Office of Academic Advising
Advisor Handbook

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(Academic information included in this handbook can also be found in the Undergraduate Catalog)

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Mission of Academic Advising

The Office of Academic Advising provides a collaborative, educational experience that empowers and encourages students to explore their full potential regarding academic, professional, and personal goals in a challenging and supportive environment.

Office Location and Hours

Office of Academic Advising
Academic Advancement Center
Student Success Center, Suite
1220

Monday & Thursday; 8:00 a.m. – 6:00p.m.
Tuesday, Wednesday & Friday; 8:00 a.m. –
4:30 p.m.
Advisors within the residence halls provide varying availability, depending on their individual schedules.

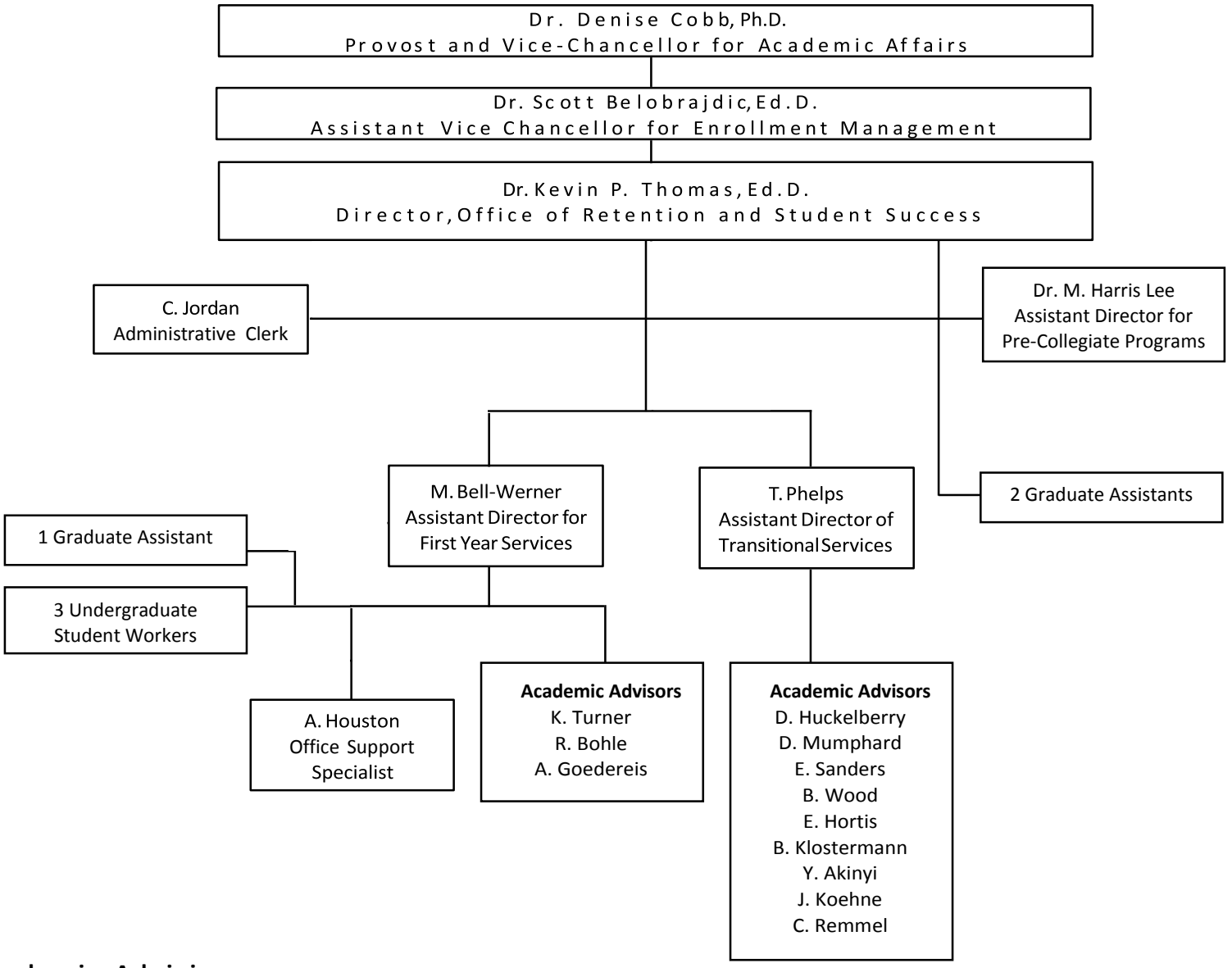
Retention/Division

The Office of Academic Advising is housed within the arena of Enrollment Management at SIUE. Specifically, the department resides under the umbrella of the Office of Retention and Student Success. Along with Learning Support Services, Testing Services, the Writing Center, and the Speech Center, the Office of Academic Advising assists in producing the entity of SIUE's Academic Advancement Center.

