)/minor(s) and schedule courses in accordance with those requirements
- Recognize that advising is a shared responsibility; however, students must accept final responsibility for all decisions

Responsibilities of the advisor include:

- Serve as a student advocate
- Exhibit a caring attitude
- Be aware of current university resources and provide students with necessary referrals
- Be available to students through posted office hours, email, and appointment times
- Provide guidance to students as they set academic, career, and personal goals
- Be a responsive listener
- Understand and communicate curriculum, graduation requirements, and university policies and procedures
- Assist students in understanding degree requirements
- Assist students in selecting courses based on individual interests and abilities
- Monitor progress toward career and educational goals by maintaining accurate and up-to-date advising files
- Maintain confidentiality of student records
- Assist students in enhancing decision-making, problem-solving, and communication skills
- Participate in advisor workshops to keep informed and current
Advising Models: Colleges

All students are assigned to an academic advisor within their planned field of study and required to meet with their advisor at least once each semester. If a student has an undeclared major, a designated faculty member is assigned. Each college has its own advising model, which may include specific admission requirements. A brief summary of each college is listed below.

College of Arts and Sciences

Advising in the College of Arts and Sciences (CAS) varies somewhat among the programs. When a student declares a major within the College of Arts and Sciences, paperwork is sent to the chair of that department/division, and an advisor is assigned. The Major/Minor Change Form and any student records that accompany it are given to the new advisor. To request a change in advisor within a program, students should visit with the program coordinator or the chair of the department/division.

- Students should meet with their advisor on a regular basis regarding progress toward their degree and to ensure they have the most updated information for planning, particularly prior to registration for the upcoming semester.
- Some programs or individual advisors may use advisor holds to ensure that students meet with their advisor prior to registration.
- Some programs have long-range schedules for course offerings, which are very helpful to students in planning when they will take the courses they need. Various circumstances sometimes require programs to alter their long-range schedule of course offerings.
- Some programs may use meetings, which are sometimes mandatory, for their majors to provide updated information on course offerings.

College of Business

In the College of Business (CoB) students are assigned to a professional staff advisor and a faculty mentor within their area of interest.

- The term “advisor” is used to describe the program and course scheduling advisor; whereas, the term “faculty mentor” is used to refer to the faculty member who counsels students on major, internship, and career topics.
- Advisees are assigned to faculty mentors, based on the student’s area of interest, when a student is assigned to the program.
- Advisees are assigned to the course scheduling advisor as a new freshman or transfer student or when a student changes a major to a program in the CoB.
- The main advising office is located in Old Main, Rm 307B and can be reached by calling 858-3689.

College of Education and Health Sciences

The advising structure in the College of Education and Health Sciences (CEHS) is very consistent:

- Administrative assistants assign an advisor from the appropriate department to each student.
- A hold is placed on the student’s account and removed only when the student has met with the advisor.
- Advisees meet with the advisor at least once per semester to plan for the subsequent semester.
- Students may have more than one advisor if they are completing a double major.
Advising Structure

Advising Models: Specialized Programs

Distance Education
The Center for Extended Learning (CEL) employs dedicated advisors for specific distance-related programs as follows:

• **MSU Online** – Students pursuing a BGS or business degree online are advised by the Online Degree Advisor. Students pursuing the Associate of Science (AS) in Human Services with a Major in Intellectual/Developmental Disabilities (IDD) online degree are advised by the department (the department employs a dedicated advisor for the AS in DD program). Students pursuing a Master-level program online are referred to the program director in the appropriate department.

• **Minot Air Force Base (MAFB)** – Two dedicated advisors are located on the MAFB.

• **MSU at BSC** - MSU programs offered on the Bismarck State College campus are managed by a coordinator and several program-specific advisors are located on the BSC campus.

Enhanced Success Program (ESP)
Based on students’ acceptance to Minot State University, some students may be required to participate in the Enhanced Success Program (ESP) during their first year at MSU. The Enhanced Success Program is a collaborative program with services provided by:

• Student Success Center
• POWER Center
• Center for Engaged Teaching and Learning (CETL)

Key foundational components of the ESP program include:

• Individualized academic advising to discuss academic expectations, resources, and support services
• Enrolling in a First-Year Learning Community
• Participation in Student Success Workshops

Honors Program
The Honors Program allows students the opportunity to take a series of courses leading to a concentration. The Honors Program distinction is also placed on students’ transcripts and diplomas. Students take the sequence of Honors courses as part of their undergraduate program. Some courses may overlap with General Education or major requirements. The Honors Program Director works with students on the requirements of this program and is assigned as the secondary advisor for all Honors Program students.

POWER (Providing Opportunities With Enhanced Resources) Program
POWER offers services to a small student population (approx. 200 students). These services include, but are not limited to: priority registration, supplemental instruction, tutoring, mentoring, career exploration, and intrusive advising. The POWER Center offers academic advising complementary to a student’s primary faculty advisor. POWER advisors deliver unbiased advising to students who are undeclared, considering a major change, or seeking further assistance with the registration process. Beyond advising, students who participate are required to:

• Attend two POWER/Student Success Center sponsored workshops each semester.
• Meet with their assigned advisor once per month during the first semester of participation and twice per semester in the subsequent semesters.
• Complete an Academic Success Plan each year. This success plan includes a self assessment of their academic skills and certainty regarding college major, a list of things the student should do to be on track for graduation, and a goal(s) setting section.
• Sign a Mutual Responsibility Agreement which gives the POWER Center consent to contact instructors at any time.

The POWER Center, funded by a TRiO Student Support Services grant from the U.S. Department of Education, is available for full-time students who are U.S. citizens and working toward their first bachelor’s degree and meet at least one of the following criteria:

• First generation college student
• Income eligible (guidelines set by the U.S. Department of Education)
• Have a documented disability

Everything offered through the POWER Center is designed to enhance the current services offered to Minot State University students.
Section III: Fundamentals of Advising

Characteristics of a Good Advisor

A good advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students’ expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him/her.
4. Knows university policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem solving as an essential part of effective advising.
8. Shares his/her advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his/her advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service.

(Metz and Allan, 1981)

Do’s of Academic Advising

1. Appreciate the emotion behind your advisee’s words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).
3. Do not interrupt your advisee’s sentences. Let him/her tell his/her story first.
4. Fight off external distractions.
5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.
6. RELAX - try not to give the impression you want to jump right in and talk.
7. Establish good eye contact.
8. Use affirmative head nods and appropriate facial expressions.
9. Avoid nervous or bored gestures.
10. Intermittently respond to your advisee with “uh, huh,” “yes,” “I see,” etc.
11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying).
12. Face your advisee squarely. It says that “I’m available to you.”
13. Maintain an “open” posture. This is a sign that the helper is open to what the advisee has to say. It is a non-defensive position.
14. Lean towards the other, another indication of availability or involvement.
15. Recognize the advisee’s non-verbal behavior.
   Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee’s total message and not just words.
16. Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.

17. Offer reflections on what the student is feeling, based on the advisor’s observations. Example: “I sense you are kind of tense about this.”

18. Self-disclosure which can support the student’s experience. Example: “I remember how nervous I was the first time I went in to see an advisor.”

19. Offer reflections on what the student is saying. Example: “I hear you saying that you aren’t completely sure this is the right major for you.”

20. Indirect leads allow the student to choose the direction of the discussion. Example: “What would you like to talk about today?”

21. Direct leads help the student to further explore a specific area. Example: “Can you tell me more about your thoughts on changing your major?”

22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: “We’re talking about a lot of things here, which one is most important for you to work on now?”

23. Asking questions using “what” or “how” can help the student give more than “yes,” “no,” “because,” or “I don’t know” answers. Example: “What do you like about this major and what don’t you like”?

(Crockett, 1988, p. 313-314)
13. Not sharing responsibility for communication. Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don’t, ask for clarification.

14. Arguing mentally. When you are trying to understand the other person, it is a handicap to argue with him/her mentally as he/she is speaking. This sets up a barrier between you and the speaker.

15. Not using the difference in rate. You can listen faster than he/she can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what he/she is going to say, thinking back over what he/she has said, evaluating his/her development, etc. Rate difference: Speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.

16. Not listening for what is not said. Sometimes you can learn just as much by determining what the other person leaves out or avoids in his/her talking as you can be listening to what he/she says.

17. Not listening to how something is said. We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person’s attitude and emotional reactions may be more important than what he/she says in so many words.

18. Antagonizing the speaker. You may cause the other person to conceal his/her ideas, emotions, and attitudes by antagonizing him/her in any of a number of ways: Arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him/her. Ask for feedback on your behavior.

19. Not listening for the student’s personality. One of the best ways to find out information about a person is to listen to him/her talk. As he/she talks, you can begin to find out what he/she likes and dislikes, what his/her motivations are, what his/her value system is, what he/she thinks about everything and anything that makes him/her tick.

20. Jumping to assumptions. This can get you into trouble in trying to understand the other person. Do not assume that he/she uses words in the same way you do; that he/she did not say what he/she meant; that he/she is avoiding looking you in the eyes because he/she is telling a lie; that he/she is trying to embarrass you by looking you in the eye; that he/she is distorting the truth because what he/she says does not agree with what you think; that he/she is lying because he/she has interpreted the facts differently from you; that he/she is unethical because he/she is trying to win you over to his/her point of view; that he/she is angry because he/she is enthusiastic in presenting his/her views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.

21. Classifying the speaker. It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he/she says into what makes sense coming from that type of person. Example: he/she is a Republican. Therefore, our perceptions of what he/she says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.

22. Making hasty judgments. Wait until all the facts are in before making any judgments.

23. Not allowing recognition of your own prejudice. Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these prejudgments.

24. Not identifying type of reasons. Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he/she hears it.

25. Not evaluating facts and evidence. As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument.

(Crockett, 1988, p. 315-316)
Ethical Principles for Advising

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

2. **Treat students equitably; do not play favorites or create special privileges.** Treating students equitably does not mean treating them all the same (e.g., advising them all to have the same major). Differences in students’ needs require us to spend more time with one than with another and to advise one more intrusively than another. But the fact that we might like one student more or that we might share another’s values would not justify differential treatment. This principle clearly follows from the ideal of justice.

3. **Enhance the advisee’s ability to make decisions.**
   This is a key principle of developmental academic advising, so its presence here is welcome. As we all know, we cannot accomplish this goal without permitting the advisee to make decisions. This principle is derived both from utility because it benefits the student and others in the long run and from respect for persons because it supports and develops individual autonomy.

4. **Advocate for the advisee with other offices.**
   Students will not get all the services they might from the college without a little help. This principle comes from fidelity because it is an implicit part of the commitment one makes by becoming an advisor. There are limitations on this principle, imposed by utility, for advocating too hard can reduce one’s future effectiveness.

5. **Tell the advisee the truth about college policies and procedures, and tell others (e.g., faculty, staff and administrators) the truth as well, but respect the confidentiality of interactions with the advisee.** As in the case of truth-telling, this is derived from respect for persons, which also includes privacy. Additionally it comes from fidelity, for confidentiality is part of the implicit commitment one makes to an advisee.

6. **Support the institution’s educational philosophy and its policies.** We need to make special note of this principle because it may not come naturally to advisors who think for themselves and have their own educational philosophies, but it comes from fidelity because it is another commitment that is built into the moral contract one makes when accepting an advising position. Note that this principle does not preclude arguing against policies in appropriate forums.

7. **Maintain the credibility of the advising program.**
   All concerned must perceive the program as giving advice that (a) is coherent, (b) is consistent with college policy, and (c) holds up when questioned. This is derived both from utility, because the program’s effectiveness depends partly on its credibility, and from fidelity, because the advisor makes this commitment upon taking the position.

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

(Lowenstein and Grites, 1993, p. 55)
FERPA (Family Educational Rights and Privacy Act)

Confidentiality of Student Records

All employees of Minot State University are required to abide by the policies governing review and release of student educational records. The Family Education Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student’s educational records must be kept confidential.

Please be aware that confidential information includes, but is not limited to the following:

- Student’s class schedule
- Academic progress in a particular course
- Grades (Transcripts)
- GPA information
- Student ID number—may not be posted in any manner
- Social security number—may not be posted in any manner

Confidential information should only be given to students in person, with proper identification. Confidential information should not be given over the telephone.

Confidential information should not be given to the parent of any student unless he/she verifies with the Registrar’s Office that the student has provided written permission.

In part, the policy states that officials of the University may be given access to student education records on a “need-to-know” basis and that such access must be limited to job-related, legitimate educational interests. The information contained in a student’s educational record may not be released to a third party without the written consent of the student. The only exception would be directory information defined by FERPA. Minot State University has defined the following information as directory information:

- Name, campus address, home address, telephone listing, and campus email address;
- Photograph;
- Gender and marital status;
- Name and address of parent(s);
- Student’s major(s) and the department, division, and college in which the student is enrolled;
- Classification as a first year student (freshman), sophomore, junior, senior, graduate student, or other special classification;
- Participation in officially recognized activities and sports;
- Weight and height of athletic team members;
- Dates of attendance at Minot State University;
- Degrees and honors received, including selection to the President’s Honor Roll, honorary organizations, and graduation with honors;
- Grade point average (available to campus professional and social organizations);
- The most recent education agency or institution attended by the student.

Students may request to prevent the release of directory information to third party individuals by notifying the MSU Registrar’s Office or completing the Student Rights to Privacy form on the Registrar’s Office website. Failure to notify the Registrar’s Office as outlined above indicates implied consent to release directory information.

Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should submit a written request to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials are those members of an institution who act in the student’s educational interest within the limitations of their “need to know.” These may include faculty, administration, clerical and professional employees and other persons who manage student education records, information including student employees or agents. Examples of a school official may include a person:

- employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
- or company with whom the University has contracted, e.g. attorney, auditor, collection agency;
- serving on an institutional governing board;
- or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

4. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. A school official is defined as those members of an institution who act in the student’s educational interest within the limitations of their “need to know.” These may include faculty, administration, clerical and professional employees and other persons who manage student education record information including student employees or agents. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

5. The right to refuse to permit the designation of all of the following categories of personally identifiable information as “directory information,”

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Minot State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-4605

A copy of the Family Educational Rights and Privacy Act of 1974 is on file and available for inspection at the following campus locations:

- Library
- Academic Offices
- Registrar’s Office
- V.P. of Student Affairs
- Student Government Association
- Student Development Center
FERPA Quiz

1. Q: Faculty have the right to inspect and review the education records of any student.
   A: False. In general, faculty’s access to student records is limited to their advisees and grade and class rosters. Faculty also have access to student records when the situation is considered a legitimate educational interest.

2. Q: We should provide data to an accounting firm which asks for a list of all the accounting students who are in the top 10 percent of the senior class.
   A: False. Although potentially beneficial for the student, this information cannot be shared without the student’s permission.

3. Q: The FERPA rights of a student begin:
   a. When the application for admission is received
   b. When the student is formally admitted
   c. When the student pays his first tuition bill
   d. When the student is “in attendance” as defined by the institution

4. Q: To be an “education record”, a piece of information must be:
   a. Personally identifiable to a student
   b. Maintained by the institution
   c. Kept in the Registrar’s Office
   d. Made available to the law enforcement unit
   e. a and b only
   f. a, b, and c only
   g. a and d only

5. Q: A student has a right to inspect information in his or her file in the registrar’s office and in his or her major department/division.
   A: True. The student has the right to inspect any university file that contains any type of information about that student.

6. Q: An institution must release any information identified as directory information by the institution to anyone upon request.
   A: False. FERPA gives permission for the university to release information designated as directory. It is not required. The operative word is “may”.

7. Q: A former student has the same right to inspect and review his record as a student who is currently attending the institution.
   A: True.

8. Q: A faculty member comes into your office and asks one of the staff for the names of all of the graduates in his program since its beginning in 1980. Which of the following statements is true?
   a. The faculty member can legally obtain this information under FERPA as long as he has written permission from the dean of designee.
   b. The faculty member cannot legally obtain this information since it is excluded from FERPA.
   c. The faculty member must provide a valid reason before obtaining the information.
   d. The faculty member is not entitled to all of the information since FERPA does not permit release of this information on students not currently attending the institution.

9. Q: FERPA Rights:
   a. Pass from parents to student when the student attains the age of 18
   b. Pass from parents to student when the student begins attending an institution of higher education
   c. Are equally shared by parents and student at the higher education level
   d. Apply only to parents of students attending colleges and universities
   e. Apply only to students attending institutions of higher education
   f. a and b only
   g. a and e only
   h. b and e only

10. Q: You get a phone call from someone identifying himself as a student, asking about his grades. Can you give out that information?
    A: No. You should not give out grades over the telephone because you cannot be sure it is the student.

11. Q: In writing a letter of recommendation, it is permissible for a faculty member/academic advisor to include a student's grades and GPA without obtaining the student's written permission since the student requested the faculty member/academic advisor to write the recommendation and provided a copy of her resume with the requested information to the faculty member/academic advisor.
    A: False. GPA and grade information, no matter how high, should not be included in a letter of recommendation unless the student gives permission.
Limitations of Advising

Hardee (1959) and Brown (1972) indicate that faculty advisors cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of faculty advisors are:

1. A faculty advisor cannot make decisions for an advisee but he/she can be a sympathetic listener and even offer various possible solutions to the student’s problem.

2. A faculty advisor cannot increase the native ability of an advisee, but he/she can encourage the maximum use of the ability that the student has.

3. A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he/she can make recommendations that such adjustments be made.

4. A faculty advisor should not criticize a fellow faculty member to a student, but he/she can make a friendly approach to any teacher if that teacher is involved in the student’s problem.

5. A faculty advisor should not tell an advisee his raw scores on psychological tests, but he/she can indicate areas in which the student seems weak or strong by discussing centiles derived from local norms.

6. A faculty advisor should not betray a student’s confidence on matters of a personal nature, but he/she can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972, pp. 94-95).

7. A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel through the Dean of Students Office (The American College Testing Program, 1979a, p. 4.149).

(Example Advising Handbook, NACADA Clearinghouse)

Positive Approaches to Advising

There are several ways for an academic advisor to positively approach their responsibilities. While some of these approaches may seem like common sense, doing these things can enhance the advising relationship and the advising process.

1. Get to know your advisees’ names and use them.

2. Post your office hours and keep advising appointments.

3. Prior to an advising appointment, review your notes from previous advising appointments or look up the student’s information electronically.

4. During advising meetings, show students you are listening carefully by taking notes, asking clarifying questions and maintaining eye contact.

5. Anticipate student needs and be prepared to address them. Remember that students often don’t know what they don’t know.

6. Refer students to the appropriate campus resources and follow up on the recommendations and referrals.

7. Prior to the student leaving your office, ask them “Is there anything else that I could do to assist you? Have I answered all of your questions?”

(Noel/Levitz, 1997)
Types of Advising

Prescriptive Advising
Crookston describes prescriptive advising where “the advisor presumably ‘teaches’ and the student ‘learns’.”
(Crookston, 1972)

Developmental Advising
According to Crookston, developmental academic advising “is concerned not only with a specific personal or vocational decision but also with facilitating the student’s rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising functions but…they are essentially teaching functions as well.”
(Crookston, 1972)

See Prescriptive vs. Developmental Advising chart on the following page.