"Advice is like medicine – the correct dosage works wonders, but an overdose can be dangerous"

(McKenzie, 1980).

Organizational Chart



Office of Academic Advising
Southern Illinois University Edwardsville
Organizational Chart 10.10.2018

Job Responsibilities

90%	Providing Direct Service to students: Exploring with students their academic, career and personal goals, the meaning and purpose of general education and reasons for academic success and/or difficulties. Discussing and explaining degree requirements, course content, academic program planning and course selection.
5%	Serving as a liaison with academic departments within the University, which includes frequent communication with department chairs in order to remain up-to-date on course options and degree requirements.
5%	Maintaining accurate computerized student records.

Responsibility 1: Know the Institution.
Know academic programs and requirements; know University regulations, policies, and procedures; know special programs and services available to students.

Responsibility 1: Know the Curriculum.
Have a sound understanding of how programs, majors and minors are structured.

Responsibility 2: Know the Students.
Know each student's abilities, inabilities, scholastic background and needs, personal circumstances and aspirations.

Responsibility 3: Advise the students.
Make clear to students the University's academic requirements; explore with them their reasons for having selected a particular area of study; guide students in the selection of the appropriate courses.

Responsibility 4: Help Students navigate the institution.
Help students navigate the institution. Explain to students the relevant University policies and procedures; refer or direct students to other appropriate University offices and services to address needs and concerns.

Responsibility 5: Point the students towards mature self-sufficiency.
Insist that students become informed about their own academic program requirements; make it clear that they must assume increasing responsibility for their own academic career.

"The Advisor…is to pursue with the student the education that best serves and develops the student"

(Study of Education at Stanford, 1969).

Express/Drop-ins/Appointments/AT

The Office of Academic Advising provides service to students in a number of ways.

Appointments

All SIUE undergraduate students are required to receive advisement prior to registration. Most students minimally attend a 30-minute advising appointment each semester. All newly admitted students classified as Transfer, Freshmen, or Re-Entry are instructed to contact the office to set up their initial advising appointment. New students who are advised in the office receive a one-hour advising appointment which typically includes partial assistance with online registration and/or some orientation information.

Express Advising

Express services include, but are not limited to, answering questions for almost any current, parent of, or prospective student who stops by or calls our office. Typically, there is an Express advisor available all day for 5 to 10 minute questions and discussions.

Drop In Advising

Drop In Advising is similar to the services provided in a scheduled appointment; however, due to the nature of the Drop In appointment, students are only seen on a first-come, first-served basis. Despite the potential wait required of students, Drop In appointments are a highly utilized means of academic advisement. (Drop in availability may be limited).

Administrative Time (AT)

Administrative Time (AT) is traditionally employed by academic advisors in order to prepare for upcoming appointments, to document previously completed advising sessions, or to simply maintain day-to-day advising activities. In certain instances, advisors may use the time to have students follow up about specific concerns, or individuals may use the time for personal reasons. Regardless, AT is very important to an advisor's schedule and provides support to the advising day.

Advising Styles/Theories

According to scholar Richard J. Light (2001), "good advising may be the most underestimated characteristic of a successful college experience" (p. 81). Despite being approximately 400 years in practice, the role of academic advising has undergone little change to its fundamental principle – to aid in providing the student academic guidance. In the last century, the role of academic advisor has evolved and taken on a more developmental, humanistic approach. The concept of academic advising and guidance has become more about engaging students and encouraging self-authorship of their academic journey, rather than controlling the reins for them.

The following approaches are a results of higher education transitions in the 20th century:

Prescriptive Advising: The concept of prescriptive advising places participants, the student and the advisor, in specific power roles; the student portrays the passive receptor of information, and the advisor serves as the "disseminator of information on curricular matters, institutional rules, regulations and processes" (Folsom, Yoder, & Joslin, 2015, p. 232). Keep in mind that depending on the population with whom the advisor is engaging, a prescriptive approach to the advisement process might be most beneficial (i.e. first generation students, military veteran students, international, at-risk, etc.)(Folsom, Yoder, & Joslin, 2015). Simply, prescriptive advising is a method in which the advisor provides answers to questions and courses for registration.
"While no one will argue that a prescriptive model should be employed in isolation or adopted as the sole approach to student advising and learning, it is, nevertheless, an important and necessary element in the teaching and student-centered learning process that defines academic advising" (Drake, Jordan, & Miller, 2013, p. x).

Developmental Advising: Taking into consideration all aspects of student development theory, the concept of developmental advising allows for a richer, theoretical based approach to the academic advising process. By reflecting upon a student's psychosocial and cognitive development, an academic advisor is able to apply varying strategies and techniques to the student's advisement.
Specifically, by determining the student's developmental needs, the advisor is able to provide resources and guidance that might best compliment the student's growth.