Intrusive Advising
The intrusive model of advising is action-oriented to involving and motivating students to seek help when needed. Utilizing the good qualities of prescriptive advising (expertise, awareness of student needs, structured programs) and of developmental advising (relationship to a student’s total needs), intrusive advising is a direct response to identified academic crisis with a specific program of action. It is a process of identifying students at crisis points and giving them the message, ‘You have this problem; here is a help-service.’
(Earl, 1987)
## Prescriptive vs. Developmental Advising

<table>
<thead>
<tr>
<th>Prescriptive</th>
<th>Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor tells student what he/she needs to know about programs and courses.</td>
<td>Advisor helps student learn about courses and programs for self.</td>
</tr>
<tr>
<td>Advisor knows college policies and tells student what to do.</td>
<td>Advisor tells student where to learn about policies and helps in understanding how they apply to him/her.</td>
</tr>
<tr>
<td>Advisor tells student what schedule is best.</td>
<td>Advisor teaches student how to register self.</td>
</tr>
<tr>
<td>Advisor informs about deadlines and follows up behind student.</td>
<td>Advisor informs about deadlines then lets students follow up.</td>
</tr>
<tr>
<td>Advisor tells student which classes to take.</td>
<td>Advisor presents class options; student makes own selections.</td>
</tr>
<tr>
<td>Advisor takes responsibility for keeping advising file updated.</td>
<td>Advisor and student share responsibility for file.</td>
</tr>
<tr>
<td>Advisor keeps informed about academic progress through files and records.</td>
<td>Advisor keeps informed about academic progress through records and talking to student about academic experiences.</td>
</tr>
<tr>
<td>Advisor tells student what to do in order to get advised.</td>
<td>Advisor and student reach agreement about nature of advising relationship.</td>
</tr>
<tr>
<td>Advisor uses grades and test results to determine courses most appropriate for student.</td>
<td>Advisor and student use grades, test results, and self-determined interests and abilities to determine most appropriate courses.</td>
</tr>
<tr>
<td>Advisor specifies alternatives and indicates best choice when student faces difficult decision.</td>
<td>Advisor assists student in identifying alternatives and weighing consequences when facing difficult decision.</td>
</tr>
<tr>
<td>Advisor takes care of academic problems.</td>
<td>Advisor teaches student problem-solving techniques.</td>
</tr>
<tr>
<td>Advisor does not deal with vocational opportunities in conjunction with advising.</td>
<td>Advisor deals with vocational opportunities in conjunction with advising.</td>
</tr>
<tr>
<td>Advisor suggests what student should major in.</td>
<td>Advisor suggests steps student can take to help decide on a major.</td>
</tr>
<tr>
<td>Advisor identifies realistic academic goals based on grades and test results.</td>
<td>Advisor assists student in identifying realistic academic goals based on grades, test results, and self-understanding.</td>
</tr>
<tr>
<td>Advisor is not knowledgeable about help available with non-academic concerns.</td>
<td>Advisor is knowledgeable about available help for non-academic concerns.</td>
</tr>
<tr>
<td>Advisor does not encourage discussion of personal problems.</td>
<td>Advisor encourages discussion of personal problems.</td>
</tr>
<tr>
<td>Advisor is concerned mainly about academic life of student.</td>
<td>Advisor is concerned about personal, social, and academic life of student.</td>
</tr>
<tr>
<td>Advisor unaware of student’s outside-the-classroom life.</td>
<td>Advisor shows interest in student’s out-of-class life. Advisor discusses academic and other-than-academic interests and plans.</td>
</tr>
<tr>
<td>Advisor provides information mainly about courses and class schedules.</td>
<td>Advisor provides information about workshops and seminars in areas such as career planning and study skills, and courses and class schedules.</td>
</tr>
<tr>
<td>Advisor does not spend much time discussing time management and study techniques.</td>
<td>Advisor spends time discussing time management and effective study techniques.</td>
</tr>
</tbody>
</table>
When an Academic Advisor Should Be Concerned

The following behaviors and attitudes may indicate that a student could benefit from additional assistance. If you are not professionally qualified to address these issues, please refer the student to the appropriate campus resource (i.e. Student Health and Development Center, Student Success Center).

Unusual Behavior

- Withdrawal from usual social interaction
- Marked seclusion and unwillingness to communicate
- Persistent antisocial behavioral such as lying, stealing, or other deviant acts
- Lack of social skills or deteriorating personal hygiene
- Inability to sleep or excessive sleeping
- Loss of appetite or excessive appetite (starving or binging behavior)
- Unexplained crying or outburst of anger
- Acutely increased activity (i.e., ceaseless talking or extreme restlessness)
- Repeated absence from classes
- Unusual irritability
- Thought disorder (i.e., the student’s conversation does not make sense)
- Suspiciousness, irrational feeling of persecution

Traumatic Changes in Personal Relationships

- Death of a family member or a close friend
- Difficulties in marriage or family relationships
- Dating and courtship difficulties
- Sexual abuse (i.e., rape, incest, harassment)
- Terminal/chronic illness of a family member

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)
- Being a child of an alcoholic or drug dependent parent

Academic Problems

- Dramatic drop in grade point average
- Poor study habits
- Incapacitating test anxiety
- Sudden changes in academic performance
- Lack of class attendance

Career Choice Problems

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

(Crockett, 2001)
Section IV: Resource Materials

Academic Advising File

It is necessary for departments/divisions to create and maintain accurate advising files for all advisees within the department/division. Each department/division should determine the appropriate materials to include in the advising file. Descriptions of forms that could be included in the advising file can be found below and are also found on the advising website under advisor information and forms, http://www.minotstateu.edu/advising/advisor_forms.shtml.

“The advisor should record information in the advisees’ files which may be helpful in future advising sessions with the students and for possible use by other advisors in case of referral or change of major. The advisor should also keep a record of those courses which the students were advised to take and a record of the students’ final selections” (Craig, 1981, p. 10).

When students change their major the contents of the students advising file should be sent to the new department/division that houses the new major. Each time a Change of Major/Minor Form is submitted to your department/division, please forward the file to the appropriate area.

Advising File Documents

• **Academic Advisement Sheet** - The purpose of the *Academic Advisement Sheet* is to provide advisors with a tool to use when assisting students with course selection. Advisors document the courses students would like to enroll in for the upcoming semester, along with possible alternate courses in the various General Education categories. There is also an area for advisors to document notes based on discussion with students. This form should be given to students and a copy should be placed in the student’s advising file.

• **Academic Advising Syllabus** - The *Academic Advising Syllabus* is intended to provide students with advisor contact information, the definition, mission, rights, and responsibilities of advising at MSU, the process for students to change their major/minor, request a change of advisor, and schedule an appointment, a list of recommended resources, and an advising calendar of important dates throughout the academic year. The information can be modified on the syllabus to meet the needs of students within each academic program. The information in red text, found on the *Academic Advising Syllabus*, should be updated on a yearly basis to fit the requirements of each academic program.

• **Advisement Checklist** - The *Advisement Checklist* should be placed in student files and is used to assist advisors with recording potential items advisors may discuss with students.

• **Advising Information Form** - The *Advising Information Form* should be placed in student files following the initial appointment. Students complete the first section of the form, while advisors initial, date, and indicate the type of visit following each appointment. This form allows for an easy tracking system of how often students visit with their academic advisor. Departments/divisions are encouraged to monitor advising appointments by entering data into a spreadsheet.

• **Advising Notes** - The *Advising Notes* page is available for advisors to document key conversation points following advising session, when needed. Documenting is a critical component of each advising session.

• **Course Schedule Grid** - The *Course Schedule Grid* can be provided to students who would like a tool to help them build their class schedules for the upcoming term.
Academic Advising Meeting

There is no one right way to conduct an academic advising meeting; it often depends upon the reason for the meeting (i.e. registration advising, class concerns, deciding upon a major). It is important for advisors to maintain an advising file for each advisee with proper documentation from the meeting. The scenario below offers general guidelines and suggestions for conducting a productive advising meeting.

1. **Opening.** Greet students by name, be relaxed and warm. Open with a question e.g., “How are things going?” or “How can I help?”

2. **Phrasing Questions.** Conversational flow will be cut off if questions are asked so that a yes or no reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about business as a career?”

3. **Out-Talking the Student.** Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.

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

5. **Cross-Examining.** Do not fire questions at the student or put the student on the defensive.

6. **Silence in the Interview.** Most people are embarrassed if no conversation is taking place. The student may be groping for words or ideas so let them have some time to think about what they want to say.

7. **Reflecting the Student’s Feelings.** Try to understand what the student is saying. For example, it is better to say, “You feel that professor is unfair to you.” rather than “Sometimes everyone has trouble getting along with professors.”

8. **Admitting Your Ignorance.** If a student asks a question regarding facts that you do not have, admit it. Go to your resources for the information immediately or call/email the student back with the information.

9. **Setting Limits on the Interview.** It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.

10. **Ending the Interview.** Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think we have done all we can for today?” or “Lets make another appointment so that we can go into this further.”

   (Crockett, 2001)

Academic Advising Sample Visit Questions

Depending on the purpose of your advising meeting, listed below are some questions that might be helpful in building rapport and getting to know your advisee. An advisor likely would not ask all of these questions; rather, he or she would pick and choose the most appropriate or helpful questions.

**Identifying Areas of Interest and Preparation**

1. What are the three courses (high school or college) you have most enjoyed?

2. In which academic areas do you feel you are most thoroughly prepared?

3. In which courses are you likely to earn your highest grades because of what you already know or have experienced?

4. Which of your academic skills are your strongest?

5. What do you look forward to in college?

6. What do you consider the two most interesting books you have ever read?

7. What academic/school project has given you the greatest pride?

8. What aspect of the world around you would you most like to better understand?
Identifying Student Strengths and Talents

1. What do you feel your academic and personal strengths are?
2. What do you do well enough that you could teach someone else?
3. What kind of things make you feel most fulfilled?
4. When you are not in school or working, how do you like to spend your time?
5. What part of your educational plan do you feel best about?
6. What part of your educational plan do you feel most concerned about?
7. Upon graduation from college, what will make you feel most satisfied?
8. Ten years after college, what will make you feel fulfilled and successful?

Identifying Time Commitments

1. If you plan to work this term, how many hours per week do you plan to work?
2. In what school activities do you wish to be involved? How many hours per week?
3. In what non-school activities do you wish to be involved? How many hours per week?
4. What family and/or child care commitments will you have this term?
5. Will you have any other scheduled commitments of your time this term?

Identifying Career Interests and Goals for Life After College

1. What academic areas are you currently considering? What do you like about these areas?
2. What occupations are you considering? What about these attract you?
3. How do your strengths/skills fit the tasks necessary to succeed in these areas?
4. Will these occupations provide the rewards and satisfactions you want for your life? Why?
5. What are the differences among the majors/occupations you are considering? The similarities?
6. Who has influenced your ideas about these alternatives?
7. In what kind of work environment do you picture yourself five years after you have finished school?

Follow-up Visit Questions for New Students

1. How are your parents doing without you?
2. What has been your most surprising experience here so far?
3. What do you like best and least about being here?
4. Are you doing as well academically as you thought you would in your first semester?
5. How is the school different from what you thought it would be?
6. What are you spending more time on than you thought you would?
7. What are some of the feelings you’ve experienced about being in college?
8. If you were starting a journal about new things you are learning about yourself, what are some things you would list?
9. What advice would you give a brand-new student, based on what you’ve learned so far?

(Noel/Levitz, 1997)

Advisor Skills

Communication

An obvious set of skills relates to advisors’ abilities to understand the messages students are communicating and to respond in a way that connotes a personal interest and willingness to help. Advisors must be able to demonstrate their ability to relate to individuals and groups of students through the use of communication techniques, helping (counseling) skills, such as active listening, providing acceptance and support, and feeling empathy, are critical parts of communicating. Because communication skills are used in many settings (i.e., one-on-one, group advising) and with various technologies (e.g., telephone, email), advisors must adapt them
to the context in which they are used. Effective communication skills are at the heart of helping students solve the problems they bring to the advising exchange. They are critical in helping students make academic decisions that will influence their success as students.

(Gordon, 2003)

Effective Listening

Successful listening requires a number of simultaneous activities: paraphrasing, clarifying, feedback, empathizing, being open, and being aware.

- **Paraphrasing** – Paraphrasing is essential because it keeps you busy trying to understand what the other person means. You can paraphrase by using such lead-ins as “What I hear you saying is...In other words...Let me understand what was going on for you was...Do you mean...?” Paraphrase every time someone says something important to you.

- **Clarifying** – At times, you often have to ask for more information and background to get a fuller picture. Constantly check your understanding of what you hear, not what you want to hear. Ask clarifying or continuing questions to demonstrate to your advisees that you are involved in what they’re saying.

- **Feedback** – To complete active listening you need to share, in a nonjudgmental way, what you thought, felt, or sensed. You need not agree with all of your advisees’ decisions. Your role is to help them make realistic decisions. If you have a reason to believe that a student will fail or is making a poor choice, you should honestly discuss this perception with them.

- **Empathizing** – Try to put yourself in the student’s place as if you were him or her but without losing the “as if” condition.

- **Being aware** – Observe congruence. Most communications have both an intellectual and emotional component. Does the student’s tone of voice, emphasis, facial expression, and posture fit with the content of his or her communication? If body, face, voice, and words fail to fit, your job as a listener is to clarify and give feedback about the discrepancy. Appreciate the emotion, e.g. voice intonation and body language, behind your advisee’s words.

- **Total Listening** – A student coming to you wants you to listen and will look for clues to prove that you are. A number of verbal and nonverbal behaviors can help you listen and can help you communicate your total attention.

(Crockett, 1986)

Five C’s of the Skilled Academic Advisor

The most concise way to clearly define tasks of academic advisors would be through the following five C’s of a skilled academic advisor. The skills and competencies needed to establish a quality ongoing relationship with an advisee are:

- **Competence** – Knowledge of the academic discipline, the institutional policies, and the application of degree plans, course content, transferability, and degree planning are at the center of the information component of advising.

- **Confidence-building** – Through effective questioning, skillful reflection, and modeling appropriate behaviors, the advisor should assist students in gaining both confidence and understanding of self within the academic environment.

- **Cordial** – The ability to act cordially and with a modicum of kindness to students is a foundation on which trust and confidence begin to build.

- **Credible** – Advisors must continually work to be well informed, connected to key personnel on campus, and respected for their work as an advisor. Faculty advisors must recognize that their role as advisors must parallel their academic role in credibility.

- **Creative** – Finding ways to assist students in exploring issues previously not considered, to attempt actions that were previously too scary to attempt, and to link students to resources and personnel that are new and unknown, requires that advisors be clever, quick, creative, and always exploring new ways of assisting students.

(Gordon, 2008)
Referral

Developing good relational skills is evident when academic advisors effectively handle questions or face student situations that are beyond the scope of their own expertise. Referrals are important for two reasons: Advisors cannot know everything, and the trust that allows students to open up in an advising conference can also lead to advisor dependence. Therefore, not only is it best for the student, but also emotionally healthy for the advisor to acknowledge his/her limitations and refer students to other resources when appropriate. Referrals are important to students’ development. The four broad categories for referral are academic problems, common life changes, anxiety, and depression. The following guides for referring students who are struggling with common transitional issues, anxiety, and depression will assist advisors with questions to consider, questions to ask the student, and action to be taken.

(Jordan, 2007)

Guide for referring students who are struggling with common transitional issues.
Guide for referring students who are struggling with anxiety.

Anxiety

Questions to Consider
- Does student have performance/test anxiety?
- Does student have specific anxiety affecting performance?
- Is student experiencing generalized anxiety (re: 9/11, crime, etc.)?

Questions to Ask Students
- Can you describe when and how you experience nervousness or anxiety?
- When do you first remember feeling this way?
- In what kind of situation do you feel this way?

Action
- Refer to Student Support, workshops.
- Refer to University Counseling Center.
- Refer to Counseling, community resources.
- What have you done in the past that helped you feel better?
Guide for referring students who are struggling with depression.

**Depression**

**Questions to Consider**
- Is student depressed because of school related/academic problems?
  - Is student experiencing short-term life issues (e.g., money problems, relationship problems)?
  - Is depression long-term or chronic?

**Questions to Ask Students**
- Under what circumstances do you feel sad, depressed?
- How often does this occur and how long do you feel this way?
- Do you ever think of hurting yourself? Any plan?
- Do you take medication for depression?
- Have you been hospitalized with depression?

**Action**
- Give student information, refer for study skills, Student Support.
- Refer to University Counseling Center.
- Refer to individual/group counseling.
Questioning

Questioning is a helping skill advisors need in order to facilitate discussion with advisees. The situation will dictate what type of questions advisors choose to ask, similar to the type of advising they will employ. Types of questions include:

Closed Questions
- Used to obtain specific facts.
- Best to begin conversations with these types of questions—makes it easy for advisees to enter the conversation.
- Can be used to direct conversation to specific areas.

Involvement Questions
- Draws your advisee more actively into the discussion.
- Can be used to get your advisees to elaborate on their goals, needs, wants, and problems.
- Allows your advisees to discover things on their own.

Clarifying Questions
- Invites your advisees to expand or clarify an idea they previously expressed.
- Feedback of your understanding of what you thought your advisee meant.
- Helps uncover what is really on your advisees’ minds.

Continuing (Key Word) Questions
- Ask your advisees for a more detailed explanation of what they were saying.

(Crockett, 1986)

Advisor Development

The Center for Engaged Teaching and Learning offers a series of Advisor Development Workshops throughout the fall and spring semesters. These workshops allow advisors the chance to share advising techniques, discuss challenging situations, learn about university resources/services, improve advising techniques, and receive updates on new policies and university requirements. Some of the past workshops focused on working with specific populations of students such as veteran students, student athletes, international students, and transfer students, using CampusConnection, learning about campus resources, understanding Study Abroad opportunities, among many other topics. Past advisor workshop presentations are available on the MSU advising website under Advisor Information, Advisor Training/Workshops.

An Advising Newsletter is sent electronically to all MSU advisors on a monthly basis throughout the academic year. Newsletters include advising tips, advising resources, campus services, information specific to working with transfer students, dates to remember, and other information specific to advising at MSU. Past newsletters are available on the MSU advising website, http://www.minotstateu.edu/advising/newsletter.shtml. The MSU advising website, http://www.minotstateu.edu/advising, is another resource for both academic advisors and students.

Assigning and Changing Advisors

Academic departments/divisions are notified of new students who have declared a major in their respective department/division after each CONNECT/Orientation session. Administrative assistants are responsible for working with the Chair of their department/division to assign advisors in CampusConnection for each student with a declared major in their academic program. When students complete the online Major/Minor Change Form, the administrative assistant in the new major is notified and again responsible for assigning an advisor. In the case where both a professional staff advisor and faculty advisor are assigned, it is important for the faculty advisor to be assigned in CampusConnection as advisor number 1 and the staff advisor as advisor number 2.

The Registrar’s Office periodically sends each academic department/division a list of students who have declared majors within their department/division throughout the academic year. It is important for the administrative assistants to review this list to make sure all students are assigned to a current faculty within their department/division. If students wish to change their academic
advisor at any time, they can contact the administrative assistant within their academic department/division to request a change of advisor.

Upon assigning an advisor, the department/division is responsible for notifying all students of their new academic advisor’s contact information.

**CampusConnection**

CampusConnection is the online system used by MSU faculty, staff, and students to view class schedules, view open classes, register for courses, view/print class schedules, accept/decline financial aid, enter/view grades, view bio-demo information, view transfer credit and equivalencies, pay tuition, along with many other features. Advisors can log into CampusConnection by following these steps:

- Go to [www.minotstateu.edu](http://www.minotstateu.edu)
- Click on “CampusConnection” (main menu on left side of screen)
- Click on “CampusConnection Login” (right side of screen)
- Enter User ID (ex. FirstName.LastName)
- Enter Password (created during Claim Your Account process)
- Click on “Sign In” box

Some fields in CampusConnection are used repeatedly, so instead of entering the values each time, defaults can be set. Defaults must also be set before assigning grades.

- Click “Setup SACR” in main menu
- Click on “User Defaults”
- Enter Academic Institution as “MISU1”
- Enter Academic Career as UGRD (if you work solely with undergraduate students)
- Optional to set a default term (update at start of each semester)
- Click on “Save” box

**Advisor Center**

The Advisor Center allows academic advisors access to academic information for students assigned to them as an advisee. These students will remain on this list until the student changes his/her major and is assigned to a new academic advisor, the student’s record has been discontinued by the Registrar’s Office or the student has graduated.

**View Advisee Roster**

- Click on “Self-Service”
- Click on “Advisor Center”
- Click on “My Advisees”

**Notify Advisee(s) from Advisee Roster via Email**

- Open Advisee Roster
- Place a check mark in the box next to the student(s) to be contacted and click on the box “Notify Selected Advisees”
  
  OR
  
  - Click on the box “Notify All Advisees”
  - Enter information into the subject and message text box provided
  - Click “Send Notification”

**View Advisee’s Bio-Demo Information**

- Open Advisee Roster
- Click “View Student Details” link to the right of a particular student
- The Student Center will display the student’s home address, phone and email address
- To view additional bio-demo information, click the General Info Tab in the menu at the top of the page
- Choose appropriate link from list provided

**View Advisee’s FERPA Restrictions**

- Open Advisee Roster
- Click “View Student Details” link to the right of a particular student
- Click the General Info Tab in the menu at the top of the page
• Click “Service Indicators” from the list
• Indicates what is releasable: Academic Records, Financial Records, or All
• Click on the link to view to whom the information can be released

View Advisee's FERPA Directory Information
• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Student Center tab
• Click the window shade icon (upper/right side of screen)
• Any information shown in the Bio/Demo data box can be released. If marked, restricted, the information will not be displayed.

See page 13 for more detailed information regarding FERPA.

*When in doubt, don't give it out! Any questions regarding FERPA should be directed toward the MSU Registrar's Office.