THE "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-s-s," "I see," etc.
11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved).
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.
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.

The Building Blocks of Academic Advising (Gordon, 1992)

1. Why Advising? (Objectives-Goals)
Student, Advisor, and Institutional Needs and Expectations

2. What is Advising? (Functions-Tasks)
Academic Information, Career Information, Personal/Social Concerns, Institutional Regulations/Procedures

3. Who Advises? (Personnel)
Faculty Advisors, Professional Advisors, Counselors, and/or Peer/Paraprofessional Advisors?

4. Where is Advising Done? (Location)
Centralized, Decentralized, or Coordinated?

5. When is it Done? (Timing)
Systematically or Casually?

6. How is it Done? (Method)
Individual, Academic Course, Group, Computer, or Self-Advising?

Drake, J.K., Jordan, P., & Miller, M.A. (2013). Academic advising approaches: Strategies that teach students to make the most of college. San Francisco: Jossey-Bass.
Folsom, P., Yoder, F., & Joslin, J.E. (2015). The new advisor handbook: Mastering the art of academic advising. San Francisco: Jossey-Bass.
Frost, S.H. (1991) Academic advising for student success: A System of shared responsibility. ASHE-ERIC Higher Education Report No. 3. Washington, D.C: The George Washington University, School of Education and Human Development.
Gordon, V.N. (1992). Handbook of academic advising. Westport, CT: Greenwood Press.
Light, R.J. (2001). Making the most of college: Students speak their minds. Cambridge, MA: Harvard University Press.

"ALL ALONG THE JOURNEY THROUGH COLLEGE TO GRADUATION - BUT ESPECIALLY AT THE BEGINNING - STUDENTS NEED GUIDANCE AND INDIVIDUALIZED INSTRUCTION IN DEVELOPING A WIDE RANGE OF KNOWLEDGE AND RELEVANT SKILLS"

(Forrest, 1982, p. 41)

Caseload

The purpose of caseloads is to allow advisor and students a better opportunity to build a rapport and help maintain a consistency until they are declared. Each advisor manages his or her own caseload of students. The Office Support Specilaist assigns students to the various advisors with consideration of many variables, such as: is the student staying in a residence hall on campus, has the student been previously advised by an advisor in the office, do students fall in certain populations (i.e. international, honors, integrative studies, etc.), and the amount of students on the each advisor's caseload. If the students live
in the residence hall where there is a Residence Hall Academic Advisor, they typically are given to that advisor, and the same process is done with advisors who may work with special populations. With all variables consider, there is a focus on making sure the caseloads are averaging about the same number of student.

Staff Meetings

Staff meetings for the entire Academic Advancement Suite are currently held on the third Wednesday of every month. Each department will present relevant information and updates that may affect other departments within the office. Attendance for all Academic Advisors is mandatory unless otherwise arranged or sick.

Dress Code

Our office practices a business casual dress code. Fridays are spirit days and staff are welcome to wear appropriate jeans and SIUE apparel. There are specific Fridays when jeans are not allowed, such as during Springboard to Success or if attending a meeting outside the office.

Union

The SIUE Professional Staff Association is a collection of different employees on the three SIUE campuses. Academic Advisors are all members of this union automatically. For additional information on union participation and representation, please refer to the current Collective Bargaining Agreement (Appendix A).

Call-in Policy

If unable to report to work, an employee must contact their supervisor and the front desk and leave messages, if not answered. In the message, please clearly articulate the name and expected time out of the office (i.e. until noon, the entire day, etc.). The front desk will make the appropriate changes to the schedule and notify those who need to be aware of the changes. Upon return to the office, the employee must complete the appropriate paperwork. Immediately upon returning, advisors must contact their students via email or phone to reschedule or find the most appropriate means of working together. These students must be advised via email, phone, or in-person as soon as possible to mitigate any negative impact on their time to register for courses.

Vacation/Sick/Tardiness

All time is reported in 15 minute increments. If an employee is late, they must complete an absence request form. Time can be taken as vacation or sick, depending on the reason for tardiness. All paperwork should be submitted to your supervisor as soon as possible. Please see your supervisor regarding options for making up this time.

Absences for illness or injury to employees or family members lasting more than 3 days require FMLA documents and medical certification.

All vacation and planned sick time are approved by your supervisor. There are specific times during the academic year when time requests will not be granted, except for exceptional circumstances (i.e. wedding, birth or adoption of a child, etc.). Requests for time off should be submitted typically 3 days in advance in order to plan for office coverage and adjustments that might be necessary.

Time Off Request/Time Sheet

All employees are responsible for accurately reporting their own time. Employees must submit their time off requests your supervisor. It is their responsibility to keep a copy of their approved forms as well as to have an understanding their available balances of vacation and/or sick time. Employees who run out of time or have an extended leave (i.e. maternity leave, military leave, etc.) must work accordingly with their supervisor Advising to create an agreed upon plan.