View Advisee's To-Do List
• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Student Center Tab in the menu at the top of the page
• Click “Details” under the To Do List
• An Item List is displayed, which provides the due date, institution, and department/division that applied the to-do item
• Click on the “To Do Item” to view further details

View Advisee's Holds
• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Student Center Tab in the menu at the top of the page
• Click “Details” under the Holds
• An Item List is displayed, which indicates the type of hold that has been placed, the institution/department/division who placed the hold, and for what start term
• Click on “Hold Item” to view further instructions

View Advisee’s Registration Appointment
• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Student Center Tab in the menu at the top of the page
• Click “Details” under the Enrollment Dates
• View the specific date and time under “Appointment Begins”

View Advisee’s Program of Study
• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Academics Tab in the menu at the top of the page
• Choose “Program of Study” link
• Indicates if student is in the POWER program, an International Student, required to participate in the Enhanced Success Program (ESP), etc.

View Advisee’s Class Schedule
• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Student Center Tab in the menu at the top of the page
• Found under Academics, the class schedule shows only enrolled classes that have started
• To view all classes regardless of start date, click on the “My Class Schedule” link

**View Advisee’s Unofficial Transcript**

• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Student Center Tab in the menu at the top of the page
• Select “Transcript: View Unofficial” from the drop-down menu
• Click the box
• Select Minot State University for the Academic Institution
• Select Unofficial XML Transcript for the Report Type
• Click “View Report”

**View Academic Requirements Report**

*Electronic Degree Audit*

• Open Advisee Roster
• Click “View Student Details” link to the right of a particular student
• Click the Student Center Tab in the menu at the top of the page
• Under Academics, select “Academic Requirements” from the drop-down menu
• Click the box

The Degree Audit is an advising tool for MSU undergraduate students and advisors. This feature enables students to work with their academic advisors in planning their schedules. Students can also access summaries of degree requirements already completed and requirements still needed to graduate.

Degree Audit is designed to show a student’s progress towards Undergraduate Requirements, General Education and major requirements. The report outlines each requirement and shows the courses that a student has taken to meet the requirements.

Students and advisors can use degree audit in monitoring progress towards the students degree however it is not a graduation audit. Degree Audit is intended as a guide on completion of a student’s degree but it does not replace the academic advising that students receive from their advisors. Degree Audit is “unofficial” and is for advising only.

Students have the ability to add courses to their Planner, to generate What-If Scenarios to explore multiple areas of study, to enroll for courses from their Planner and/or Academic Requirements Report during registration, to view future and past course offerings, and to navigate to these features in one central location.

A student’s catalog year is based on the term they were admitted to MSU. Degree Audit is coded starting with the 2008-2010 Undergraduate Catalog. This report may not be available for every student depending on their governing catalog.

The program/plan and sub-plan have to be populated appropriately. (i.e. Art requires a sub-plan–area of emphasis).

Keep in mind the report is in development so be sure to still review transcript courses (especially transfer and historical). Please contact the Registrar’s Office regarding any errors, questions, or concerns.

When looking at a student’s Degree Progress Report:

• CL*-Course List = List of courses required for specific program components.
• AR*-Academic Requirements = Course components needed to fulfill the requirements.
• RG*-Requirement Group = a compilation of all program requirements.
• Electives cannot be double dipped.
• Taken = Shows which courses have been taken. The report will also show the grade received and the semester the course was taken.
• In Progress = This will show a course is currently being taken.
• Planned = This will show the courses that the student is planning to take and which semester they intend to take them.
**Placing and Removing Holds**

A number of departments/divisions on campus place administrative holds on students’ records which may prevent students from registering for courses. Students are responsible for visiting the office who placed the hold and work with the office to resolve the issue and remove the hold. Example holds that will prevent registration include, but are not limited to: admissions, advisor, delinquent account, department, and student health. Student should view their holds under their Student Center in CampusConnection. To view more specific information about the holds, students can click on the details link and then click on each specific hold item.

Academic advisors and/or department/division administrative assistants should have access to place and remove advisor holds in CampusConnection. Advisor holds can be placed one at a time or by mass assigning to a large number of students at the same time. Instructions for assigning one hold at a time are found below. To mass assign, please contact the Advising Coordinator in the Center for Engaged Teaching and Learning or the Registrar’s Office for specific instructions.

**Placing Holds**

Once logged into CampusConnection, advisors should follow the steps below to place a single advisor hold:

- Click on:
  - Campus Community
  - Service Indicators
  - Person
  - Manage Service Indicators
- Enter the Student ID Number
- Click on “Add Service Indicator”
- Enter all the required fields

**Removing Holds**

Once logged into CampusConnection, advisors should follow the steps below to remove a single advisor hold:

- Click on:
  - Campus Community
  - Service Indicators

- Person
- Manage Service Indicators
- Enter the Student ID Number
- Click on the code (ADV) of the service indicator to be removed
- Verify this is the correct hold to be removed, as all advisors across campus use the same advisor hold
- Click Release
- Click Ok when asked if you are sure you want to release this service indicator

**Campus Services/Resources**

**Counseling Services**

Personal counseling services provides free, confidential consultation, brief short-term intervention and referral.

- Location: Lura Manor, Lower Level, South Entrance
- Days/Hours: Monday-Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Nancy Mickelson
- Phone: 858-3371
- Website: [www.minotstateu.edu/counseling/](http://www.minotstateu.edu/counseling/)
- Email: nancy.mickelson@minotstateu.edu

**Center for Engaged Teaching and Learning**

The Center for Engaged Teaching and Learning provides a number of programs to assist with the success of MSU students, including first-year experience learning communities, campus and community engagement opportunities for students, academic advising, and peer mentoring and peer tutoring services.

- Location: Old Main, Room 101
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Beth Odahlen
- Phone: 858-4040
- Website: [www.minotstateu.edu/cetl](http://www.minotstateu.edu/cetl)
- Email: beth.odahlen@minotstateu.edu
Disability Services

Disability Services provides access to and inclusion in academic and campus programs for students with disabilities by providing reasonable accommodations when appropriate and necessary.

- Location: Lura Manor, Lower Level, South Entrance
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Evelyn Klimpel
- Phone: 858-3371
- Website: www.minotstateu.edu/disability_services/
- Email: evelyn.klimpel@minotstateu.edu

Office of International Programs

Assistance for International Students

- Location: Student Center, 1st Floor (part of Multicultural Center)
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Virginie Vournas
- Phone: 858-3348
- Website: www.minotstateu.edu/international
- Email: virginie.vournas@minotstateu.edu

POWER Center (Providing Opportunities With Enhanced Resources)

The POWER Center serves students that are either the first in their family to earn a bachelor’s degree, students who fall within specified income guidelines, and/or students who have a documented disability. Opportunities and enhanced resources are provided to 200 participants to assist students in achieving success while completing their postsecondary education. POWER provides a variety of services including free tutoring, academic advising, career planning, financial aid counseling, study skills tips, workshops, and extra resources to make the most of their MSU experience.

- Location: Student Center, 2nd Floor
- Days/Hours: Monday – Friday, 8 a.m. – 5 p.m. and some evenings
- Contact Person: Holly Major
- Phone: 858-4047
- Website: www.minotstateu.edu/power/
- Email: holly.major@minotstateu.edu

Financial Aid

The Financial Aid office assists students with the application for and distribution of grants, loans, scholarships, and/or federal work study, along with students who are planning on withdrawing from the university. Students who intend to find on-campus employment must submit the necessary paperwork to the Financial Aid office.

- Location: Administration, 2nd Floor
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Laurie Weber
- Phone: 858-3875
- Website: www.minotstateu.edu/finaid/
- Email: laurie.weber@minotstateu.edu

Native American Cultural Center

The Native American Cultural Center, located on the 3rd floor of the Student Center, provides counseling, advising, and academic student transitional assistance to Native American/American Indian students at MSU. The Native American Cultural Center houses the Native American Cultural Awareness Club, made up of members from diverse backgrounds and origins.

- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Annette Mennem
- Phone: 858-3365
- Website: www.minotstateu.edu/mss/
- Email: annette.mennem@minotstateu.edu
Registrar’s Office
The Registrar’s Office assists students with Campus-Connection questions, course overloads, processing add/drop forms, transcript requests, enrollment verification letters, and major/minor changes.
- Location: Administration, 1st Floor
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Phone: 858-3340
- Website: www.minotstateu.edu/records/
- Email: registrar@minotstateu.edu

Student Activities
Student Activities is available to assist students in getting involved on campus, making new friends, and getting the most out of their college experience! Intramurals, Student Organizations, and Student Government Association are just a few of the many ways students can get involved at Minot State University.
- Location: Student Center, 2nd Floor
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m., hours vary for activities
- Contact Person: Aaron Hughes
- Phone: 858-3987
- Website: www.minotstateu.edu/sc/student_organizations.shtml
- Email: aaron.hughes@minotstateu.edu

Student Health Center
The Student Health Center is responsible for treatment of illnesses, injuries and other conditions, physicals, women’s healthcare, immunizations, sexually transmitted disease testing and treatment, blood pressure monitoring, and health education/promotion programs.
- Location: Lura Manor, Lower Level, South Entrance
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Caren Barnett
- Phone: 858-3371
- Website: www.minotstateu.edu/health/
- Email: caren.barnett@minotstateu.edu

Student Life and Housing
Student Life and Housing is an excellent resource for student welfare concerns such as: the on-campus living environment, roommate conflicts, discipline issues, class attendance, student emergencies, classroom behavior, time management, and student retention.
- Location: Dakota Hall, 1st Floor, South Entrance
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Devin McCall
- Phone: 858-3363
- Website: www.minotstateu.edu/life/
- Email: msu.housing@minotstateu.edu

Student Success Center
The Student Success Center includes the areas of academic advising, career services and academic and skill development. Academic advisors work with students pursuing the General Studies degree. Career Services supports students with job search techniques, resume/cover letter writing, interviewing skills, finding on-and off-campus employment, and choosing a major and/or career field. Academic and skill development assistance is available to students through individual appointments and through a variety of Student Success Workshops offered throughout the academic year including topics such as study skills, time management, stress management, college reading, note-taking, and career exploration.
- Location: Student Center, 2nd Floor
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Ann Haider-Bougard
- Phone: 858-3362
- Website: www.minotstateu.edu/careers
- Email: msujobs@minotstateu.edu
Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, information review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by SI leaders; students who have previously done well in the course and who attend many class lectures, take notes, and help students meet the expectations for the course.

- Location: Please refer to website for updated schedule each semester
- Days/Hours: Please refer to website for updated schedule each semester
- Contact Person: Tiffany Fylling or Jessica Smestad
- Phone: 858-4044 or 858-4039
- Website: [www.minotstateu.edu/power/si.shtml](http://www.minotstateu.edu/power/si.shtml)
- Email: tiffany.fylling@minotstateu.edu or jessica.smestad@minotstateu.edu

**Peer Tutoring Program**

- Tutoring Services provides free individualized and group tutoring to MSU students.
- Location: Center for Engaged Teaching and Learning — Old Main, Room 101
- Days/Hours: Please refer to website for updated schedule each semester
- Contact Person: Jessica Smestad
- Phone: 858-4039
- Website: [www.minotstateu.edu/cetl/peer_tutoring.shtml](http://www.minotstateu.edu/cetl/peer_tutoring.shtml)
- Email: jessica.smestad@minotstateu.edu

**SmarThinking**

SmarThinking provides students with free online tutoring in a variety of disciplines.

- Days/Hours: Please refer to website for updated schedule each semester
- Website: [www.minotstateu.edu/online/smartthinking.shtml](http://www.minotstateu.edu/online/smartthinking.shtml)
- Email: mydegree@minotstateu.edu

**Writing Center**

The Writing Center offers e-tutoring and face to face sessions for students who would like assistance with writing assignments. Writing Center tutors will assist with writing a thesis, audience awareness, depth of ideas, organization and flow, support for ideas in the form of examples, research, etc., style, and mechanics, grammar, and format.

- Location: Gordon B. Olson Library, Lower Level
- Days/Hours: Students must schedule appointments at [www.minotstateu.edu/writingcenter/AboutUs.shtml](http://www.minotstateu.edu/writingcenter/AboutUs.shtml)
- Contact Person: Patti Kurtz
- Phone: 858-3060
- Website: [www.minotstateu.edu/writingcenter/index.shtml](http://www.minotstateu.edu/writingcenter/index.shtml)
- Email: writing@minotstateu.edu

**Tutoring Services**

**Math Clinic**

The Math Clinic provides free assistance for students enrolled in MATH 102, 103, 104, 107, 146 and 165. Students in other courses must see their instructor for assistance. The Math Clinic will not be held on days the university is closed.

- Location: Model Hall, Room 212
- Days/Hours: Please refer to website for updated schedule each semester
- Contact Person: Kelly Lichtenberger
- Phone: 858-3160
- Website: [www.minotstateu.edu/mathcs/clinic.shtml](http://www.minotstateu.edu/mathcs/clinic.shtml)
- Email: kelly.lichtenberger@minotstateu.edu
Veterans Center
The Veterans Center provides eligible veterans and dependents assistance with GI Bill benefits and certification of those benefits. As a member of Service members Opportunity Colleges (SOC), we are committed to easing the transfer of relevant course credits. The center also assists with counseling, advising and transition from military to university life.

- Location: Administration Building, Room 152
- Days/Hours: Monday – Friday, 8 a.m. – 4:30 p.m.
- Contact Person: Pam Hopkins
- Phone: 858-4003
- Website: www.minotstateu.edu/veterans/
- Email: pam.hopkins@minotstateu.edu

National Academic Advising Association (NACADA)

According to the website of the National Academic Advising Association (NACADA), the association promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. The mission of the organization is:

- Address the academic advising needs of higher education globally
- Advance the body of knowledge on academic advising
- Champion the educational role of academic advising to enhance student learning and development in a diverse world
- Educate university and college decision makers about the role of quality academic advising in higher education
- Ensure the effectiveness of the NACADA organization

NACADA’s Statement of Core Values offers advisors a framework to help students accomplish the best possible educational experience. (Appendix A)
Section V: Advising Specific Student Populations

**Adult Learners**

Developmental advising for adult learners suits the characteristics of andragogy (adult learning) that Bash (2003) outlines in his book *Adult Learners in the Academy*. Adults as learners and as advisees:

- Are self-directed
- Thrive on encouragement and nurturing
- Learn from and share experiences
- Rely on discussion, experience, experiments, simulation and problem-solving to learn
- Want to apply knowledge and skills immediately
- Internally experience a need to learn

Utilizing the developmental theory of advising along with principles of andragogy, advisors can:

- Encourage adult learners to self-advocate
- Empathize with and champion the need for institutional support
- Share ideas about creating a “place” and a “voice” on campus
- Assist with brain-storming and problem-solving
- Direct students to administrators who can affect their cause

(Peck, 2009)

Students who are 25 years of age or older on the first day of class are not required to have official ACT or SAT scores for admission to MSU. To determine appropriate math and English placement, students who do not have an ACT or SAT must complete the COMPASS exam, which is available to MSU students at no charge through the Center for Extended Learning. MSU students can call 858-3990 to schedule a date/time to take the COMPASS exam.

**At-Risk Students**

There are a variety of reasons why students may be considered at-risk for achieving academic success. Martha Maxwell (1997, p. 2) states that this group of students’ “skills, knowledge, motivation, and/or academic ability are significantly below those of the ‘typical’ student in the college or curriculum in which they are enrolled.” In addition, Ender and Wilkie (2000, p. 134-135) state that these students are likely to display any number of other characteristics such as “low academic self-concept, unrealistic grade and career expectations, unfocused career objectives, extrinsic motivation, external locus of control, low self-efficacy, inadequate study skills for college success, a belief that learning is memorizing, and a history of passive learning.”

There are also several types of students who may be considered at-risk. Some of these include:

- Academically disadvantaged or underprepared students
- Adult learners (non-traditional students)
- Students with disabilities (learning and physical)
- Ethnic and racial minorities
- English as a second language (ESL) students
- First generation students
- International students
- Lesbian, Gay, Bisexual, or Transgendered students
- Probationary students
- Socio-economically depressed students
- Transfer students
- Undeclared students

(Walsh, 2003)
A variety of programs exist at Minot State University to provide assistance to under-prepared and at-risk students. Specific information on each effort can be found on the indicated page number.

- College Student Inventory – CSI (p. 41)
- Enhanced Success Program - ESP (p. 8)
- Early Alert Program (p. 64)
- First Year Experience/Learning Communities (p. 44)
- POWER Program (p. 8)
- Campus Services/Resources (p. 32)

Double Degrees, Second Degrees, and Double Majors

Double Degrees and Second Degrees

Students may elect to earn two or more bachelor degrees; however, each degree must be different. For example, students completing a BA in Psychology and a BS in Criminal Justice would be awarded a double degree, and a student completing a BA in Psychology and a BA in Biology would be awarded a double major. Students deciding to earn two or more degrees must complete all the requirements of the major for each degree. Each student must earn a minimum of 30 semester hours beyond the first degree for each additional degree. While there may be overlap for the major requirements for the two or more degrees, students must complete all minor/concentration requirements for each degree. Repeated courses do not count towards the additional 30 semester hour requirement for each additional degree. The degrees may be earned concurrently (Double Degrees) or at different times (Second Degrees). The design of those additional credits must be structured in consultation with the department/division chairs.

Double Majors

Students may elect to earn a single degree with more than one major. All requirements for both or multiple majors must be completed even though students will receive a single degree such as a BA with majors in English and History.

Extended Learning/Distance Education

The Center for Extended Learning (CEL) at Minot State University offers convenient delivery options for students who may be interested in taking courses on the Bismarck State College Campus (BSC), at the Minot Air Force Base (MAFB), through the North Dakota Interactive Video Network (IVN), or via online delivery.

Costs for Distance Education Courses

All classes available through CEL are charged per semester hour which includes all tuition and fees and are eligible for financial aid. The only extra costs are textbooks and any software required by the course. The tuition rate for distance education courses is different than the on-campus tuition rate. The 12-18 credit tuition cap applies only to on-campus courses. So, when a student enrolls in a combination of distance education and on-campus courses tuition may vary. Below are several scenarios showing how tuition will vary depending on course enrollment (based on Fall 2012 tuition rates):

- 12-18 credits on-campus = $2960.88
- 9 credits on-campus ($2220.66) + 3 credits of distance education ($747.18) = $2967.84
- 12 credits on-campus ($2960.88) + 3 credits of distance education ($747.18) = $3708.06

Bismarck

Degrees from Minot State University on the Bismarck State College campus:

- Bachelor of Science in Addiction Studies
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Management
- Bachelor of Science in Marketing
- Bachelor of Arts in Psychology
- Bachelor of Social Work

MSU provides a full-time student coordinator and specific degree advisors on the BSC campus.
Minot Air Force Base
MSU offers courses at Minot AFB to help members of the United States Air Force earn their Community College of the Air Force (CCAF) degree. Classes at Minot Air Force Base are open to the general public, with the exception of international students, as well as military students and their dependents.

Procedures for Access to Minot AFB
The deadline for civilians to register for courses at Minot Air Force Base is 3 weeks before the semester/term begins. After this time, civilians can register for base classes through the MSU office at Minot AFB by calling 727-9044 as paperwork needs to be done in order to receive a base pass.

Civilian students registering for classes on Minot Air Force Base are subject to a background check, required and completed by the military before enrollment is official. This form will either be mailed or emailed to the student. Students MUST have the following items with them at all times:

- Driver’s license
- Proof of vehicle registration
- Proof of auto insurance

North Dakota Interactive Video Network
The North Dakota Interactive Video Network is a state-wide videoconferencing communication tool providing distance education opportunities throughout the state. Minot State University both sends and receives courses, workshops, and meetings. Students from this area can enroll in a wide range of degree programs offered by a number of North Dakota University System institutions. Programs range from two year degrees in medical assistant and marketing to master’s degrees in education and counselor education.

The University has several video classrooms. Two large classrooms are located in the Administration Building and classrooms are also available in Memorial Hall through the Criminal Justice Department and the North Dakota Center for Persons with Disabilities.

Online Delivery
Registration for all MSU courses is completed through CampusConnection. On the first day of classes, students will receive an email at their MSU email account with information on how to login to their course. The most up-to-date schedules can be found in CampusConnection. Several Certificate programs, an Associate degree, several Bachelor degrees, and two Master degrees are offered online. The specific degrees offered are listed below.

Certificate Programs
- Application Software Specialist
- Web Development
- Developmental Disabilities
- Knowledge Management (Graduate Certificate)
- Police Management and Investigation

Associate Degree
- Associate of Science in Human Services with a Major in Intellectual/Developmental Disabilities

Bachelor Degrees
- Bachelor of Science:
  - Management
  - Management Information Systems
  - Marketing
  - International Business
- Bachelor of Applied Science*:
  - Applied Management
  - Applied Business Information Technology
* THE BAS DEGREES REQUIRE A PREVIOUSLY EARNED ASSOCIATE OF APPLIED SCIENCE (A.A.S.) DEGREE

- Bachelor of Science in Nursing for Registered Nurses
- Bachelor of General Studies

Master Degrees
- Master of Science in Management
- Master of Science in Information Systems
Honors Program Students

Students in the Honors Program come from diverse backgrounds and disciplines, yet they share a great love of learning and sense of fun. The program offers a series of courses that together earn a concentration at MSU, as well as an Honors Program distinction on the student’s transcript and diploma. Many honors courses overlap with general education or even students’ major requirements. Classes are small and full of lively discussion, and the atmosphere is one of mutual respect.