Structure of Appointments

Appointments are typically scheduled through Starfish, unless they are new transfer, new freshman or re-entry appointments. During a typical advising appointment, the advisor discusses major and general education requirements. The Advisor reviews any credits transferred in, as well as major declaration requirements. Students will be given a list of courses options and may or may not be scheduled for classes during their appointment. Students are typically given a MAP, which is a list of proposed courses.

Degree Works

Students will also be able to see their course progression through Degreeworks. The software allows students to view whether a course requirement has been met or is in progress. Courses are separated in to categories including the students gen. ed requirements, their major requirements and their minor requirements.

Types of Appointments

Continuing Student

Definition: A student who was enrolled in the previous semester or two.

Continuing student appointments are normally 30 minutes in length, and students schedule their own academic advising appointment through Starfish. During this appointment, the advisor typically discusses the general education and major requirements. Additionally, advisors will use this time to check student's current academic progress. Students are given a list of the proposed courses via a My Academic Plan (MAP) and it is the students' responsibility to register for their courses during their designated registration time.

Transfer

Definition: A student who obtained college credit post high school or a GED.

Transfer Students are given one hour appointments that are scheduled by the front desk staff. During this appointment the advisor discusses: transfer credits, major and general education requirements, declaration requirements, and on campus resources. Students are given a list of the proposed courses via a My Academic Plan (MAP), and typically they register for courses during this meeting if their registration time frame is open.

New Freshman

Definition: A student who has graduated from high school or earned a GED, and the credit hours they bring in, if at all, are through dual credit, CLEP, Advanced Placement, or Proficiency testing while they are still attending high school.

All Freshman are required to attend Springboard to Sucess. However, a smaller number of Freshman are seen in individual appointments. Freshman appointments are one hour in length and are scheduled by the front desk staff. During this appointment the advisor discusses general education and major requirements. Additionally, the advisor reviews any declaration options, proficiency and/or placement test needs, and various campus resources. Students usually register for classes during this meeting.

Re-entry/Returning Student

Definition: Students who have not attended SIUE for three or more terms, including the summer. These students have to apply for readmission. Students who were suspended are readmitted on academic probation status. Re-entry student appointments are one hour. During this appointment students are informed of any general education changes and/or major changes in their program, if applicable. If the student is readmitted under probation status, student may consider retaking failed courses to improve their GPA.

Distance Advising

Distance Advising is a service that is provided to students specifically on a case-by-case basis. When a student (typically an online learner or incoming freshman/transfer/returning) contacts the Office of Academic Advising to schedule an appointment, the front desk staff may acknowledge the student's physical location. Depending on the student's location on the assigned day and time of his/her appointment, the individual may request a "distance advising" session; this will be approved/denied by either the Director or Assistant Director of the office. If approved, the distance advising session may occur either via telephone, online chat programs (i.e. Skype, Facetime, etc.), or via email.

Residence Advisors

Residence Hall Advisor offices are located in the residence halls. Their student caseload is predominately that of the residents in their assigned hall. Residence Hall Advisors, typically have more informal interactions in the hall, and often they have to be more intentional in their efforts to reach students.

Additionally, the advisors may have more programming experience opportunities because of their placement in the hall. Residence Hall Advisors' students also have to schedule their appointments via Starfish.

Springboard to Success

"Springboard to Success" is a mandatory freshman orientation and enrollment program for admitted freshmen (and family members). The program is implemented by the Office of Admissions. Our office partners with the Office of Admissions to coordinate academic advising at Springboard. Springboard is currently only available to Fall Freshmen. Summer Freshmen are encouraged to attend but are not required. There are also some students who are waived from Springboard due to military service, distance from campus, or non-traditional freshmen. Springboard typically occurs between Memorial Day and 4th of July. The two day program (Tuesday and Wednesday or Thursday and Friday) includes an overnight stay in the residence halls for students. In our office, Springboard is typically a vacation freeze time. There are exceptions to the policy, such as maternity or paternity leave, weddings, etc., but those must be approved by the Assistant Director for First Year Services.

When students sign up for Springboard, they complete an online form using their e-id to log on. The information that students complete includes some academic advising information, such as self-reported dual credit, AP tests taken, and intended summer courses. Students also indicate their "interest" or major, which may be different from what students indicated on their application originally.

All of Academic Advising's involvement in Springboard is on the 2nd day (Wednesday and Friday). There are no student advising appointments available on these days. Advisors present general advising information to Springboard students and their guests in the morning and then hand out prepared advising information, such as major checklists, evaluated general education audits, and/or MAP, to students. Advisors meet with students briefly to address questions. After lunch, advisors meet with students only in computer labs across campus and assist with online registration via CougarNet.

"Advice is essential to both individual and group endeavors"

("The Way of Advice", 1991, p. 1).

Academic Calendar

These weeks are typical during the Fall & Spring semesters only. Some office procedures may be different for advisors within the residence halls.

Weeks 1 & 2

All Drop-ins: During the first 2 weeks of the semester, our office is available for all drop-ins. Students are seen on a first come, first serve basis, ideally by their assigned advisor. There are no appointments available on Starfish. This includes transfer students, new freshmen, and re-entry students trying to enroll for the 1st time.

Add & Drop: Students may add courses with instructor permission during the 1st week of the semester. They may add during the 2nd week with instructor and department chair permission (i.e. signatures). Students may drop during the first 2 weeks of the semester and receive a full refund of tuition, and there is no record of enrollment on the transcript. All above mentioned permissions are indicated by signatures on an add/drop form. Beginning Week 1, there is no online registration via CougarNet.

PFS Outreach: Typically, during the first two weeks of the semester there is a presentation for all students on academic probation and PFS (Partners for Success) students are encouraged to follow up with their advisors to verify their schedules and discuss how they will work together in the semester.

Declarations: Declarations must be processed during the first 2 weeks of the semester to be effective for that given semester (i.e. January 2, 2019 for Spring '19). Declarations processed after this point will be effective for the next semester.

Week 2

Week 2 is typically one of the slowest weeks in Academic Advising because most of course changes are done and advising for the next semester has not begun.
Caseload Management: The 2nd week of the semester is a good time of the year to practice some caseload management. Some potential areas of caseload management would be reaching out to students who are declarable or placing "To-Dos" on student records in Starfish to come in for advisement.
Projects/Meetings: It is recommended that advisors utilize degreeworks to assure that their caseload is taking the appropriate courses, are up to date on their placement tests and have all their transcripts in order.

Week 3

10th Day Census: Because students can drop courses without record up until the 10th day of the semester, a true census of enrollment is taken after Week 2. Academic Advising has no specific involvement but usually receives informational enrollment data.

Typical Advising for the Following Semester Begins: Because schedules are set, academic advising for the following semester begins the 3rd week of the semester. This is also true for continuing students, transfer students, new freshmen, and re-entry students.

Week 4

Last Day for Partial Refund: The Friday of Week 4 is the last day for a partial refund, but only when withdrawing from all courses.

Week 5

5th Week Freshmen Assessment: The Office of Retention & Student Success sends a campaign through Starfish to all professors with students between 0-29 credit hours enrolled in their courses to complete an assessment of how students are performing in their courses. Academic Advisors follow up with students on their caseloads who have received a flag in Starfish indicating concern about progress.

Course Audit Deadline: The Friday of Week 5 is the last day for students to change their grade to audit status. Audit does not impact GPA. Typically, students audit classes that they are primarily reviewing content. A form from the Service Center must be completed and requires an advisor signature.

Weeks 3-10

Last Day to Withdraw (W): The Friday of Week 10 is the last day to withdraw from a class or classes with a grade of W. A grade of W does not impact GPA although it likely impacts financial aid and on-campus housing. Students should be referred to other important offices such as Housing and Financial Aid. Students do need to complete an add/drop form and turn it into the Service Center.

Week 9

Registration for Seniors & Special Populations: Online registration for seniors (students with 90+ earned hours) and special populations (DSS, Athletes, RAs, Honors, & Veterans receiving certain benefits) begins at 8:00 a.m. on Monday of Week 9. Special population students will have a registration PIN that allows them to register on the first day of registration. The registration PIN is the same for all special population students. Their advising hold also needs to be lifted and is titled "Advisement Check-In Priority."

Week 10

Registration for Juniors: Online registration for juniors (students with 60-89 earned hours) begins at 8:00 Monday.

Week 11

Registration for Sophomores: Online registration for sophomores (students with 30-59 earned hours) begins at 8:00 a.m. on Monday of Week 11.

Week 12

Registration for Freshmen & Visiting Students: Online registration for freshmen (students with 0-29 earned hours) begins at 8:00 a.m. on Monday of Week 12. Visiting students can also begin registration this day. Visiting students do not have an advising hold and are not advised in Academic Advising. Visiting students work with the Service Center for registration issues.

Weeks 11-13

Last Day to Withdraw (WP/WF): The Friday of Week 13 is the last day to withdraw from a class or classes for the semester. Instructors will assign a grade of WP (Withdrew Passing) or WF (Withdrew Failing). A WP does not impact GPA; a WF will count as an F in the GPA. Withdrawal during this time period requires signatures of the professor(s) and advisor. Students should ask their professors when they seek the signatures what grade will be assigned. Students should be referred to other important offices such as Housing and Financial Aid. After Week 13, no withdrawals are allowed.