Please call or email the Honors Director when you have questions. The director is happy to meet with each Honors student and coordinate with the student’s major advisor.

- Contact Person: Dr. Laurie Geller, Honors Director
- Phone: 858-3574
- Website: www.minotstateu.edu/honors/
- Email: laurie.geller@minotstateu.edu

Honors Program Required Coursework (27-29 cr.)

- Two Honors (“H”) classes that satisfy general education or diversity requirements*
- Two semesters of same foreign language, including the option of American Sign (6-8 cr.)
  (These courses satisfy the Humanities general education requirements.)
- HON 191H The Honors Community (1 cr.) taken during their first fall semester at MSU
- HON 252H Visionaries of the Past (2 cr.)
  (Co-requisite: HON 254H)
- HON 254H Information in the Digital Age (2 cr.)
  (Co-requisite: HON 252H)
- HON 264H Thinking Outside the Box or Study Broad or Honors Elective Course (3 cr.)
- HON 351H Integrity and the Examined Life (3 cr.)
- HON 391H Community Problem-Solving (3 cr.)
- HON 395H Global Citizenship and Service (3 cr.)
- HON 450H Project and Portfolio Design (1 cr.)
- HON 451H Senior Essay and Seminar (3 cr.)
  (Prerequisite: HON 450H)

*Some academic majors may require completion of specific general education or diversity courses and may not be able to accept Honors Program substitution. Students should routinely consult with their academic advisors.

Great Plains Exceptional Scholars Requirements

All students who receive Minot State University’s premier scholarship, The Great Plains Exceptional Scholar Award, MUST be enrolled in the Honors Program during the four years of the award, while making progress toward their Honors concentration. They must also do the following:

- Maintain enrollment in 15 or more credit hours (campus courses only) per semester (12 or more credits their first semester).
- Maintain a minimum GPA of 3.3 per semester.
- Have active membership in an MSU student organization or co-curricular program.

To be eligible for admission to the Honors Program:

- First-year students (freshmen) must have a minimum composite ACT score of 25 or a high school GPA of 3.50 or higher (on a 4.00 scale).
- Students seeking admission after at least one academic term at the university must have a cumulative grade point average of 3.30.
- The program is open only to baccalaureate students taking eight or more credits each term.
- Students who do not meet the GPA or ACT requirements may still apply with additional information and recommendation.

To be retained in the Honors Program:

- Students must have a minimum 3.00 GPA in honors courses and maintain a cumulative GPA of 3.30 or higher.
- Students whose honors or cumulative GPA falls below the required minimum will be placed on probation status.
- Students whose GPA falls below the required minimum for two consecutive semesters will be dropped from the program.
- Students must meet minimum GPA requirements
and complete the Honors Senior Essay project (grade of B or above) in order to fulfill the requirements of the concentration and graduate with the Honors Program designation.

International Students

Per federal regulations, international undergraduate students in F-1 status are required to have a minimum of 12 credit hours in both the fall and spring semesters and may take only one online or distance education course per semester to count toward full time enrollment. Undergraduate students in F-1 status must be registered in at least 9 credits face-to-face on campus. Once the 12 credit hours requirement has been reached, they may take as many online credit hours as they wish. If an international student in F-1 status needs only one course to finish his or her program of study, it cannot be taken through online/distance education. There must be a physical presence requirement for the course. International students in F-1 status may take a course from another university or college only with prior permission from the International Student Coordinator. International students are allowed to take courses in the summer with no specific minimum credit load required.

International graduate students are required to enroll in at least 9 credit hours and 6 must be face-to-face on campus courses. They can only take a three credit hour class online towards the required nine credit hours. Once the nine credit hours requirement has been reached, they may take as many online credit hours as they wish. If they take online classes from another university, they need to send the Office of International Programs proof of enrollment.

Both graduate and undergraduate students need to maintain academic progress within their degree program. They need to take classes related to their major and to their level of study.

International students are not authorized to take classes offered at the Minot Air Force Base.

If they need additional classes after their expected graduation date written on their I-20 (immigration document), they will need a letter from their academic advisor explaining why they need the additional classes (they might have decided to double major or they might have changed their major since they first arrived at MSU). The Office of International Programs will also need to be informed of the new expected graduation date.

New Students

Advanced Placement (AP)

Advanced Placement (AP) is a program of college-level courses and exams administered at the high school level that gives incoming freshman the opportunity to earn college credit. All AP courses are graded as satisfactory; therefore, AP credit will not affect a student’s grade point average (GPA). See page 42 for a list of AP examinations accepted by MSU.

Students may need to contact AP Services if their AP scores have not been sent to MSU. Once AP credit is posted, it will appear on their transcript. Students can contact AP Services at 1-888-225-5427 or www.collegeboard.com to request official scores or for other questions regarding AP. For more information on AP tests, advisors or students can contact the MSU’s Testing Administrator at 858-3990.

College Student Inventory (CSI)

The College Student Inventory (CSI) is a student assessment given to all new freshmen students during CONNECT/Orientation. The faculty advisors of first-year students are provided with the CSI results for each of their advisees at the start of the semester. Advisors are required to share the results of the CSI with each individual advisee, preferably within the first 3 weeks of the semester.

The CSI identifies students’ individual strengths and challenges, as well as their receptivity to interventions, early in the first term. This student assessment provides data to make interventions more meaningful and relevant, before a student has made a decision to stay or leave. Interventions are prioritized more effectively when using the CSI, so incoming students are connected to the resources they need most early on in their college experience.
### Advanced Placement (AP) Examinations

The following AP examinations are accepted by MSU for lower division, satisfactory college credit assuming the minimum required score has been obtained.

<table>
<thead>
<tr>
<th>Examination Title</th>
<th>MSU Course Title</th>
<th>MSU Course Number</th>
<th>Score</th>
<th>Sem. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPOSITION and LITERATURE</strong></td>
<td></td>
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<tr>
<td>English Language and Composition</td>
<td>College Composition I</td>
<td>ENGL 110</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>Introduction to Literature</td>
<td>ENGL 220</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>College Composition I and Introduction to Literature</td>
<td>ENGL 110 and 220</td>
<td>4 or 5</td>
<td>6</td>
</tr>
<tr>
<td><strong>LANGUAGES and HUMANITIES</strong></td>
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<tr>
<td>French Language</td>
<td>Beginning French I and II</td>
<td>FREN 101 and 102</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>German Language</td>
<td>Beginning German I and II</td>
<td>GERM 101 and 102</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>Beginning Spanish I and II</td>
<td>SPAN 101 and 102</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Art History</td>
<td>Art History I and II</td>
<td>ART 201 and 211</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Studio Art 2-D Design</td>
<td>Two Dimensional Design</td>
<td>ART 122</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art Drawing</td>
<td>Drawing I</td>
<td>ART 130</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Music Theory I and II</td>
<td>MUSC 122 and 124</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Studio Art 3-D Design</td>
<td>Three Dimensional Design</td>
<td>ART 124</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES AND HISTORY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Macroeconomics</td>
<td>Principles of Macroeconomics</td>
<td>ECON 202</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>Principles of Microeconomics</td>
<td>ECON 201</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Government and Politics</td>
<td>American Government</td>
<td>POLS 115</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>U.S. History</td>
<td>U.S. to 1877/U.S. from 1877</td>
<td>HIST 103 and 104</td>
<td>3</td>
<td>6</td>
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<tr>
<td>European History</td>
<td>Western Civilization I and II</td>
<td>HIST 101 and 102</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>Introduction to Psychology</td>
<td>PSY 111</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>World Civilizations since 1500</td>
<td>HIST 212</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>SCIENCES and MATHEMATICS</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Biology</td>
<td>Concepts of Biology</td>
<td>BIOL 111</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>General Biology I and II</td>
<td>BIOL 150 and 151</td>
<td>4 or 5</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Introduction to Chemistry</td>
<td>CHEM 115</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physics B</td>
<td>Introduction to Physics I and II</td>
<td>PHYS 203 and 204</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Physics C/Mechanics</td>
<td>General Physics I</td>
<td>PHYS 221</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physics C/Electricity and Magnetism</td>
<td>General Physics II</td>
<td>PHYS 222</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Calculus I</td>
<td>MATH 165</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Calculus I and II</td>
<td>MATH 165 and 166</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>Introduction to Computer Science</td>
<td>CSCI 101</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>Data Structures and Algorithms II</td>
<td>CSCI 161</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
CONNECT/Orientation

On-Campus Orientation

All new MSU students, freshman and transfer, are required to attend CONNECT/Orientation prior to attending classes at MSU. Students have an opportunity to visit one-on-one with an academic advisor from their intended academic discipline, as an academic advisor is represented from each academic department/division.

All academic advisors who assist with CONNECT/Orientation sessions are required to attend a CONNECT advisor training session in the spring semester. Advisors are also asked to report to CONNECT sessions 15 minutes prior to the start of advising each day for announcements/updates.

An advisor manual is provided for all advisors who assist with advising at CONNECT. Some of the information found in the advisor manual includes: a list of General Education Requirements, a list of diversity requirements, dual credit/AP information, registration tips, math and English placement guidelines, athletic practice schedules, First-Year Learning Community information, Honors Program guidelines, online and MAFB course information, and campus services information.

At the start of each CONNECT session, advisors are also provided with a daily list of students attending where specific information about each student is designated (ie. ACT/SAT scores, credit limits, Honors Program eligible/required, etc.).

During the advising session, advisors use laptops to view class openings for the upcoming semester, as printed term schedules are not available. An updated list of open general education courses for the upcoming term will be available at each advising station. An academic advisement sheet is to be completed by the advisor for each student he/she visits with during the CONNECT session. Once classes have been discussed, students can register for classes at the advising table with assistance from the advisor or with assistance from a MSU student at the computer cluster.

Online Orientation

Students completing an online degree program or taking all online classes their first semester are allowed to complete online orientation and be advised via phone. After students have been accepted for the correct term, they are emailed instructions on completing the online orientation as well as contact information for advising. The department advisor will also be sent information regarding the student to be advised. After students have been advised, the advisor should contact the Student Success Center at 858-3362. Once the Student Success Center has been notified that the student has been advised and completed their online orientation, the orientation hold will be removed so the student may register for classes. Please note that any questions regarding unposted transcripts or add slips should be handled with the Registrar's Office at 858-3347. If the student should complete the Compass placement test, please have them contact LaTosha Pinckney, Center for Extended Learning, at 858-3990 to make arrangements for testing at MSU or remotely.

Credit Limits

Some students are accepted to Minot State with enrollment provisions, which may include a 15 or 17 credit limit during their first term of attendance. When accepted to MSU, students are notified of the credit limit requirement in their acceptance letter. Academic advisors at CONNECT/Orientation are provided with the specific credit limit for students who are required to meet this condition. Students who have a credit enrollment limit are also restricted in CampusConnection from enrolling in more than the maximum credits allowed by their admission provision.

Dual Credit

It is common for incoming freshmen to take dual credit courses, either through MSU or another college or university, prior to enrolling at Minot State University. When advising a new freshman, it is important to ask the student if he/she has taken dual credit coursework. If dual credit was taken through MSU, the coursework will appear on the student’s transcript. If dual credit was taken through another institution and a transcript
has been sent to MSU and evaluated, the coursework will also appear on a student’s MSU transcript. In cases where dual credit does not appear on the MSU transcript, advisors and/or students should check with the Registrar's Office or Admissions Office to see if the dual credit has arrived at MSU. If there is no record of dual credit, then the student should contact the college/university where dual credit was received to request an official transcript be sent to MSU. It is critical for advisors to consider dual credit when assisting students with course selection, so a course is not repeated unnecessarily.

First-Year Experience
The First-Year Experience (FYE) at Minot State University is an opportunity for students to participate in a powerful learning experience that will assist them in the transition to university life and learning through unique learning communities, peer mentors, and opportunities to engage with the campus community. Students have the opportunity to work with talented, engaging faculty and staff members who care about students, are focused on student success, and provide learning experiences that are unique, challenging, and relevant. Students will also have the chance to work with a peer mentor who is familiar with the campus and can connect them to student support services, clubs, organizations, and other academic and co-curricular activities.

First-Year Learning Communities
- Learning communities are three courses connected by a theme.
- Faculty work together to create meaningful assignments around the theme and across the courses.
- FYE learning communities allow students to complete courses required for graduation while exploring an interesting topic.
- Some learning communities may provide students with the opportunity to explore a major they are considering.
- The same students register for all 3 connected courses.
- Class sizes are usually restricted to 15-20 students (with some exceptions).
- Connections with fellow FYE students make it easy to form study groups.

- Students will have the opportunity to interact with excellent faculty members and a peer mentor who will support them and their experiences at MSU.
- All learning communities are open to all first-year students.
- Most learning communities are composed of two general education courses and a first-year seminar course.
- Some learning communities are composed of a general education course, a course specific to one or more majors, and a first-year seminar course.

How to Register for FYE Learning Communities
- Registration for first-year learning communities is simple!
- Choose the learning communities that are most interesting to the student.
- View a list of Learning Communities for both fall and spring semesters at http://www.minotstateu.edu/cetl/LearningCommunities.shtml.
- During the meeting with the student’s advisor, discussions of which learning community is best should take place.
- Students work with their advisor to build the rest of their schedule around the courses in the learning community.
- Students should fill out the registration form (fall) or preregistration form (spring) for the learning community of their choice.
- The student's advisor or orientation leader will help them register for the remaining courses.
- Make sure that the registration form for the learning communities has been handed in to the learning community table before leaving the registration session.
- After completing these steps, students will be enrolled in the learning community they have selected.
- Students who are interested in registering in a learning community and do not attend a CONNECT session must email Beth Odahlen at beth.odahlen@minotstateu.edu.
Keep the Following in Mind

- Have a back-up plan. Some learning communities may fill before students have a chance to register. Students should have a second and a third choice in mind in case they cannot register for their first choice.
- Since the courses of the learning community are linked, students cannot drop one of the courses without dropping the other two.
- It is important that students work hard in all three courses and seek help from their peer mentor, instructors, and campus student success resources when necessary. Faculty and staff are here to help students succeed!

Transfer Students

MSU accepts and transcribes all credits from regionally accredited institutions and evaluates credits on a course by course basis (from nationally accredited institutions). Transfer credits are evaluated approximately 2 to 3 weeks upon receipt of an official transcript. Below is a breakdown of how courses have been approved and how courses will be reviewed. Courses are accepted in various ways. They may count as:

- A specific course at MSU
- General education credit
- Diversity credit
- A requirement for major, minor or concentration
- Elective credit
- Developmental level courses; however, they will not count toward graduation or be calculated in GPAs

In order to be awarded a baccalaureate degree, students must complete a minimum of 60 semester hours at a four-year institution, of which 30 semester hours must be earned through Minot State University.

Transfer Evaluation

Academic advisors can view an evaluation of courses and MSU equivalents in CampusConnection for their advisees under Self Service – Advisor Center – My Advisees – View Student Details – Transfer Credit Report (select in drop down box). Transfer courses are coded as follows:

- Courses that have been equated to 100+ general education letter code (i.e. 100HU = humanities) are considered to meet General Education Requirements, but have no specific course equivalency.
  - Communications (C)
  - History (H)
  - Humanities (HU)
  - Wellness (W)
  - Math (M)
  - Lab Science (LS)
  - Social Science (SS)
  - General Education Diversity (GEDR)
  - Graduation Diversity (CDR)

- Courses are coded as TRNSFR 100 because they either do not have an equivalency or the equivalency has not been previously determined. If the student and advisor determine this course may be equivalent to another MSU course the following course of action should be taken. A course description and/or syllabus should be taken to the corresponding department/division to determine if there is an equivalent course.

Students’ general education requirements will be considered complete if one of the following is met:

- Successful completion of a four-year bachelor’s degree from a regionally accredited degree granting institution.
- Successful completion of Associate of Arts (AA) or Associate of Science (AS) degree from a school within the North Dakota University System. (NDUS Policy Section 403.7)
- Successful completion of general education requirements at any North Dakota University System school will fulfill the North Dakota General Education Transfer Agreement (GERTA). A student must provide a statement from the granting institution to show he/she has fulfilled his/her general education requirements.
Advising Specific Student Populations

Procedures for Course Substitution and Equivalency

Course substitution is when students petition to substitute a different course (transferred or not) in lieu of a required course to complete their degree. Substitutions are issued by the academic department/division on a case by case basis and are only good for the current student requesting the substitution(s). Course substitution forms are found on the Registrar’s Office website and maintained as a part of the student’s file in the Registrar’s Office.

Course equivalency is when students transfer in a course from another college or university and want that course to be equal to one that Minot State offers. Once the transferring course has a Minot State equivalency assigned to it by either bringing in a course description or course syllabus to the corresponding department/division, this course will then be equivalent for other students coming from the same college or university. Once a course is approved as equivalent by a department/division, its equivalency is guaranteed for four years from when the course was approved and taken. Course equivalency forms are available on the Registrar’s Office website.

Limitations on Transfer Credit

There are several cases where there are limitations on transfer credit. These situations are outlined, as follows:

- Continuing education credit is earned through continuing education opportunities from other campuses and may be transferable. However, documentation must be provided to the Registrar’s Office prior to acceptance.
- Students may not apply transfer graduate credit toward requirements for an associate or baccalaureate degree at Minot State University.
- Basic training courses are accepted as HPER 100 and fulfill the wellness category of general education requirements. Students must provide a copy of their DD-214 paperwork for the basic training credit to be granted. All other military credits are evaluated using the most recent ACE Guide recommendations.
- No more than six semester credits in doctrinal religion will be accepted in transfer. Doctrinal religion courses that are accepted can be used as electives only.

Student Athletes

NCAA Eligibility Overview

Initial Athletic Eligibility – Certification based on high school core-curriculum requirements and test scores, or prior collegiate transcripts in the case of transfer students.

Continuing Athletic Eligibility – Following a student-athlete’s initial collegiate semester, he or she must meet the following criteria in order to be considered eligible for intercollegiate athletics:

1. Currently be a full-time student (enrolled in a minimum of 12 semester hours).
2. Achieve NCAA and MSU Minimum GPA Requirements:
   - NCAA Minimum GPAs (Cumulative)*
     a. 24-47 semester hours: 1.800
     b. 48-71 semester hours: 1.900
     c. 72+ semester hours: 2.000
   - MSU Minimum GPAs (Cumulative)*
     a. 1-23 semester hours: 1.500
     b. 24-59 semester hours: 1.750
     c. 60+ semester hours: 2.000
   *Based on earned credits
3. Satisfactorily complete minimum of 6 semester hours during the immediate prior term (fall or spring).
4. Satisfactorily complete 24 semester hours in academic year immediately preceding that semester of competition OR be averaging 12 semester hours/term for each full-time semester enrolled.
   - a. 24 – method can be calculated before the fall or spring term
   - b. 12 – averaging method can be calculated only prior to the fall term
   - c. No more than 25% of the semester hours used for either method can come from summer
5. Declare a major by his or her fifth semester, and thereafter be making progress-towards-degree (PTD) in that major.
Progress-Towards-Degree (PTD) – To determine whether semester hours will qualify as PTD, consider a bucket approach. Students have three “buckets” that PTD credits can fit into. Once a bucket has reached capacity, no more of those types of credits may qualify as PTD.

1. General – “Bucket” Capacity: 38 Credits
   Fitting into specific General Education categories per academic catalog.

2. Core Degree – “Bucket” Capacity: Varies
   Includes all courses listed in catalog as required for major(s), but excludes prerequisites and any other course not explicitly stated as required.

   128 (total for degree)
   – (minus) Core Degree Credits
   – (minus) 38 Gen Ed Credits
   = Elective Credits Available

Points to Remember

- Minor/concentration/certificate credits DO NOT count as PTD unless the minor/concentration/certificate is REQUIRED for that degree program OR there is capacity remaining in the “Electives Bucket”.
- Start planning early. All satisfactorily completed credits count as PTD for the first 4 semesters (see #4), but if the “Electives Bucket” fills up early then there is little flexibility for the student thereafter.
- If a student declares a second major, that adds capacity to the “Core Degree Courses Bucket”.
- Remedial courses may only count as PTD during student’s first academic year (max. 12 semester hours).
- Don’t hesitate to contact the Athletic Department or Registrar’s Office with any questions.

Steven Swenson, Athletics
Assistant Athletic Director- Compliance
Phone: 858-3040
Email: steven.j.swenson@minotstateu.edu

Erica Sundahl, Registrar’s Office
NCAA Eligibility Specialist
Phone: 858-3349
Email: erica.sundahl@minotstateu.edu

Students with Disabilities

Students with disabilities are represented in every department/division and field of study on our campus. With the steady increase in numbers, chances are that every advisor will be faced with some decisions regarding how to handle a student’s disability-related issues. This section includes information on the disability accommodations provided at MSU through the Disability Services Office (DSO).

Accommodating Students with Disabilities

The mission of the Disability Services Office (DSO) is to assist faculty in providing equal access in the classroom to students with documented disabilities while maintaining academic standards.

DSO determines a student’s eligibility for reasonable accommodations and identifies the specific accommodations each student is authorized to use. Once accommodations have been authorized, it is the student’s responsibility to request and discuss the accommodations with faculty members and make any necessary final arrangements for their provision.

If not sure how to respond to a request, faculty members are encouraged to consult with DSO about what is reasonable before getting back to the student.

Faculty members should include a disability access statement on each course syllabus. DSO recommends the following:

In coordination with the Disability Service Office, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Service Office, located in the lower level of Lura Manor, or by calling 858-3371 or by email at evelyn.klimpel@minotstateu.edu.

Other Considerations

Videos/DVDs:
To ensure that videos and DVDs are accessible for students who are deaf or hard of hearing, check to see if captioning is present or there is a captioned version
Advising Specific Student Populations

The Law - Section 504 and 508

The Americans with Disabilities Act (ADA)
Under the ADA and the Rehabilitation Act, a person with a disability is defined as any person who has a physical or mental impairment that substantially limits a major life activity as compared to the average person in the general population. Individuals who have a record of a disability, or are regarded as having such a disability, have certain protections under the law and cannot be subject to discrimination.

1. Students with disabilities have the right to be in higher education if they are otherwise qualified to be there. Once a student with a disability has met the university entrance or admission criteria, with or without the use of accommodations he/she has the same right as any other student to the educational experience. Just like any other student, those with disabilities are responsible for determining their own level of success.

2. Once they are enrolled, students with disabilities have the right to access all of the programs, academic and non-academic, that are available to other students. Instructors cannot refuse to work with a student simply because they know he/she has a disability or because they are concerned that having a disability would prevent him/her from being successful. Furthermore, students with disabilities should be held to the same set of standards and criteria as students without disabilities.

3. Students with disabilities are eligible for some accommodations that relate to their disabilities. Instructors need to be prepared to make adaptations or reasonable accommodations to their procedures and practices so that students with disabilities are able to do the same things that other college students are required to do. This may include altering or making changes in the delivery of lecture or course materials or in the assessment of knowledge in order to counter the effects of the disability.

4. Students with disabilities have a right to confidentiality of all disability-related information. As a result, there may be times when faculty and instructors may receive a request for an accommodation(s) without being told who the accommodation(s) is/are for. Other times, the student may approach their instructor and tell them that he/she has a disability that will require some accommodation(s).

In either case, information about a student’s disability or accommodation(s) should not be shared with others without the student’s permission. It is up to the student to decide how much information he/she is comfortable sharing about his/her disability.

All parties involved in providing accommodations; including students, faculty members, and institutions of higher education, have a unique set of rights and responsibilities. For more information on what these are, see the DSO website Participant Handbook Section 2 Responsibilities.
Some disabilities that may require accommodations include but are not limited to:

- Epilepsy
- Specific Learning Disability
- Cancer
- Substance Abuse Recovery
- Heart Disease
- Orthopedic/Mobility Impairment
- Cerebral Palsy
- HIV/AIDS
- Muscular Dystrophy
- Diabetes
- Speech/Language Impairment
- Traumatic Brain Injury
- Blindness/Visual Impairment
- Multiple Sclerosis
- Psychiatric Disability
- Deafness/Hearing Impairment

**Thoughts on Confidentiality**

Faculty members do not have the right to challenge the legitimacy of a student’s disability, demand to review diagnostic information, refuse to provide accommodations, or refuse to work with a student because he/she has a disability. Concerns regarding an accommodation request should be discussed with the DSO.

**Frequently Asked Questions About the Law**

1. *Are students with disabilities required to meet the same academic standards as other students?*

   Yes! Students with disabilities must meet the same admissions and retention standards as is required of other students. Students who have academic difficulty due to a disability or illness may appeal a denial of admission or a retention decision at which time disability information may be used by the appeal committee to make a final decision. The appeal committee may offer provisional admission or retention. There are no quotas related to students with disabilities.

2. *How will these students cope in the workforce if accommodations are provided at the university?*

   The purpose of accommodations in postsecondary education is to level the playing field for students in an academic setting and allow the student to receive an education without discrimination. Accommodations in employment are often similar to those in postsecondary education. Employers also provide reasonable accommodations to persons with disabilities under Title I of the Americans with Disabilities Act. In both cases, individuals with disabilities must meet the same performance criteria as others.

3. **What is a disability and who is eligible for services from the DSO?**

   - The ADA defines a disability as a physical or mental impairment that substantially limits a major life activity. Individuals who have a history of such an impairment or have been regarded by others as having an impairment are also protected from discrimination under the ADA. The DSO serves students who meet the eligibility guidelines of the institution. These guidelines are defined by each institution based on several factors, including the definition of disabilities set forth in the Americans with Disabilities Act (ADA).
   - Incidentally, students do not need to be U.S. citizens to be eligible for services.

4. **The ADA refers to “reasonable accommodations.” But, what does that mean?**

   Reasonable accommodations are adaptations aimed at mitigating the impact of the disability without compromising the integrity of the academic program or course. Accommodations may include instructional strategies, adaptive technology, or aides such as sign language interpreters. Providing reasonable accommodations enables students with disabilities to have equal access to education and services in higher education as required by federal law.

5. **Accommodations should:**

   - Level the playing field for students with disabilities
   - Be reasonable in relation to the course.

6. **Accommodations should not:**

   - Water down curricula or compromise academic integrity
Advising Specific Student Populations

- Substantially change any essential elements of the curriculum or academic program
- Ensure that all students with disabilities are successful. Rather, students should be given the opportunity to determine their own level of success or failure
- Consume extra personal time from the instructor to re-teach or tutor the student

Undeclared Students

Students who enter MSU as an undeclared major or switch to undeclared are advised by designated faculty members. A list of undeclared faculty advisors can be found at www.minotstateu.edu/advising. Advisors of undeclared students should be knowledgeable about the issues and concerns of students who have not yet selected a major.

Guide to Advising Undeclared Students

Responsibilities for undeclared faculty advisors:
- Assist students with exploring their interests, skills, and values, learn about academic programs at the university, and develop a plan for exploration.
- Apply knowledge of teaching, advising, learning, and human development to encourage educational experiences that lead to intellectual and personal growth.
- Assist students in the development of meaningful educational plans that are compatible with students' life goals.

Undeclared faculty advisors should provide assistance with:
- General course selection
- Explanation of degrees and degree requirements
- Development of a program of study
- Selection of an academic major
- Academic concerns and issues
- Referral to other MSU resources and services
- Unofficial progress check toward graduation

Advice for Undeclared Students

Tips to aid students in choosing a major:
- Take a course in a subject that is a potential major.
- Meet with a faculty member in a potential major area.
- Talk with upper-class students majoring in an area of interest.
- Learn about what careers different majors lead to on the MSU Career Services – Career Exploration website (www.minotstateu.edu/careers/career_exploration.shtml).
- Schedule an appointment with the Student Success Center for assistance with career exploration.
- Take core courses that will count toward General Education Requirements (www.minotstateu.edu/ge/) – important to review the catalog to determine specific GE courses for each major.
- It is typically not a problem if students do not declare a major in the first year; however, delaying the beginning of a program may require students to take an additional semester or two to complete graduation requirements.

Complete major intervention strategies:
- Written Exercises – Opportunities to reflect upon their interests, values, goals and life expectations are very valuable in helping students clarify their decisions. Writing may also help students understand where they are in the process of deciding.
- Individualized Interpretation of Formal Assessment – The Student Success Center offers self-assessment tests to guide students in the decision making process.
- World of Work Information – Students need accurate, up-to-date, and detailed information on a wide range of career options.
- Modeling Opportunities – Job shadowing and informational interviews are highly encouraged in the exploration of possible careers.
- Building Support for Choices in One’s Social Network – Students are encouraged to talk about their choices with family and friends.

Think about interests, aptitudes, and values:
- INTERESTS – curiosity you possess about certain aspects of your environment
  Examples: What hobbies do you pursue? What activities do you enjoy? What kind of classes do you like? How do you spend your free time?
• APTITUDES – natural inclinations toward or ability to quickly master a particular skill (both physical and mental)

Examples: What are your talents? What is your academic/work history? In what areas have you received awards and recognition?

• VALUES – personal standards that you feel to be extremely important

Examples: What kind of lifestyle do you desire? What must you achieve in life to be happy (money, prestige, service to others, etc.)?

Attend a MSU Student Success Workshop:
(www.minotstateu.edu/center/workshops.shtml)
• Major Confusion – fall semester
• MSU Job Fair – spring semester

Declaring a Major
• As per NDUS policy (402.0), all undeclared students must have a major declared by the end of the fourth semester of enrollment.

• The online Change of Major/Minor Form is available on the Registrar’s Office website under Forms (www.minotstateu.edu/records/forms.shtml) and can be submitted any time prior to the end of the fourth semester of enrollment.

Completion of General Education and Graduation Requirements
• Regardless of what major students choose, everyone must complete a set of University-wide General Education Requirements. Although there are very specific requirements to meet, for the most part, students can choose from a wide variety of courses to complete them. Some majors require specific courses to be completed in some of the GE categories.

• A General Education Worksheet can be found on the MSU website (www.minotstateu.edu/ge/).

• Advisors will explore with their advisees the selection of general education and other courses that will introduce them to various majors and minors that might be of interest.

• Undeclared faculty advisors can help new students understand University-wide graduation requirements, interpret the Electronic Degree Audit Report, and select appropriate courses to complete the requirements.

“What If Report”
In the electronic degree audit system students have the ability to generate What-If Scenarios to explore multiple areas of study. To access this report, students must log-in to CampusConnection, click on Student Center, select What-if Report in the drop down box, create a new report, select MSU, and click view report. Students can then select an Academic Program, along with an Area of Study and click Submit Request. The report will then show which classes would be needed if the student were to decide to change his/her major.

Veteran Students
When working with veteran students, it is important for advisors to keep the following in mind:

• Ask advisees if they have contacted the Veterans Center to discuss benefits.

• Benefits are only paid for courses pursuant to students’ degrees (majors and minors).

• If advisees identify they have been in combat or may have disability concerns, refer them to the Veterans Center.

• One requirement for National Guard members is to complete additional paperwork for GoArmyEd. Students are required to visit with their academic advisor to complete a 4-year Program of Study. Students should bring the form to their advising appointment; however, if a blank form is needed one can be obtained from the Veterans Center.

• Advisors are encouraged to attend Green Zone seminars, which are sponsored by the Veterans Center and available at various times throughout the academic year. These training seminars are to assist staff and faculty to better understand student veterans and the possibility for assistance in completing their goals of a degree.

More information regarding the MSU Veterans Center can be found on page 36.
**Suggested First Year Program for the Undeclared Student**

The sample program below allows students to satisfy General Education Requirements while exploring academic interests and majors. Various course options are listed in the sample schedule; however, students should typically enroll in no more than 16 credits in their first year. Developmental coursework should be taken in the first year, as well.

### Year 1 – Fall Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ASC*</td>
<td>110/087 or 088</td>
<td>College Composition I (Placement depends on ACT English, SAT Writing, or COMPASS exam – may be required to enroll in ASC 087 - 3 cr. or ASC 088 - 1 cr. and ENGL 110 – 3 cr.)</td>
<td>3-4</td>
</tr>
<tr>
<td>Gen Ed</td>
<td>1XX, 2XX</td>
<td>Select appropriate Gen Ed History/Humanities/Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Math Gen Ed</td>
<td>102, 103, 107, 165, 240</td>
<td>Select an appropriate Gen Ed Math (Placement depends on ACT Math, SAT Math, or COMPASS exam…may be required to enroll in ASC 092 – 3 cr.)</td>
<td>4</td>
</tr>
<tr>
<td>Major Exploration**</td>
<td>1XX, 2XX</td>
<td>Consider a class in a potential choice of major</td>
<td>3</td>
</tr>
<tr>
<td>Comm</td>
<td>110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>INT***</td>
<td>110</td>
<td>Determined based on selected Learning Community</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 12-16

*ASC courses are developmental courses taught through Dakota College Bottineau on the MSU campus. Must enroll as a collaborative student - [www.minotstateu.edu/online/collaborative.shtml](http://www.minotstateu.edu/online/collaborative.shtml). MATH 102 is also a developmental course, but is offered through MSU.*

**Students that have expressed an interest in a specific major may want to look at substituting courses that are most appropriate. See handout of all MSU majors with appropriate major exploration course(s).**

***First-year students are encouraged to enroll in a First-Year Experience Learning Community in their first semester. A list of Learning Communities can be found at [www.minotstateu.edu/cetl/LearningCommunities.shtml](http://www.minotstateu.edu/cetl/LearningCommunities.shtml).**

### Year 1 – Spring Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>110/120</td>
<td>College Composition I/II</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td>1XX, 2XX</td>
<td>Select appropriate Gen Ed History/Humanities/Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td>1XX, 2XX</td>
<td>Select an appropriate Gen Ed Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed</td>
<td>1XX, 2XX</td>
<td>Select an appropriate Gen Ed Wellness/Personal Development</td>
<td>1-3</td>
</tr>
<tr>
<td>Math Gen Ed</td>
<td>1XX, 2XX</td>
<td>Select an appropriate Gen Ed Math</td>
<td>4</td>
</tr>
<tr>
<td>Major Exploration</td>
<td>1XX, 2XX</td>
<td>Consider a class in a potential choice of major</td>
<td>3</td>
</tr>
<tr>
<td>Comm</td>
<td>110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>INT***</td>
<td>110</td>
<td>Determined based on selected Learning Community</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 12-16

*Several First Year Experience Learning Communities are available in the spring semester.*
## Major Exploration Guide

<table>
<thead>
<tr>
<th>Department/Division</th>
<th>Major</th>
<th>Subject</th>
<th>Course #</th>
<th>Course Title</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Clinical Laboratory Science</td>
<td>CHEM</td>
<td>121</td>
<td>General Chemistry I</td>
<td>MATH 103 is a co-requisite.</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>MATH</td>
<td>103</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>BIOL</td>
<td>150/151</td>
<td>General Biology I/II</td>
<td>BIOL151 (spring only)</td>
</tr>
<tr>
<td>Biology Education</td>
<td></td>
<td>BIOL</td>
<td>150/151</td>
<td>General Biology I/II</td>
<td>BIOL 151 (spring only)</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
<td>CJ</td>
<td>120</td>
<td>Intro to Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Art</td>
<td>ART</td>
<td>101</td>
<td>Introduction to Studio Art</td>
<td>May take the introductory level course aligned with student’s interest: 2D Design, Color Theory, Drawing I, Ceramics I, Art History I</td>
</tr>
<tr>
<td>Communication Arts</td>
<td></td>
<td>THEA</td>
<td>110</td>
<td>Intro to Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>Broadcast</td>
<td></td>
<td>COMM</td>
<td>120</td>
<td>Intro to Broadcasting</td>
<td>Must consider appropriate placement. May also take a British or American Literature course.</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>ENGL</td>
<td>110/120</td>
<td>College Composition I/II</td>
<td>Refer student to Languages to determine accurate course placement.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>LANG</td>
<td>101</td>
<td>Take appropriate level of the language in which the student is interested.</td>
<td></td>
</tr>
<tr>
<td>Math and Computer Science</td>
<td>Computer Science</td>
<td>CSCI</td>
<td>160</td>
<td>Computer Science I</td>
<td>*May enroll in CSCI 111</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>MATH</td>
<td>165</td>
<td>Calculus I</td>
<td>Must consider appropriate placement and required pre-reqs.</td>
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<tr>
<td>Mathematics Education</td>
<td></td>
<td>MATH/ED</td>
<td>165/250</td>
<td>Calculus I /Foundations of Education</td>
<td>Must consider appropriate placement and required pre-reqs.</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>MUSC</td>
<td>121</td>
<td>Foundations of Music Theory</td>
<td>Private lessons is another good possibility.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Music</td>
<td>MUSC</td>
<td>121</td>
<td>Foundations of Music Theory</td>
<td>Private lessons is another good possibility.</td>
</tr>
<tr>
<td>Science</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>121</td>
<td>General Chemistry I</td>
<td>MATH 103 is a co-requisite.</td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td>GEOL</td>
<td>105</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>Earth Science Education</td>
<td></td>
<td>GEOL</td>
<td>105</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td></td>
<td>SCI</td>
<td>102</td>
<td>Intro to Radiologic Technology</td>
<td>SCI 102 is fall only. Any course from Rad Tech catalog list is a good option.</td>
</tr>
<tr>
<td>Social Science</td>
<td>History</td>
<td>HIST</td>
<td>103</td>
<td>US History since 1877</td>
<td>HIST 101 and 102 are options, as well, but not taught every semester.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST</td>
<td>104</td>
<td>US History to 1877</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST</td>
<td>211</td>
<td>World Civilization to 1500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST</td>
<td>212</td>
<td>World Civilization since 1500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td>SOC</td>
<td>110</td>
<td>Intro to Sociology</td>
<td></td>
</tr>
</tbody>
</table>
## Advising Specific Student Populations

### Major Exploration Guide

<table>
<thead>
<tr>
<th>Department/Division</th>
<th>Major</th>
<th>Subject</th>
<th>Course #</th>
<th>Course Title</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLEGE OF BUSINESS</strong></td>
<td>Accounting and Finance</td>
<td>Accounting</td>
<td>ACCT 102</td>
<td>Fundamentals of Accounting</td>
<td>Not offered every semester, but gives an idea of basics of accounting.</td>
</tr>
<tr>
<td></td>
<td>Energy Economics and Finance</td>
<td>FIN 299</td>
<td>Special Topics in Finance</td>
<td>Currently taught as a special topics course, but will be added as a “regular” course. Learn about the energy industry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td>FIN 251</td>
<td>Personal Finance</td>
<td>All courses toward major are junior level or above, besides FIN 251.</td>
<td></td>
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<tr>
<td></td>
<td>Business Administration</td>
<td>Management BADM 120</td>
<td>Fundamentals of Business</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Marketing</td>
<td>BADM 120</td>
<td>Fundamentals of Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Business</td>
<td>BADM 120</td>
<td>Fundamentals of Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Management</td>
<td>BADM 120</td>
<td>Fundamentals of Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Information Technology</td>
<td>Business Education BIT 123</td>
<td>Tech-Personal Dev</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Information Systems</td>
<td>BIT 123</td>
<td>Tech-Personal Dev</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIT 220</td>
<td>Management Info Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE OF EDUCATION AND HEALTH SCIENCES</strong></td>
<td>Addiction Studies, Psychology and Social Work</td>
<td>Psychiatry PSY 344</td>
<td>Dynamics of Addiction</td>
<td>PSY 111 is pre-requisite. PSY 344 is ok for any level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>PSY 111</td>
<td>Intro to Psychology</td>
<td>PSY 111 is pre-requisite for 112.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 112</td>
<td>Foundations of Psychology</td>
<td>PSY 111 is pre-requisite for 112.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology Education</td>
<td>PSY 111</td>
<td>Intro to Psychology</td>
<td>PSY 111 is pre-requisite for 112.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 112</td>
<td>Foundations of Psychology</td>
<td>PSY 111 is pre-requisite for 112.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>SWK 250</td>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SWK 255</td>
<td>Social Work Profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Disorders</td>
<td>SPED/CD 113/150</td>
<td>Sign Lang.</td>
<td>PSY 111 is pre-requisite for 112. PSY 344 is ok for any level.</td>
<td></td>
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<tr>
<td></td>
<td>Nursing</td>
<td>NURS 253</td>
<td>Nursing Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Education and Human Performance</td>
<td>Early Childhood ED 250</td>
<td>Foundations of Education</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Elementary Education</td>
<td>ED 250</td>
<td>Foundations of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>HPER 107</td>
<td>Intro to Physical Education</td>
<td>HPER 100 is a pre- or co-requisite.</td>
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<tr>
<td></td>
<td>Athletic Training</td>
<td>HPER 128</td>
<td>Intro to Athletic Training</td>
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<tr>
<td></td>
<td>Corporate Fitness</td>
<td>HPER 225</td>
<td>Fitness Leadership</td>
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<tr>
<td></td>
<td>Special Education</td>
<td>SPED 110</td>
<td>Intro to Exceptional Children</td>
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<td></td>
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</tbody>
</table>
## ACT/SAT Conversion Chart

The ACT and SAT are different tests that measure similar but distinct constructs. The ACT measures achievement related to high school curricula, while the SAT measures general verbal and quantitative reasoning. ACT and CollegeBoard have completed a concordance study that is designated to examine the relationship between two scores on the ACT and SAT. These concordance tables do not equate scores, but rather provide a tool for finding comparable scores. These charts are not intended to use for course placement purposes, but as a guideline to compare students’ SAT scores to ACT scores.