Week 16 (Finals Week)

Drop-ins: To accommodate continuing students who have not seen their academic advisors during the semester, advisors move to drop-ins. There are still one-hour appointments scheduled for transfer students, new freshmen, and re-entry students.

"Most people, when they come to you for advice, want their opinions strengthened, not corrected"

(Mckenzie, 1980, p.12).

Add/Drop Forms

An add/drop form is used to either add a course(s) or to withdraw from courses.

Students use the add/drop form to add or drop a course when online registration has closed. To add a course the top part of the formed is filled out and requires an instructor signature, and sometimes Department Chair and Advisor's signature. In the first two weeks of classes students can add and/or drop classes. However, during the first week the student will only need the instructor's signature to add a course(s). During the second week of classes the Instructor's and the Department Chair's signature are required to add a course(s).

When students want to withdraw from a course(s) they will use the bottom portion of this form. By the end of the 10th week, students are able to withdraw from a class with just a "W" and no signature required. (Note: this is for a standard 16 week course). Between week 11 and the end of week 13 a signature is required for students to drop a course with either a withdraw pass (WP) or withdraw fail (WF). In order to obtain a "WP" or "WF" a student will have to obtain the signature from the Instructor and the Academic Advisor. A "WP" does not affect the students Grade Point Average (GPA), however, a "WF" does negatively impact a student's GPA as if it were an "F".

Advising Syllabus

An advising syllabus is a document utilized to enhance the advising relationship. An advising syllabus explains how advising contributes to students' overall educational experience. A good syllabus should outline the purpose of advising, include both the students' and the advisors' expectations, and give important contact information. By setting student learning outcomes in a syllabus (much like a course syllabus), students have a better idea of what they should be working towards as well as an understanding of how they may grow as a result of advising.

The Office of Academic Advising publishes a syllabus that all new students receive in their Academic Advising Portfolio, often referred to as the "red folder." Advisors are encouraged to develop their own, individualized syllabi to share with their students. Any developed syllabi must align with office expectations and practices. For additional information about the importance of an advising syllabus as well as direction about developing one, please see NACADA's clearinghouse for resources.

Email & Phone Policies

For privacy (and FERPA) it is strongly recommended to have SIUE email correspondence sent to the student's SIUE email address. The email response should be sent within 2 business days. If advisor is out on vacation, it is preferred that the advisor have an "out of office" email stating their return and the office contact number. Advisors are expected upon return to answer emails in a timely manner.

Phone calls made from the office are at a cost if they are made to an off campus number and require a phone code to place the call. The only calls made from the office phones are those of a professional manner and not personal. Phone calls should be returned within 1 business day.

Starfish

Starfish is an online scheduling and records system accessible to students, staff, and faculty via Blackboard. Advisors all have caseloads within Starfish. Students are able to schedule appointments with their advisors, the Speech Center, and the Nursing Academic Success Team on Starfish. Advisors manage their caseloads, calendars, and availability on Starfish. Advisors can also contact their students through email or text (if students sign up) through Starfish. Advisors can place a "To-Do" on their students. Typically this To-Do would be to remind students to come in for advising prior to a specific date or to remind students on academic probation to meet with their advisor to discuss their progress and goals. Advisors can access students' current grades, if input by professors, as well as flags or kudos from professors or other staff members across campus. Advisors can search or sort their caseloads by attribute (class standing, holds, etc.) or tracking items (flags, to-dos, etc.) or meetings (students who have scheduled meetings or those who have not).

Important information to include in a case note on Starfish is as follows:

- Preferred name or pronunciation, if necessary
- Intended major and minor
- General education program
- Student's report of progress or issues in current classes
- Courses advised for following semester or attached MAP
- Note of releasing hold and/or PIN
- Note recommendations or "homework" assigned to student
- Note where student is with declaration requirements
- Advisor initials
- Note can either be made visible to student or not

Sample Note:

Adv F 15. New TR. Mech EN (LP3), CS minor. Student has not taken classes since Fall '14. Military & working at SAB. Talked about gen eds, major reqs, minor reqs, & dec reqs. Student says his math class was a combination of calc courses and too quickly paced. Talked about need for Math PT & Chem Readiness since no ACT scores or equiv TR credit. Will make appropriate changes after testing. Student works full-time days. Only recommended 6-9 hrs but asked him to follow up about credit hr needs (i.e. Fin Aid). MAP: Math course, IE 106, & CE 204. Alt: ECON 111, ACS 103 (recom) or 101, BFPA, & CHEM course. Released hold & PIN. Assisted with CN registration of 1 course. Will look for other options after PTs. Reminded of early advising.

CougarNet

Cougarnet is the SIUE online system used by students, faculty, and staff to access their information (financial aid, registration, transcripts, paycheck stubs, etc.). This system is accessible from the SIUE main webpage and requires your EID login and password or log on with ID number (800#).

Banner

Supports a full range of functions necessary for student administration including: creation of catalogs; data collection for scheduling of classes, admissions, and registration; financial aid, accounts receivable; and academic history and degree audit reporting. The Banner Student System benefits many of our administrative offices including Admissions, Registrar, Bursar, and Financial Aid. Housing, Parking, Dining Services, Library, Textbook Services, Fitness Center, Health Services, Academic Advising, etc. also benefit by way of data feeds. (From ITS http://www.siue.edu/its/banner/)

Banner Acronyms

SFASTCA-Audit of student's registration history, which is term specific. Includes information about students being dropped for non-payment.

SPAIDEN-General student demographic information: addresses, phone numbers, email addresses, ethnicity, age, previous names, etc.

SAAADMS-Admission information including semester admitted, dates of application and admission decisions, intended major from application, and admitted on probation.

SGASADD-Student attributes, which may include Athletes, Honors, general education program (if different from admitted semester), and New Freshmen Seminar Not Required. Term specific.

SOATEST-Official record of student test scores including ACT, SAT, and placement test scores. This information is read by CougarNet for completion of prerequisites.

SOAPCOL-Prior college information including dates of attendance, hours taken at that school (not necessarily hours accepted at SIUE), degrees awarded, and transfer GPA.

SHATRNS-Detailed evaluation of transfer credit by school and semester. Advantage over CougarNet in that this screen shows general education attributes as well, especially if course is not an exact equivalent. Term specific.

SGASTDN-Declared major and minor information.

SGASTDQ-Academic status (good standing, probation, suspension).

SHATERM-Student's academic transcript, including both transfer and institutional credit hours, and courses, as well SIUE GPA and academic status. Also provides access to quarter system (UQ) work taken at SIUE.

SFASRPO-Placement of overrides, when necessary. Also shows class times and days. Term specific.

SFAREGS-Registration screen. Term specific. Not accessible until registration for the semester begins and there are no holds. The screen for increasing credit hours, if necessary.

SPAAPIN-Registration PIN for special populations which allows for priority registration. The PIN is the same for all special populations. Special populations include Athletes, RAs, DSS students, Honors, and Veterans receiving certain benefits.

SOAHOLD-View holds on students' accounts.

SZAHOLD-Screen to release "Advisor Check-In" or "Advisement Check-In Priority". Change "To:" to date of advisement. This can be done by clicking on the calendar or by typing "T" into the box and saving.
SFAREGQ-Detailed information about students' schedules, including professor, location, days, and times. Term specific.

SFARHST-Historical view of grades. Grades are posted on this screen before they roll to CougarNet or SHATERM. Can be viewed to get an idea of how a student did before official grades are posted but should not be shared with students.

SFAREGF-Semester schedule including section numbers, registration dates, and type of registration [i.e.Registered via Web, Withdrawn (W)]. Term specific.

SGAADVR-Advisor assignment. Advisors are assigned upon declaration even though declaration may not be effective until the next semester. This screen feeds into the Starfish Success Network.

SFASLST-Class list, including grades after submitted. Must have specific term and CRN.

Webnow

WebNow is a system for imaged documents. Advisors use WebNow to determine unevaluated transfer credit, to view official and unofficial transcripts, transcript evaluations, high school transcripts, test scores, paper applications, graduation checks, FERPA waivers, and other important documents. Advisors log onto WebNow with their e-id and password.

"ACHIEVING THE OBJECTIVES OF GENERAL EDUCATION REQUIRES MORE THAN SIMPLY OFFERING COURSES. HOW THESE COURSES ARE TAUGHT, THE KIND OF ADVICE STUDENTS RECEIVE, AND WHAT HAPPENS OUTSIDE THE CLASSROOM ARE EQUALLY IMPORTANT"

(Forrest, 1982).

Admission

Freshman

(Page 9 in 2018-19 catalog)

If you are a high school senior or if you graduated from high school within the last five years, submit an official high school transcript and ACT or SAT score. If you are attending high school, the transcript must show at least six semesters of coursework. A final transcript reflecting all high school coursework and graduation verification also must be submitted after completion of high school. ACT or SAT scores that appear on the high school transcript are acceptable. You should make arrangements to take the ACT or SAT test as soon as possible. No admission decision will be made without those results. If you graduated from high school five or more years before applying to SIUE, you must submit an official high school transcript showing graduation verification. ACT or SAT scores are optional. If you have taken the ACT or SAT test you are encouraged to submit the scores. ACT or SAT scores that appear on the high school transcript are acceptable. Applicants who have passed the GED test must have the regional superintendent of schools or appropriate state office send an official copy of the scores to SIUE.