### Table 1
Concordance between ACT Composite Score and Sum of SAT Critical Reading and Mathematics Scores

<table>
<thead>
<tr>
<th>SAT CR+M (Score Range)</th>
<th>ACT Composite Score</th>
<th>SAT CR+M (Single Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600</td>
<td>36</td>
<td>1600</td>
</tr>
<tr>
<td>1540-1590</td>
<td>35</td>
<td>1560</td>
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<tr>
<td>1490-1530</td>
<td>34</td>
<td>1510</td>
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<td>1440-1480</td>
<td>33</td>
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<td>1400-1430</td>
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<td>1360-1390</td>
<td>31</td>
<td>1380</td>
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<tr>
<td>1330-1350</td>
<td>30</td>
<td>1340</td>
</tr>
<tr>
<td>1290-1320</td>
<td>29</td>
<td>1300</td>
</tr>
<tr>
<td>1250-1280</td>
<td>28</td>
<td>1260</td>
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<tr>
<td>1210-1240</td>
<td>27</td>
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<tr>
<td>1170-1200</td>
<td>26</td>
<td>1190</td>
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<td>1130-1160</td>
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<td>980-1010</td>
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<td>940-970</td>
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<td>12</td>
<td>590</td>
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<tr>
<td>510-550</td>
<td>11</td>
<td>530</td>
</tr>
</tbody>
</table>

### Table 2
Concordance between ACT Combined English/Writing Score and SAT Writing Score

<table>
<thead>
<tr>
<th>SAT CR+M (Score Range)</th>
<th>ACT Composite Score</th>
<th>SAT CR+M (Single Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>36</td>
<td>800</td>
</tr>
<tr>
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<td>450-460</td>
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<td>430-440</td>
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<td>330</td>
</tr>
<tr>
<td>300-310</td>
<td>11</td>
<td>310</td>
</tr>
</tbody>
</table>
Academic Appeals

Specific policies/procedures regarding academic appeals can be found in the Undergraduate Catalog – Advisor’s Copy. The information below is a summary of MSU policy/procedure.

Grade Appeal Procedures

Students who wish to appeal a grade(s) must submit the Grade Appeal Form (found on the Registrar’s Office website) when they wish to appeal for a higher grade or request a late withdrawal (changed to a “W” grade).

When Appealing a Grade is not Allowed

Students are not allowed to appeal courses that are already excluded from their GPA (repeated courses).

Appealing for a Higher Grade

In cases where students are dissatisfied with their grades and have reason to believe the grade issued is incorrect, the following appeal procedure should be followed.

Step 1: Within the following term, the student should visit with the instructor and then the department/division chair.

Step 2: If the student still considers the grade to be incorrect, the student may formally appeal the grade at the college level within fourteen days following completion of Step 1. Students must obtain the procedures to be used in this step from the appropriate Dean.

Step 3: If the student is still dissatisfied, the student may request that the case be reviewed at a hearing by the Student Rights Committee. The formal request for the hearing must be received by the Registrar within fourteen days after completion of Step 2 and show documentation of Step 1 and 2.

Requesting a Grade to be Dropped (Changed to Withdrawal “W”)

Students receiving one or more failing “F” grades for a semester may elect to appeal their grade(s) be changed to a withdrawal “W” in any or all of their courses. These students must complete the grade appeal process by providing an explanation and reasoning for the request for a late withdrawal, documentation of extenuating circumstances and the necessary signatures for each of their courses.

Late Drop Appeal Procedures

Courses must be dropped in CampusConnection by the last day to drop (last day of the 12th week of the regular 16-week session in the fall/spring semester). Students who fail to drop a course by the official drop date may apply for a “late course drop” due to extenuating circumstances. The Late Course Drop Request Form must be completed, with an explanation of extenuating circumstances, any necessary signatures, and returned to the Registrar’s Office no later than the end of office hours on the Friday before final exams. Students who fail to submit documentation or drop the course by this deadline are directed to the Student Rights Committee for individual review.

Student Rights Committee

The Student Rights Committee routinely examines issues of grade appeals and other student rights matters as deemed appropriate. The committee is composed of 11 individuals including faculty, staff and students. Appeals are only granted for extenuating circumstances that are related to the term(s) being appealed. Requests to the Student Rights Committee must be in writing and submitted to the Registrar. It is the responsibility of the student to provide evidence supporting his/her request. The decision of the Student Rights Committee is considered final.

Suspension Appeals Committee

The Suspension Appeals Committee will review a student’s appeal when he/she is suspended from the University and petitioning for a one-term extension of probationary status, if the student feels his/her case warrants special consideration. Appeals must be made in writing to the Registrar’s Office. Circumstances beyond the student’s control and a plan for improved performance must be evidenced before reinstatement will be considered.
### Academic Calendar

Academic advisors should be aware of the specific academic dates and deadlines each semester that may impact the academic achievements of their advisees. Some of the dates and deadlines to watch closely are the last day to add, the last day to withdraw and receive 100%, 75% and 50% refunds, graduation application deadlines, early registration dates, and last day to drop.

Advisors should clearly communicate this information to their advisees and remind them when deadlines are approaching. The academic calendar can be found on the Registrar’s Office website.

### Academic Catalog

The current Undergraduate and Graduate Academic Catalogs, along with several catalogs from previous years, are available on the Registrar’s Office website. Students continue in the same academic catalog they started in when entering the University; however, when a new catalog is implemented students have the option of meeting graduation requirements from the new catalog.

### Academic Honors

#### President’s Honor Roll

Undergraduate students who earn a minimum term GPA of 3.80 while enrolled in 12 or more credits during the fall or spring semester are recognized for their achievement by placement on the President’s Honor Roll. Developmental courses, such as MATH 102, do not count toward the 12 credits required to be placed on the President’s Honor Roll. This honor will show for the term on a student’s transcript.

#### Dean’s Honor Roll

Undergraduate students who earn a minimum term GPA of 3.50 while enrolled in 12 or more credits during the fall or spring semester are recognized for their achievement by placement on the Dean’s Honor Roll. Developmental courses, such as MATH 102, do not count toward the 12 credits required to be placed on the Dean’s Honor Roll. This honor will show for the term on a student’s transcript.

### Graduating with Honors

The cumulative GPA is used to determine which students may graduate with honors. Prospective honors graduates must have completed both a minimum of two terms in residence and 30 semester credits at MSU. For students earning a second degree, honors are based on grades earned beyond the first degree. The minimum honors requirements are as follows:

<table>
<thead>
<tr>
<th>Honor</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.75</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.90</td>
</tr>
</tbody>
</table>

### Academic Standing Policy

#### Minimum Requirements

<table>
<thead>
<tr>
<th>Semester Credits Attempted</th>
<th>Required Cum. GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-23 (Freshman)</td>
<td>1.50</td>
</tr>
<tr>
<td>24-59 (Sophomore)</td>
<td>1.75</td>
</tr>
<tr>
<td>60 or more (Junior and Senior)</td>
<td>2.00</td>
</tr>
</tbody>
</table>

### Retention

All student records are reviewed at the completion of each term throughout the year. Should the cumulative grade point average (cum. GPA) fall below the required minimum, as noted in the previous table, the student is placed on one of the following: academic warning, academic probation, or suspension, depending on prior academic history.

### Academic Warning

The first time a student’s end-of-term grades bring the cum. GPA below the required minimum, a warning shall be issued from the Registrar’s Office notifying the student that he/she has been placed on Academic Warning. A notation of “Academic Warning” is added to the student’s permanent record which will not appear on the student’s official transcript. An advisor hold will be placed on the student’s record. Departments are responsible for placing the holds.
Academic Information

Academic Probation
The student on Academic Warning is given another term of enrollment to bring the cum. GPA up to at least the required minimum. Failing that effort, the student is moved from a status of Academic Warning to one of Academic Probation. A notation of “Academic Probation” is added to the student's permanent record which will not appear on the student's official transcript. An advisor hold will be placed on the student's record and the student's registration will be limited to 15 credits.

Continued Probation
The student who has earned a term GPA of at least 2.0 will be extended yet another Probationary term in which to attempt to raise the cum. GPA to at least the required minimum. A notation of “Continued Probation” is added to the student’s permanent record which will not appear on the student’s official transcript. An advisor hold will be placed on the student’s record and the student’s registration will be limited to 15 credits each term until the student’s end of term grades bring the cum. GPA to the required minimum.

Academic Suspension
If a student on Academic Probation (cum. GPA is below the required minimum) earns below a term GPA of 2.0, the student will be placed on Academic Suspension. A notation of “Academic Suspension” is added to the student’s permanent record and official transcript.

A first Academic Suspension requires that the student sit out for the next fall or spring semester. The student may then be readmitted on “Academic Probation” to attempt again to bring the cum. GPA to at least the required minimum. At the end of this Academic Probation if the student falls below a 2.00 term GPA, a second Academic Suspension will be issued and requires that the student sit out for a full academic year (including summer).

After returning from a second Academic Suspension, if the student receives less than a 2.0 term GPA, the student will be suspended once again. This academic suspension requires that the student sit out for five full academic years at which time the student may qualify for Academic Reassessment.

Unofficial Withdrawal
A student who fails to withdraw from school and receives all failing grades for a semester will be considered to have unofficially withdrawn. These students are immediately placed on Financial Aid Disqualification and Academic Probation. In addition, federal regulations require that federal aid eligibility be recalculated for students who unofficially withdraw which may result in the student owing a balance to MSU. See the MSU Refund and Return of Title IV Funds Policy for more information (http://www.minotstateu.edu/finaid/policies.shtml). Students who wish to appeal their grades are directed to the Student Rights Committee for individual review.

Suspension Reinstatement
A student who has sat out the required suspension period must submit an Application for Re-Admission found on the Registrar’s Office website. If a student enrolls at another institution during the suspension period, the student must submit all official transcripts before re-admission will be considered. The student will be readmitted on Academic Probation. An advisor hold will be placed on the student’s record and the student’s registration will be limited to 15 credits.

Suspension
A student who has been suspended from the University may petition for a one-term extension of probationary status if they feel their case warrants special consideration. For more information on the Suspension Appeals Committee and appeals process see page 56. If the appeal is granted, the student will be conditionally readmitted with the statement “Academic Suspension Reinstated” recorded on the permanent record and official transcript. An advisor hold will be placed on the student’s record and the student’s registration will be limited to 15 credits each term until the student’s end-of-term grades bring the cum. GPA to the required minimum.

Summer Term
A student on the first Academic Suspension may choose to enroll in the summer session at MSU in an effort to bring their cum. GPA up to the required minimum. The student must be advised of two conditions for this summer term. First, the student must achieve a minimum of a 2.0
term GPA for this summer term in order to avoid a second suspension. Second, this minimum summer term GPA does not satisfy the first Academic Suspension period. Any student with a second Academic Suspension is not permitted to register for summer term.

**Auditing a Course**

Auditing a course allows students to attend class without participating in classwork, including exams, or receiving college credit. Students may participate in class activities at the discretion of the faculty. Students who are interested in auditing a course must meet University entrance requirements and follow all standard admissions procedures. When auditing, students pay 50% of the regular, per credit tuition charged for the course. Audit courses are not covered by financial aid.

Students may be interested in auditing a course for various reasons. Some students may be interested in the topic or need a refresher on the material, but do not want/need to take the course for a letter grade and/or college credit for their degree program. Other students may want to change their status in a course from credit to audit or vice versa and are allowed to make that change up through the last day to drop. To change their status, students must complete the *Audit Form*, which can be picked up at the Registrar’s Office. Both the faculty member and the academic advisor of the student are required to sign the *Audit Form*. Students who switch to audit during the middle of the semester may have an additional charge and should consult with the Business Office.

**Calculating Grade Point Average**

Grade Point Averages (GPA) are listed on unofficial transcripts in several ways: term GPA, cumulative (cum) GPA, and special GPA(s). The term GPA includes the grades of courses that were taken in the indicated term. The cumulative GPA includes all courses that count toward graduation at MSU (with the exception of developmental courses such as MATH 102) as well as transfer coursework. The unofficial transcript specifically indicates what is included in the special GPA. For instance, one of the special GPAs listed shows the transfer GPA, while another shows the institutional cumulative GPA.

The grade point average (GPA) is computed by dividing the number of honor points earned by the number of semester credits attempted for which grades of A, B, C, D, or F were given. Honor points are calculated by multiplying the number of semester credits with the points awarded for the grade achieved in the course.

For example, a student who received an A, a B, a C, and a D in four 3-credit courses would have the following GPA:

- A X 3 credits = 4 X 3 = 12 honor points
- B X 3 credits = 3 X 3 = 9 honor points
- C X 3 credits = 2 X 3 = 6 honor points
- D X 3 credits = 1 X 3 = 3 honor points
- Total = 12 credits = 30 honor points = 30 honor points/12 credits = 2.50 GPA

Students who wish to calculate their GPA, may also use the online GPA calculator found on the advising website under student information, [www.minotstateu.edu/advising](http://www.minotstateu.edu/advising).

**Classification of Students**

Student classification is determined by the number of credits earned.

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year student (Freshman)</td>
<td>0-23</td>
</tr>
<tr>
<td>Sophomore</td>
<td>24-59</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 or more</td>
</tr>
</tbody>
</table>

**Collaborative Process/Students**

Students who are earning their degree from Minot State University (MSU), may have the option to enroll in a course(s) at another NDUS institution within the same term. This process is necessary for those students who are required to take developmental courses through Dakota College at Bottineau.

**Collaborative Student Policy**

To be eligible for collaborative status with MSU as the home campus, students must meet the following criteria:

1. Student must be admitted to MSU as a degree seeking student.
2. Student cannot have any negative service indicators preventing enrollment.

3. Student must be enrolled in at least one course with MSU for the term.

4. The course requested is not offered at MSU.

5. Student cannot exceed 18 semester hours for the term without appropriate approval.

6. Student may take no more than two courses or 6 credits per semester from a provider institution.

7. Student must meet all prerequisites as set by the provider campus.

By requesting a collaborative registration, students must understand the following:

1. Student is responsible for verifying that collaborative courses will fulfill the intended academic requirement.

2. Credits taken as a collaborative student are transfer credits and do not count towards the required credits from MSU.

3. Student must pay tuition to MSU before the due date or be cancelled from all courses including collaborative courses.

4. Student will follow all drop and withdrawal procedures set by MSU.

5. Student will request any changes of their collaborative schedule through MSU.

6. Student’s collaborative request must be approved before 4:30 p.m. on Friday of the first week of class.

7. If a student needs to charge books at the provider campus, this must be completed before 4:30 p.m. on Friday of the first week of class.

MSU will complete the following on behalf of the collaborative student:

1. Credits taken at provider campuses will be combined with credits at MSU for financial aid purposes.

2. Tuition owed to provider campuses will be added to the student’s account at MSU.

3. Bookstore charges, if completed before 4:30 p.m. on Friday of the first week of class, will be added to the student’s account at MSU.

4. A transcript will automatically be requested at the end of the semester on behalf of the student and credits will be transferred to MSU.

**CLEP Testing**

The Center for Extended Learning (CEL) is responsible for the registration and administration of the College-Level Examination Program (CLEP) offered at MSU. CLEP exams are available for all students who feel they have already learned part of what is taught in college courses through non-credit adult course, job training, independent reading and study, and advanced high school courses. The CEL website ([www.minotstateu.edu/cel](http://www.minotstateu.edu/cel)) includes questions and answers regarding CLEP testing, MSU policies on CLEP exams, and CLEP registration information. A few of the MSU policies that are important for advisors to be aware of include:

- MSU will not replace previously taken coursework on a student’s transcript, but credit will be applied when the min. required score is obtained on a CLEP exam.

- Official score reports must be sent to the Registrar’s Office before any credits are posted to the student’s permanent academic record.

- Students must be currently enrolled at the time they take the test for credit to be granted.

- Credits earned through CLEP exams do not carry a letter grade or honor point values, nor are they considered credits earned in residence. Such credits posted to the MSU transcript may not transfer to other institutions.

- S/U grading is granted for CLEP. Students are responsible to ensure the fulfillment of a program requirement through the department/division chair.

  - As long as students complete 60 credits from a four-year institution and 30 credits from MSU, there is no limit on how many S/U credits from an outside source, such as CLEP, can count toward a baccalaureate degree.
### Available CLEP Exams at MSU

<table>
<thead>
<tr>
<th>CLEP Examination Title</th>
<th>Score</th>
<th>Equivalent MSU Course Number and Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPOSITION and LITERATURE</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>College Composition</td>
<td>50</td>
<td>ENGL 110 College Composition I</td>
<td>3</td>
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<tr>
<td>British Literature</td>
<td>50</td>
<td>ENGL 251 and 252 British Literature I and II</td>
<td>6</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>ENGL 261 and 262 American Literature I and II</td>
<td>6</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGES</strong></td>
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</tr>
<tr>
<td>French Language Level I</td>
<td>50</td>
<td>FREN 101 Beginning French I</td>
<td>4</td>
</tr>
<tr>
<td>French Language Level II</td>
<td>59</td>
<td>FREN 101 and 102 Beginning French I and II</td>
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<td>German Language Level I</td>
<td>50</td>
<td>GERM 101 Beginning German I</td>
<td>4</td>
</tr>
<tr>
<td>German Language Level II</td>
<td>60</td>
<td>GERM 101 and 102 Beginning German I and II</td>
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<tr>
<td>Spanish Language Level I</td>
<td>50</td>
<td>SPAN 101 Beginning Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>Spanish Language Level II</td>
<td>63</td>
<td>SPAN 101 and 102 Beginning Spanish I and II</td>
<td>8</td>
</tr>
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<td><strong>SOCIAL SCIENCES and HISTORY</strong></td>
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<td></td>
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<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>ECON 201 Principles of Microeconomics</td>
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<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>ECON 202 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>HIST 101 Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to Present</td>
<td>50</td>
<td>HIST 102 Western Civilization II</td>
<td>3</td>
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<tr>
<td>History of the United States I: Early Colonization to 1877</td>
<td>50</td>
<td>HIST 103 U.S. History to 1877</td>
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<tr>
<td>History of the United States II: 1865 to Present</td>
<td>50</td>
<td>HIST 104 U.S. History from 1877</td>
<td>3</td>
</tr>
<tr>
<td>American Government</td>
<td>50</td>
<td>POLS 115 American Government</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>PSY 252 Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>SOC 101 Introduction to Sociology</td>
<td>3</td>
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<tr>
<td><strong>SCIENCE AND MATHEMATICS</strong></td>
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<td></td>
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<tr>
<td>Biology</td>
<td>50</td>
<td>BIOL 150 General Biology I</td>
<td>4</td>
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<tr>
<td>Chemistry</td>
<td>50</td>
<td>CHEM 121 General Chemistry</td>
<td>4</td>
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<tr>
<td>College Algebra</td>
<td>50</td>
<td>MATH 103 College Algebra</td>
<td>4</td>
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<tr>
<td>Precalculus</td>
<td>50</td>
<td>MATH 107 Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>MATH 146 Applied Calculus</td>
<td>4</td>
</tr>
<tr>
<td><strong>BUSINESS</strong></td>
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<td></td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>CSCI 101 Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>BADM 301 Fundamentals of Management</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>ACCT 200 and 201 Elements of Accounting I and II</td>
<td>6</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>ACCT 300 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>BADM 321 Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>
Degree/Graduation Requirements

Degrees Offered

Bachelor of Applied Science (BAS) Degree
Students must complete an Associate of Applied Science (AAS) Degree prior to being accepted into the BAS programs. Students are required to take a minimum of 30 credits from MSU, and 42 (60 if out of state) from a four-year institution totaling the required 128 semester hour minimum. A minimum GPA of 2.00 is required to graduate. See program guidelines for specific requirements.

Bachelor of Arts (BA) Degree
Students earning a BA degree must pursue coursework outside the major and complete either:

1. One Major and three areas of Concentration
2. One Major, one Minor, and one area of Concentration

Majors, minors, and concentrations must be in different content areas. Students earning a BA who are interested in double-majoring will need to complete one concentration. Students who are interested in two minors will not need a concentration.

Bachelor of Fine Arts (BFA) Degree
In addition to General Education Requirements, students must complete a specific area of specialization within the art curriculum. Secondary admission requirements exist for this degree. Refer to the art program section of the catalog for secondary admission guidelines.

Bachelor of General Studies (BGS) Degree
This degree does not recognize the specializations of majors, minors, or concentrations. Students considering this degree must contact the Registrar’s Office to declare BGS status. In addition to General Education requirements, students must complete a minimum of 40 semester hours of 300-400 level coursework as part of the total required 128 semester hours. A minimum GPA of 2.00 is required to graduate.

Bachelor of Science (BS) Degree
In addition to General Education Requirements, students must complete a specific program of study.

Bachelor of Science in Education (BSE) Degree
Teacher Education students must maintain cumulative GPAs of at least 2.50 in all courses in the education core, the teaching major(s) or minor(s), and overall. The student must receive at least a “C” in every course in the Teacher Education core and courses that require admission to Teacher Education. For information on admission and retention policies in Teacher Education, refer to the College of Education and Health Sciences section of the Undergraduate Catalog – Advisor’s Copy.

Bachelor of Science in Nursing (BSN) Degree
Students who wish to earn this degree must be formally admitted into the Department of Nursing and must make “satisfactory progress” as specified in the Department of Nursing section of the catalog. Once admitted, BSN candidates must maintain a minimum cumulative GPA of 2.00 and a “C” grade in all required support and nursing major courses.

Bachelor of Social Work (BSW) Degree
Students who wish to earn this degree must be formally admitted into the Social Work Program after the completion of three introductory courses. They must be formally admitted to the Field Experience during the senior year. Students must also complete specified General Education Requirements and specified support courses in addition to the core social work course work. (Refer to the curricular plan outlined by the Social Work Program.)

Credits Required for a Degree
A minimum of 128 (120 beginning with the 2014 catalog) semester credits is required for a baccalaureate degree at Minot State University. At least 60 of these credits must have been earned at a four-year college or university, with at least 30 credits completed at MSU. The student must have completed the Minot State University General Education Requirements and all required courses for the selected major(s), minor(s), and area(s) of concentration and competency, as well as any other professional requirements as may be prescribed in each curricular plan. No more than 15 credits earned with the student-elected satisfactory/unsatisfactory option may be applied toward the degree. No more than 16 credits earned through correspondence courses may be applied toward the degree.
Academic Information

General Education Requirements (GER)
To graduate from Minot State University, all students must complete 38 credits of General Education Requirements (GER). Courses taken to complete GER may also be used to complete the requirements of majors, minors, or concentrations. These courses must be taken for a letter grade. An updated listing of GER courses can be found at http://www.minotstateu.edu/ge/.

Completing the Requirements
There are several ways in which students may complete the General Education Requirements (GER):

- Successfully complete the 38-credits toward GER.
- Successfully pass AP/CLEP or department exams (inquire at the department) for some of the courses.
- Successfully complete approved, letter-graded, correspondence, or on-line courses offered through the Center for Extended Learning (a maximum of 16 correspondence credits may be applied toward the degree).
- Successfully complete the GER of another institution under the terms of the North Dakota University System General Education Transfer Agreement (GERTA).

Diversity Requirements
Each student at Minot State University will be required to complete six (6) credits of designated diversity courses. Three (3) of these credits fulfill the General Education Requirement, while three (3) fulfill the graduation requirement. Only courses that have been officially designated by the Curricular Diversity and Campus Climate Committee (CDCCC) will satisfy these requirements. Diversity courses will be marked on official transcripts. An updated listing of diversity requirements can be found at http://www.minotstateu.edu/academic/cdccc_student_info.shtml.

Developmental Courses
The State Board of Higher Education has implemented a new policy under Academic Affairs regarding Admission Policies – Student Placement into College Courses (policy 401.1.2). Two sections of this policy impact mathematics and English requirements for students and are effective for all new and returning students Fall 2012. Current students do not need to meet these requirements and should follow previous placement guidelines.

English Requirements
Placement into English courses is based on ACT English or SAT Writing subtest scores. Students with an ACT English subscore of 13 or less are required to enroll in Academic Skills (ASC) 87, College Writing Prep, which is a 3-credit course offered through Dakota College at Bottineau (DCB) before enrolling in ENGL 110. Students with an ACT English subscore of 14-17 can enroll in ENGL 110, College Composition I, through MSU; however, they must co-enroll in ASC 88, Composition Lab, which is a 1-credit course offered through DCB. Students with an ACT English subscore of 18+ or SAT Writing subscore of 430+ are eligible to enroll in ENGL 110 through MSU. The following chart shows the required courses for each of the ACT English and SAT Writing subtest scores.

<table>
<thead>
<tr>
<th>ACT English</th>
<th>SAT Writing</th>
<th>Required Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 or less</td>
<td>Less than 430</td>
<td>ASC 87 (taken through DCB)</td>
</tr>
<tr>
<td>14-17</td>
<td>NA</td>
<td>ASC 88 and ENGL 110 (ASC taken through DCB)</td>
</tr>
<tr>
<td>18+</td>
<td>430 or higher</td>
<td>ENGL 110</td>
</tr>
</tbody>
</table>

Mathematics Requirements
Placement into mathematics courses is based on ACT or SAT Math subtest scores. Students with an ACT Math subscore of 17 or less or SAT Math subscore of less than 400 are required to enroll in ASC 92, Beginning Algebra, which is a 3-credit course offered through Dakota College at Bottineau (DCB). Students with an ACT Math subscore of 18-21 or SAT Math subscore of 400-510 are required to enroll in MATH 102, Intermediate Algebra, which is a 4 credit course offered through MSU. Please refer to the attached Math Placement Guidelines Chart on page 69 for additional placement requirements for all other Mathematics courses. The chart on the following page shows the required developmental courses for each of the ACT and SAT Math subtest scores.
What advisors should know about developmental courses – ASC 87, 88, 92 and MATH 102

- ASC courses are offered on the Minot State University campus through Dakota College at Bottineau
  - Students must complete necessary paperwork/requirements to enroll through DCB as a collaborative student (http://www.minotstateu.edu/online/collaborative.shtml)
- MATH 102 is offered through Minot State University
- Required as prerequisites for ENGL 110 and MATH 103/104/240/201H
- Grade of “C” or higher is required
- Do not count as credit toward graduation
- Do not impact college GPA
- Qualify for Financial Aid

The COMPASS exam will be used to place students who have not taken the ACT or SAT into the appropriate Mathematics and English courses. The COMPASS exam will also be used for students who have taken the ACT or SAT and wish to improve their placement scores to enroll in a higher level than their test scores permit. Students should contact the MSU Testing Center at 858-3990 or visit http://www.minotstateu.edu/cel/ to find more information regarding the COMPASS exam.

Early Alert Program

The EARLY ALERT program is a university-wide collaborative effort designed to support student learning by identifying and warning students who may be in danger of failing one or more classes as well as exhibiting behaviors that affect academic performance. Early intervention with students may be necessary because of a number of concerns, such as poor class attendance, failure to complete homework assignments, inappropriate classroom behavior, low test grades, etc. MSU requests that all faculty identify students experiencing difficulties in individual classes by completing the Early Alert Form (http://www.minotstateu.edu/faculty.shtml) and submitting it to the Student Success Center (SSC). The SSC office will contact the student’s academic advisor to inform them of the early alert. The advisor should then contact the student to discuss the situation and assess action to eliminate/resolve the issue/problem. Strategies could be in the form of tutoring, student success workshops, or an appropriate campus/community referral.

The goals for the EARLY ALERT program are to:
- Reach struggling students as early in the term as possible
- Connect struggling students to college resources to resolve their academic issues
- Help students to maintain or improve their GPA
- Improve student retention rates

Each person involved in the EARLY ALERT process plays an intricate role. The EARLY ALERT process works as follows:

A. Faculty identify the student
  - Identify students who are experiencing academic difficulties.
  - Identify students who are exhibiting behavioral/social difficulties.
  - Submit the Early Alert Form – available at http://www.minotstateu.edu/faculty.shtml

B. Role of the Student Success Center
  - Notify the advisor with student name and information submitted through the Early Alert Form.
  - When appropriate notify student services area with student name and information submitted through the Early Alert Form.
  - Contact referred student if instructor and advisor are one and the same.

C. Role of the Advisor
  - Follow up on assigned advisees identified through the Early Alert Program.
  - This is the opportunity for advisors to communicate with students that a change is necessary and to activate outreach of additional resources that can support students’ learning and goals.

### ACT Math | SAT Math | Required Course(s)
--- | --- | ---
17 or less | Less than 400 | ASC 92 (taken through DCB)
18-21 | 400-510 | MATH 102
22+ | 520 or higher | Refer to Math Placement Guidelines Chart
D. Follow-up
- SSC will notify faculty members when the advisor and/or student have been contacted. If the SSC is aware of the outcomes and referrals, share the action that has been taken regarding the Early Alert intervention so that faculty are aware of the situation and can assist further in the classroom environment.

**Financial Aid**

**Annual and Aggregate Federal Direct Loan Limits**

The following chart provides the maximum annual and aggregate (total) loan limits for subsidized and unsubsidized Federal Direct Loans. Note that it is possible for students who frequently transfer, drop classes, withdraw, change majors, or add additional majors to run out of Federal Direct Loan eligibility before they complete their program. Students can and should keep track of their Federal Direct Loan balances at [www.nslds.ed.gov](http://www.nslds.ed.gov) to help them avoid excessive borrowing.

<table>
<thead>
<tr>
<th>Year</th>
<th>Dependent Undergraduate Student (except students whose parents are unable to obtain PLUS Loans)</th>
<th>Independent Undergraduate Student (and dependent students whose parents are unable to obtain PLUS Loans)</th>
<th>Graduate and Professional Degree Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$5,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$20,500—Beginning in 2012-13, all graduate loans will be unsubsidized.</td>
</tr>
<tr>
<td>Second Year</td>
<td>$6,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td></td>
</tr>
<tr>
<td>Third and Beyond (each year)</td>
<td>$7,500—No more than $5,500 of this amount may be in subsidized loans.</td>
<td>$12,500—No more than $5,500 of this amount may be in subsidized loans.</td>
<td></td>
</tr>
<tr>
<td>Maximum Total Debt from Direct Loans When You Graduate (aggregate loan limits)</td>
<td>$31,000—No more than $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500—No more than $23,000 of this amount may be in subsidized loans.</td>
<td>$138,500—No more than $65,500 of this amount may be in subsidized loans. The graduate debt limit includes Direct Loans received for undergraduate study.</td>
</tr>
</tbody>
</table>

Note: These annual loan limit amounts are the maximum yearly amounts students can borrow in both subsidized and unsubsidized loans. Students can have one type of loan or a combination of both. Because students can’t borrow more than our cost of attendance minus any other financial aid they receive, they may receive less than the annual maximum amounts. Also, the annual loan limits assume that their program of study is at least a full academic year.
Repeating Courses

Students may receive Title IV Federal Student Aid (Federal Grants, Work Study, and Student Loans) to repeat a class they have previously passed only one time after receiving a passing grade. For purposes of this regulation, a D grade is considered a passing grade regardless of individual school policy that may require a better grade for graduation or admission to a specific program. For example, if a student takes MATH 102 in the fall and receives a D grade, then chooses to repeat the course in the spring and receives another D grade, then registers for MATH 102 a third time, the student will not be eligible to receive Title IV Federal Student Aid for that course for the third or any future attempts.

Satisfactory Academic Progress (SAP)

Federal regulations require schools participating in Title IV student financial aid programs to establish, publish, and apply reasonable standards for measuring whether a student has maintained Satisfactory Academic Progress (SAP) in his or her course of study. SAP regulations apply to all terms including summer, and all students (those with or without federal financial aid). SAP will be evaluated at the end of each term (fall, spring, and summer). Students who fail to meet these minimum standards will be ineligible for federal financial assistance until eligibility has been reestablished.

SAP Standards

1. Grade Point Average (GPA) - Undergraduate students must maintain the following minimum GPA requirements at the end of the terms indicated:
   - If a student earns less than a 0.99 cumulative GPA at the end of their first term of attendance they will be placed on Financial Aid Disqualification**.
   - If a student earns at least a 1.00 cumulative GPA but less than a 1.50 cumulative GPA at the end of their first term of attendance they will be placed on Financial Aid Warning*.
   - If a student earns less than a 1.50 cumulative GPA at the end of their second term of attendance they will be placed on Financial Aid Disqualification**.
   - If a student earns less than a 1.75 cumulative GPA at the end of their third term of attendance they will be placed on Financial Aid Warning*.
   - If a student earns less than a 1.99 cumulative GPA at the end of their fourth and later terms of attendance they will be placed on Financial Aid Disqualification**.

   Graduate students must maintain a minimum cumulative GPA of 3.0 to meet this standard. Failure to meet the minimum standard will result in the student being placed on Financial Aid Disqualification. Remedial courses do not impact the GPA standard for SAP.

2. Attempted/Completed Credits - Students must successfully complete at least 66.667% of the cumulative attempted credits.
   - Attempted credits include any credits students are enrolled in as of each semester’s census date (the last day to drop a full semester course and receive a 100% refund; approximately the tenth calendar day of fall or spring term or fifth calendar day of summer term) and any credits added after the census date. Credits dropped or not completed.
   - Successfully completed credits include those courses in which a student receives a passing grade (A, B, C, D, P, or S). Credit hours that are not considered successfully completed include all courses with a grade of F (Failed), I (Incomplete), W (Withdrawn or dropped), or U (unsuccesful).
   - Remedial courses are counted as both attempted and completed credits.

3. Maximum Time Frame - All students are required to complete their degree within 150% of the published number of credits needed to complete program of study. The maximum number of credits includes all prior credits attempted while attending Minot State University and any credits attempted at other colleges or universities whether or not federal financial aid was received while completing those credits. Students who are approaching the maximum attempted credit hour limit will receive a Financial Aid Information Service Indicator on Campus Connection to warn them that they are close to reaching this limit.
• Undergraduate students must complete their degree program within 192 attempted credits (128 credits are required for most undergraduate degrees X 150% = 192).

• Graduate students must complete their degree program within 45 attempted credits for most graduate programs. (30 credits required for most programs X 150% = 45).

Treatment of Non-Standard Credits
The table below identifies treatment of various types of credits and their impact on the SAP evaluation.

<table>
<thead>
<tr>
<th>Type of Credit</th>
<th>Included in GPA Calc</th>
<th>Included in 66.667% Calc</th>
<th>Included in Max. Time Frame Calc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Remedial</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Repeated</td>
<td>Yes, most recent grade</td>
<td>Yes, each attempt</td>
<td>Yes, each attempt</td>
</tr>
<tr>
<td>Transfer</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Withdrawn/Dropped</td>
<td>No</td>
<td>Yes, if enrolled at census</td>
<td>Yes, if enrolled at census</td>
</tr>
</tbody>
</table>

Exception for Unofficial Withdrawal
Students who receive all failing (F's) an/or incomplete grades in any given semester are considered to have unofficially withdrawn from that semester and are immediately placed on Financial Aid Disqualification**. In addition, federal regulations require that federal aid eligibility be recalculated for students who unofficially withdraw which may result in the student owing a balance to MSU. See the MSU Refund and Return of Title IV Funds Policy for more information.

Review and Notification Process
At the end of each semester, SAP will be evaluated for all students. Students will be notified of their SAP Information, Warning, or Disqualification status via email or postal mail and a service indicator will be posted on their CampusConnection.

Definitions
1. Financial Aid Information means:
   • The student has reached 138% (176 credits) of the maximum attempted credit limit of 150% (192 credits).
   • The student is eligible to receive federal financial aid until they have attempted 150% of the maximum credit limit.
   • If the student will not graduate before they reach the 150% attempted credit limit the student should contact the Financial Aid Office.

2. *Financial Aid Warning means:
   • The student has failed to earn the minimum GPA at the end of each term.
   • While on Financial Aid Warning the student is eligible to receive federal financial aid.
   • A Financial Aid Warning hold will be added to the student’s CampusConnection portal. The hold is for information purposes only and will not affect the ability to drop or add classes.

3. **Financial Aid Disqualification means:
   • The student has failed to maintain the minimum SAP standards.
   • The student is no longer eligible to receive federal financial aid.
   • Financial Aid Disqualification does not prevent a student from reenrolling in classes. Students on Financial Aid Disqualification may seek other funding methods or sources including use of the MSU Tuition Payment Plan available from the MSU Business Office or an alternative education loan that does not require that the student be meeting the SAP standards.
   • Financial Aid Disqualification will stay in place until the student either completes additional coursework to bring their academic record into compliance with the standards required or until an appeal of their disqualification has been approved.
4. Unofficially Withdrawing means:
   • The student has received all failing grades in a term.
   • The student is placed on Financial Aid Disqualification and is no longer eligible to receive federal financial aid.

Types of aid affected by Financial Aid Disqualification

Reinstatement of Eligibility
Students who have become ineligible for financial aid can reestablish eligibility by:

1. Successfully completing coursework without federal financial aid to bring their cumulative GPA and rate of completion to the minimum required standard of 2.0 GPA and 66.667% successful completion.

2. Filing an appeal of the Financial Aid Disqualification.
   • The appeal form can be found online at www.minotstateu.edu/finaid/pdf/SATPROAppealFormwithMSUlogo_003.pdf.
   • The appeal must include completed appeal form, letter of explanation, plan of study, and appropriate documentation of extenuating circumstances.
   • Appeals are reviewed by the Financial Aid Office and the results are communicated to the student through their campus email within one week of receipt of all required documentation.
   • Students whose appeals are approved are placed on Financial Aid Probation. While on Financial Aid Probation, students will be eligible to receive federal financial aid. In order to maintain eligibility for future semesters, the student must adhere to their plan of study, complete all attempted credits, and maintain a minimum 2.0 GPA.

   • Students who appeal their disqualification status due to maximum attempted credits because a change in their course of study or due to transfer credits are placed on a plan of study. While on plan of study status, students are eligible to receive federal financial aid. In order to maintain eligibility for a future semester, the student must successfully complete all attempted credits, maintain a minimum 2.0 GPA and adhere to their plan of study.

   • Students are notified by email of the outcome of all financial aid disqualification appeals.

Summer Classes
Summer is considered the end of the preceding academic year for Federal Pell Grant and Federal Student Loan limit purposes. Students planning to apply for financial aid for summer term should complete an MSU Summer Financial Aid Application, which is available at www.minotstateu.edu/finaid beginning in late March each year. Students will be notified by email when their summer financial aid application is processed. For additional information, please contact the MSU Financial Aid Office at 858-3375.

Foreign Language Placement Guidelines
Minot State University offers foreign language courses in Arabic, French, German, Latin and Spanish, as well as a Writing Systems course. Many students expressing interest in a foreign language have had foreign language courses previously; however, previous language experience is not required to enroll in the first semester of a language (ie. Span 101). Generally, four years of high school language is the equivalent of one year of university language; two years is equivalent to one semester. MSU offers CLEP testing, which provides variable university credit for a student with language proficiency depending on how well they score. Alternatively, a student may interview with the faculty in the Foreign Language program for advising and determining specific course placement. An Add Slip with the necessary signatures is required to bypass an entry-level language course. Students with previous language experience are encouraged to take the corresponding CLEP test.
**Independent Study**
Catalog courses throughout disciplines may be available through independent study. A student must make advance arrangements with the faculty member for an independent study course(s). There are additional fees for independent study course(s); contact the Center for Extended Learning (Administration Building, 3rd floor) for specific information.

*No student may apply for more than a total of four independent study credits to any degree.*

**Mathematics Placement Guidelines**
Interpretation of ACT Math Score, SAT Score, COMPASS Placement Test Score, and Prerequisite Course*

<table>
<thead>
<tr>
<th>ACT Math Score</th>
<th>SAT Math Score</th>
<th>COMPASS Placement Test Score and Domain*</th>
<th>Prerequisite Course</th>
<th>Math Course to Take at MSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-17</td>
<td>Less than 400</td>
<td>0-45 Pre-Algebra</td>
<td>None</td>
<td>ASC 092 through Dakota College at Bottineau via IVN (contact CEL for collaborative enrollment)</td>
</tr>
<tr>
<td>18-21</td>
<td>400 or higher</td>
<td>46 or higher Pre-Algebra</td>
<td>ASC 092</td>
<td>MATH 102 Intermediate Algebra</td>
</tr>
<tr>
<td>22 or higher</td>
<td>520 or higher</td>
<td>54 or higher Algebra</td>
<td>MATH 102 with C or better</td>
<td>MATH 103 College Algebra MATH 104 Finite Math MATH 240 Applied Statistics MATH 201H Environmental Math (Honors)**</td>
</tr>
<tr>
<td>25 or higher</td>
<td>580 or higher</td>
<td>46 or higher College Algebra</td>
<td>MATH 103 with C or better</td>
<td>MATH 107 Precalculus MATH 146 Applied Calculus</td>
</tr>
<tr>
<td>29 or higher</td>
<td>660 or higher</td>
<td>46 or higher Trigonometry</td>
<td>MATH 107 with C or better OR MATH 105 with C or better</td>
<td>MATH 165 Calculus 1</td>
</tr>
</tbody>
</table>

*COMPASS Placement Test: Students should contact the Center for Extended Learning to set up a time to take the COMPASS Placement test 858-3990.

**COMPASS Placement Examples:**
1. A student with a College Algebra score 46 or higher and a Trigonometry score of lower than 45 should enroll in MATH 146 or MATH 107.
2. A student with a Pre-Algebra score 46 or higher and an Algebra score lower than 65 should enroll in MATH 102.
3. A student with an Algebra score 54 or higher and a College Algebra score lower than 45 should enroll in MATH 103, MATH 104, MATH 240, or MATH 201H.

**Honors courses have additional enrollment requirements. See the Honors Program section on page 40 for more information.
Math Course Descriptions

ASC 092 Beginning Algebra 3 cr.
This course will be required for students with deficient mathematical skills as determined by the institution's math placement policy. It is a beginning mathematics course covering fundamental operations, factoring, fractions, exponents, radicals and equations. It does not satisfy any graduation requirement.

- MSU students can enroll in ASC 092 through Dakota College at Bottineau as a collaborative student. Contact MSU’s CEL office for details on collaborative enrollment at 858-3822.
- Graduation credit is not given for this course, but the course does count toward financial aid.
- ASC 092 is not included in a student’s MSU GPA calculation.
- MSU student-athletes who need to take ASC 092 must take it during their freshman year.

MATH 102 Intermediate Algebra 4 cr.
Topics of study include properties of the real number system, factoring, linear and quadratic equations, polynomial and rational expressions, inequalities, systems of equations, exponents, radicals, function notation, rational equations, and absolute value. Graduation credit is not given for this course. Prerequisite: ASC 092 with satisfactory grade, or qualifying math placement test score, or ACT math subtest score of 18-21, or SAT math subtest score of 400-510.

- Graduation credit is not given for this course, but the course does count toward financial aid.
- MATH 102 is not included in a student’s MSU GPA calculation.
- MSU student-athletes who need to take MATH 102 must take it during their freshman year.

MATH 103 College Algebra 4 cr. (GE 5)
This course explores fundamental college algebra topics, either as preparation for further study in mathematics or to meet the general education requirement. Topics of study include the following: relations, functions, and graphing; equations and inequalities; complex numbers; radical, polynomial, rational, exponential, and logarithmic functions; systems of equations; matrices; sequences and series; and the binomial theorem. Prerequisite: MATH 102 with C or better, or qualifying math placement test score, or ACT math subtest score of 22 or higher, or SAT math subtest score of 520 or higher.

MATH 104 Finite Mathematics 4 cr. (GE5)
This course is for students whose major does not require MATH 103 College Algebra, MATH 107 Precalculus, or courses in calculus. This course emphasizes the understanding and application of mathematics as they are used in everyday life. Topics of study include systems of linear equations and inequalities, matrices, linear programming, logic, mathematics of finance, elementary probability, and descriptive statistics. This course does not serve as the prerequisite for any other math course. Prerequisite: MATH 102 with C or better, or qualifying math placement test score, or ACT math subtest score of 22 or higher, or SAT math subtest score of 520 or higher.

MATH 107 Precalculus 4 cr. (GE5)
This course includes the study of equations and inequalities, polynomial, rational, exponential and logarithmic functions, conic sections, standard forms, polar-coordinates and introduction to parametric equations, graphing, trigonometric and inverse trigonometric functions, trigonometric identities and equations, and applications. Prerequisite(s): MATH 103 with C or better, or qualifying math placement test score, or ACT math subtest score of 25 or higher, or SAT math subtest score of 580 or higher.

MATH 146 Applied Calculus 3 cr. (GE5)
An introduction to differential and integral calculus with applications from areas such as social science and business. Topics include limits, derivatives, integrals, exponential and logarithmic functions, and applications. Prerequisite(s): MATH 103 with C or better, or qualifying math placement test score, or ACT math subtest score of 25 or higher, or SAT math subtest score of 580 or higher (not a regular offering at MSU).

MATH 165 Calculus I 4 cr. (GE5)
Topics include limits, continuity, differentiation, Mean Value Theorem, integration (indefinite and definite integrals), Fundamental Theorem of Calculus, and applications. Prerequisite(s): MATH 107 with C or better,
or qualifying math placement test score, or ACT math subtest score of 29 or higher, or SAT math subtest score of 660 or higher.

**MATH 201H Environmental Mathematics 3 cr. (GE5)**
Exploration of environmental issues using mathematical models together with real world data. Topics may include the following: ecology, health sciences, economics, genetics, and other environmental issues. Possible field experience. Prerequisite(s): MATH 102 with C or better, or qualifying math placement test score, or ACT math subtest score of 22 or higher, or SAT math subtest score of 520 or higher. Honors Program admission or 3.30 cumulative GPA and permission of the instructor is required.

**MATH 240 Applied Statistics 4 cr. (GE 5)**
An examination of introductory statistics concepts, including sampling, descriptive statistics, probability, correlation, regression, binomial and normal distributions, confidence intervals and hypothesis testing of one and two populations, ANOVA, and Chi-square tests. Technology will be used to enhance learning and mirror statistical applications and practices in the larger world. Prerequisite(s): MATH 102 with C or better, or qualifying math placement test score, or ACT math subtest score of 22 or higher, or SAT subtest score of 520 or higher.

**Midterm Deficiencies**
All MSU faculty are required to submit midterm grades for students earning deficient grades (D’s, F’s, and U’s). Midterm deficiencies are not a part of the student’s official record and will not appear on the transcript. Students earning midterm deficiencies will receive a letter from the Registrar’s Office and are encouraged to visit with their academic advisor and instructor(s). Academic advisors will be notified of their advisees receiving deficiencies; however, advisors can also view their advisee’s midterm grades in CampusConnection under their Advisor Center.

Advisors are encouraged to contact their advisees who have received a deficient grade(s). Some of the items to discuss with advisees include, but are not limited to:

- Encourage student to visit with instructor of course(s)
- Refer student to campus resources
  - Tutoring, counseling, POWER, etc.

- Where to Refer your Advisees for Various Issues Handout (Appendix B)
- See page 74 for more information regarding implications of dropping the course(s)

**Music Ensembles**
The various music ensembles are available to all campus students and are comprised of Music majors, Music minors and participants from across the entire campus. Each group is led by one of our outstanding faculty musicians and offers a regular schedule of public performances. Instrument rental is available. The following ensembles, with a list of instructors, are available for all students:

- Musc 105 – Women’s Chorus – Cherie Collins
- Musc 115 – Opera Production – Dr. DeVerda Bowles
- Musc 120 – Concert Choir – Dr. Ken Bowles
- Musc 127 – MSU Singers – Rebecca Petrlik
- Musc 130 – Brass Ensemble – Mark Boren
- Musc 135 – Woodwind Ensemble – Dr. Adam Estes
- Musc 140 – String Ensemble – Dr. Erik Anderson
- Musc 145 – Percussion Ensemble – Avis Veikley
- Musc 150 – Symphony Orchestra – Dr. Scott Seaton
- Musc 160 – Concert/Marching Band – Devin Otto
- Musc 163 – Beaver Athletic Band – Mark Boren
- Musc 165 – Jazz Ensemble – Dr. Adam Estes

**Policy on Incomplete Grades**
Students who have been in attendance, have done satisfactory work (C or better) during the term, and whose work is incomplete for reasons found to be satisfactory to the instructor may request an incomplete grade. A Course Completion Agreement, found in the Registrar’s Office, detailing the work to be completed and expected completion date must be signed and dated by both the student and instructor. The original copy of the agreement must be submitted to the Registrar’s Office by the grade submission deadline. A copy of the agreement should be retained by the instructor and student. If a grade change is not received by the Registrar’s Office prior to the first Monday following the assignment completion date, the grade will be automatically changed to the official grade as assigned on the agreement. Extensions will not be granted.
Academic Information

The grade of Incomplete (I) is an administrative grade that may only be entered by the Registrar's Office with the exception of courses designated as practicum, internship, independent study, student teaching, field experience, or study abroad. The instructor will submit the grade earned at the time of grade posting if they choose not to sign a Course Completion Agreement or the student does not request an incomplete grade.

The instructor may complete the contract on behalf of the student for circumstances beyond the student’s or faculty control. A summary must be attached to include the instructor’s communication attempts or actual communication with the student.

Policy on Repeating Courses

Students may repeat courses taken at Minot State University, but should be aware of the following guidelines.

- MSU courses must be repeated through MSU for an improved grade. Repeating a course at another institution will average both grades in GPA calculations.
- When repeating a course through MSU, the most recent grade will be included in the GPA calculation.
- Students cannot repeat courses for an improved GPA after a degree has been posted.
- The student who wants to repeat a course no longer offered in the college curriculum most obtain permission to substitute a currently offered course from the chairperson of the department/division for the original course.
- Students may receive Title IV Federal Student Aid (Federal Grants, Work Study, and Student Loans) to repeat a class they have previously passed only one time after receiving a passing grade. For purposes of this regulation, a D grade is considered a passing grade regardless of individual school policy that may require a better grade for graduation or admission to a specific program. For example, if a student takes MATH 102 in the fall and receives a D grade, then chooses to repeat the course in the spring and receives another D grade, then registers for MATH 102 a third time, the student will not be eligible to receive Title IV Federal Student Aid for that course for the third or any future attempts.
- Each department/division may have its own repeat policy for students pursuing a degree within their department/division.

Registration

Before students are eligible to register for classes they are required to visit with their assigned academic advisor to discuss course selection. In addition to discussing courses that are required for majors, minors, and concentrations, advisors are expected to discuss all degree requirements (ie. admission to the program, General Education Requirements, etc.). Advisors are also expected to have knowledge of CampusConnection to assist students with the process of viewing early registration dates/times, viewing holds (and removing advisor holds), searching for classes, adding courses, viewing midterm deficiencies, and dropping courses. When students are logged into their CampusConnection accounts they have access to view the information below by following the indicated steps.

How to View Early Registration Dates/Times

- Click on Student Center
- Enrollment Appointment is listed on the right
- Click “details” to view the specific start time on the indicated date

How to View Holds

- Click on Student Center
- Holds are listed on the right at the top
- Click “details” to view who placed the hold
- Click on the link for the hold to view further instructions

How to Search for Classes

- Click on Class Search
- Select Minot State University
- Select appropriate term
- Select search criteria (ie. course subject/department, class number)
- Click Search (checking the “Show Open Classes Only” box will display all open sections)
- Click View All Sections (in cases where there are more than 3 sections)
- Click on section link to view course requisites, course enrollment, class notes, course description, waitlist availability, number of students on waitlist, etc.

**How to Add Classes**

- Click Student Center
- Click Enroll
- Click Search under Find Classes
- Enter Course Subject/Department
- Enter Course Number (optional)
- Click Search (checking the “Show Open Classes Only” box will display all open sections)
- Click View All Sections (in cases where there are more than 3 sections)
- Click on section link to view course requisites, course enrollment, class notes, course description, waitlist availability, number of students on waitlist, etc.
- Click Select Class next to the appropriate section
- If class is full, check the waitlist if class is full box
- If a permission number is needed, enter in permission number box
- Click Next
- Click Proceed to Step 2 of 3
- Confirm classes and click Finish Enrolling
- Verify enrollment

**Using the Waitlist Feature**

Academic advisors should be aware of the waitlist option in CampusConnection and share this option with their advisees. The waitlist option allows students to indicate interest in a course that is presently full. Students can check “Ok to Waitlist” during the enrollment process in CampusConnection. The course will appear on the student’s schedule as “waiting” which indicates the potential for enrollment, not actual enrollment. If a seat becomes available in the class, the first eligible student on the waitlist will be automatically enrolled in the course. Students should be aware of the following waitlist guidelines:

- Students must make sure they have met the necessary pre- or co-requisites and are not enrolled in other courses that would cause a time conflict, as CampusConnection will not allow enrollment into the class with one of these conflicts.
- Students are responsible for monitoring their schedules in CampusConnection to confirm enrollment even though students will receive an email with notification of enrollment.
- Students who no longer want to wait for an opening in a course must drop themselves from the waitlist through CampusConnection.
- The last day to waitlist is the fourth class day of the regular 16 week session in the fall/spring semester.
- Students may be moved from the waitlist to enrolled status through the sixth day of a regular 16 week session in the fall/spring semester.
- Students will be dropped from multiple waitlists if they are on the waitlist for multiple sections of the same course and are successfully enrolled in one of the sections.
- Students will not be moved from waitlist to enrolled if they are currently enrolled in another section of the same course.

**How to View Midterm Deficient/Final Grades**

- Click Student Center
- Click on drop down box and choose grades
- Choose the correct term
- Click on Midterm Grades tab or Official Grades tab

**How to Drop Classes**

- Click Student Center
- Click Enroll
- Click on the Drop tab
- Place a checkmark in the box next to the course to be dropped
- Click Drop Selected Courses
- Click Finish Dropping
- Verify the status of the results
Satisfactory/Unsatisfactory Grading

Grades of Satisfactory (S) and Unsatisfactory (U) are used in some courses at the University. Courses taken as S/U grading do not affect grade point average. A grade of "S" grants credit toward graduation; however, a grade of "U" does not grant credit toward graduation. Students may request to take a course on an S/U basis that is normally letter graded. The request must be made before the last day to drop a course for that particular session. The S/U option is open to all students in good academic standing who have achieved junior-year status with 60 or more credits. Students on Academic Warning or Academic Probation are prohibited from pursuing this option. No more than fifteen semester hours of elective S/U course work can be applied toward a baccalaureate degree. The S/U option may not be used in those courses to be applied to the student’s major, minor, General Education Requirements, or the professional education sequence. However, one S/U course may be applied to each area of concentration.

Advising a Student Contemplating a Drop

While not required, students sometimes seek the opinion of an advisor before dropping a course. Advisors may need to remind students that they do not use the CampusConnection to drop/withdraw from all classes at MSU. If they are dropping or withdrawing from all classes, they must complete and submit the withdrawal form located on the Registrar’s Office website. Also, if a course is dropped after the last day to drop at a 100% refund a “W” will appear on students’ transcripts. Other possible considerations to discuss include:

- Will the student drop below full-time status (12 hours in fall/spring, 6 hours in summer)? Dropping below full-time status can sometimes affect the student’s living arrangements if living in on-campus housing and/or financial aid.

- Will dropping a course impact the continuation of a scholarship, military benefits or athletic eligibility?

- Does the course satisfy a degree requirement? If so, how else can this requirement be met if the course is dropped? Is the minimum grade required for the course obtainable?

- Is the course a prerequisite for another required course? Will future course options be limited by dropping now?

- If needed, will this course be offered in a future semester?

- How will dropping this course impact the student’s ability to succeed in remaining courses?

- Is a pattern of dropping courses being established from semester to semester? If so, how will future employers or graduate school admissions officers view this type of record? How will it impact graduation date plans?

- How much will dropping the course cost? While it shouldn't be a major consideration, it can be expensive to drop a course well into the semester, then be required to take the same course over at a later time and pay full price.
Academic advisors and students may be required to submit various advising forms throughout the academic advising process. A description of some of the forms is found in this section. The following forms can also be accessed under Forms on the Registrar’s Office website, http://www.minotstateu.edu/records/.

Application for Graduation
The Application for Graduation is divided into two sections. The first part is completed by the student and the last part by the academic advisor. Advisors complete and submit the second page of the form where they indicate the student has met all requirements and is eligible to graduate. The specific deadline to submit the form to the Registrar’s Office each semester is found on the MSU Academic Calendar.

Application for Re-Admission
The Application for Re-Admission is used by a student who has previously attended Minot State University and is intending to return after having been out for more than one semester. This form can be submitted online. The Registrar’s Office notifies the appropriate department/division when a student has been re-admitted, so an academic advisor within the student’s major can be assigned.

Course Equivalency Form
The Course Equivalency Form is used for transfer courses from accredited colleges, other than MSU, that are equal to an MSU course by approval of the department/division. This course equivalency will be accepted for all current and future students within four years after the form is submitted. Each course must be signed by the equivalency department/division. To update the student’s record for prerequisites and graduation requirements the form must be returned with original signatures to the Registrar’s Office.

Course Substitution Form
The Course Substitution Form is used when a student petitions to substitute a different course (transferred or not) in lieu of a required course to complete his/her degree. Substitutions are issued by the academic department/division on a case by case basis and are only good for the current student requesting the substitution(s). Course substitution forms are to be submitted to the Registrar’s Office.

Grade Appeals Form
Students have the right to submit the Grade Appeals Form when they have reason to believe the grade issued is not correct. Depending on the situation, students may appeal that the grade be changed to another letter grade, changed to a “W”, or be dropped completely from the transcript. In addition to the form, students must complete a formal written request. Materials should be turned in to the Registrar’s Office and the appeal will be reviewed by the Student Rights Committee. No specific deadline is in place; however, students are encouraged to submit the paperwork to appeal in a timely manner.

Late Course Drop Request
Courses must be dropped via CampusConnection through the last day to drop (last day of the 12th week of the regular 16-week session in the fall/spring semester). Students who fail to drop a course by the official “drop” date may apply for a “late course drop” due to extenuating circumstances. Students are asked to complete the shaded areas on the drop form prior to obtaining signatures from the instructor and department/division chair. This form must be returned to the Registrar’s Office prior to the first day of final exams.
Major/Minor Change Form

Students have the ability to submit the Major/Minor Change Form online at any time they want to add/change their major or minor. Upon submission of the form, the Registrar's Office is notified of the change and updates the student's record in CampusConnection. The Registrar's Office notifies the student via email that the change has been made and also notifies the administrative assistant in both the old and new major. The administrative assistant is asked to assign an academic advisor within the new academic program. Students are responsible for checking CampusConnection for the updated advisor information. Departments/divisions are also encouraged to send correspondence to the student with the new academic advisor's name, contact information, and other pertinent departmental information.

Overload Approval Form

Students who wish to attempt more than 18 credits a term must have at least a 3.00 cumulative GPA at the time of registration and submit the Overload Approval Form. Students may not register for more than 22 credits per term (on-campus, online, undergraduate, and graduate combined). The Overload Approval Form must be signed by his/her advisor, department/division chair and must also contain the department/division stamp. Return the completed form to the Registrar's Office for processing. Students must be registered for all other courses before the overload can be processed.

Petition to Add Form

The Petition to Add Form may be used when students are not able to use CampusConnection to add a course. Some situations when students use this form may include, but are not limited to:

• When students are given permission from the instructor to enroll in a class that is full
• When students are trying to register for two classes that have a time conflict and both instructors agree to enrollment
• When students are trying to add a course with prerequisites and the prerequisites are missing, but instructors have granted permission to enroll

The entire form must be completed prior to obtaining signatures from the instructor, department/division chair and the department/division stamp. This form must be returned to the Registrar's Office prior to the first day of final exams.

Withdrawal Form/Procedures

Students who find it necessary to completely terminate enrollment for the semester at MSU must complete the Withdrawal Form before final exams have begun. This form should be completed only if students want to be withdrawn from ALL of their classes. Students are responsible for confirming with the Registrar's Office that the withdrawal has been processed. Processing of withdrawals may take up to 48 hours.

Students who received loans while attending MSU through the Federal Stafford, Federal Perkins, and/or Nursing Student Loan Program, are required to complete a loan exit counseling through the Financial Aid Office. Students who withdraw from school should also be aware of the return of funds policy and the refund policy. Those who have borrowed equipment (laptop, desktop, PC, video camera, etc.) must return it immediately upon withdrawal to ITC. Students living in on-campus housing, residence halls or apartments, must contact the Housing Office regarding checkout information.

Unofficial Withdrawal

Students who leave school without officially withdrawing are considered to have unofficially withdrawn and the return of federal financial aid funds will be calculated using the midpoint of the term. The result means that MSU must repay 50% of institutional charges (tuition, fees, and contract room and board) to the federal Title IV financial aid programs and the student must repay this amount to MSU. The penalties for unofficially withdrawing are: failed grades (F's) being posted on the student's record, holds on all academic transcripts, inability to enroll in subsequent terms, and the loss of federal financial aid eligibility.
References