Re-Entry (also referred to as "returning" in Starfish)

Former students who have not attended SIUE for three or more consecutive semesters, including summer, must apply for re-admission. Re-entering students who have not attended SIUE for seven years are advised that they may not graduate under the general education major or minor requirements published in a catalog more than seven years old without the written permission of the dean of the school/ college in which the student's major is based. Such written permission shall be submitted to the Office of the Registrar with the application for graduation. Academic work for students who re-enter the University after a seven-year period will be re-evaluated according to the current catalog. Once students have been readmitted to the University, they will be instructed to make an appointment with an advisor to determine the most efficient means of completing degree requirements.

Re-Admission (also referred to as "returning" in Starfish)

(Page 14 in 2018-19 catalog)

Former students who have not attended SIUE for one calendar year (i.e., registered and paid fees) must apply for re-admission. Re-admission criteria for former students are:

Students whose academic classification is "good standing" or "academic probation" will be admitted with the same classification and class/college/major. Students desiring to change majors on the application for re-admission, or who previously were admitted to programs that are no longer available, shall be readmitted with undeclared status. These students may request a new major through the advisement process and must meet the entrance requirements for that program.

Students whose academic classification is "academic suspension" will be admitted with undeclared status on "academic probation," provided the student has not had more than one suspension. Such students must receive academic counseling and advising before enrolling in classes and must adhere to the agreed upon plan of action developed with their advisor.

Students who have had two or more academic suspensions and have completed a minimum of 30 credit hours of course work at any other regionally accredited college or university with a minimum cumulative grade point average of 2.00 since their last attendance at SIUE will be admitted in undeclared status on academic probation.

Academic Forgiveness
(Page 14 in 2018-19 catalog)

Reentry students approved for admission after six years of absence from SIUE may have the option of accepting academic forgiveness. Under academic forgiveness, prior course work at SIUE is treated as transfer credit. Previous course work with grades of A, B, C, D, P, or S will be calculated in earned hours and all prior courses will be excluded from the student's GPA.

Eligibility criteria:

1. May not have completed a bachelor's degree at SIUE (students who have completed a bachelor's degree at another school may be considered).
2. Must have been away from SIUE for a minimum of six years.
3. Must have successfully completed at least 30 hours at an accredited institution or a transfer associate degree (Associate of Arts, Associate of Science, or Associate of Science and Art).

Process:

The student writes a letter to Anne Kates (email is fine) asking to be considered for academic forgiveness. Anne will make sure the student is eligible. Then she will respond to the student providing information (a mock transcript) on what the SIUE transcript would look like with academic forgiveness. The student must then accept IN WRITING. After that, the changes will be made to the transcript and the student notified that this has happened.

Transfer Admission
(Page 10 in 2018-19 catalog)

For complete transfer admission criteria, please refer to siue.edu/policies/1e1.shtml. Applicants are considered transfer students when they present course work from accredited two-year and four-year institutions, unless all hours were earned in college courses while still in high school. Students who have attempted at least 30 semester hours in courses at accredited institutions are admissible in good standing, provided they have earned a minimum cumulative 2.00 (C) grade point average in such course work at the previous accredited school(s) attended. Admission criteria for students who have attempted fewer than 30 semester hours in courses at accredited institutions are:

Students are admissible in good standing provided they have earned at least a cumulative 2.00 (C) grade point average in such course work at the previous accredited school(s) attended and meet the criteria admission for entering freshmen.

Admitted on Probation

1. Academic Warning – Students who have less than a cumulative 2.00 (C) grade-point average, but have a minimum 2.00 (C) term grade point-average in their last semester prior to admission are admissible on academic warning, provided they meet the criteria of the appropriate admission category for entering freshmen. Students with only one term of coursework with a less than 2.00 (C) cumulative grade-point average will be admitted on academic warning, provided they meet the criteria of the appropriate admission category for entering freshmen.

2. Academic Probation - Students who have less than a cumulative 2.00 (C) grade-point average and do not meet the criteria for academic warning are admissible on academic probation, provided they meet the criteria of the appropriate admission category for entering freshmen.

All transfer students who have attempted fewer than 30 semester hours must also meet the high school course requirements as described under the appropriate freshman category.

Visiting Students

Applicants who have at least a high school diploma or equivalent and wish to take undergraduate courses for credit, but who are not interested in pursuing a baccalaureate degree at SIUE, may be admitted as a visiting student. These students cannot accrue more than 30 credit hours at SIUE. Visiting students are advised through the Registrar's office.

General Education

LINCOLN PROGRAM (LP3 Continued; Matriculation Fall 2015-current) GENERAL EDUCATION REQUIREMENTS:

Foundation Courses (FND): These courses are designed to be taken early in a student's educational career, as they build a firm foundation for continued academic success while pursuing a degree at SIUE.
All students are required to complete five courses in the following subjects:

- English (ENG) 101 (recommended completion within the first 30 hours with minimum grade of "C")
- English (ENG) 102 (recommended completion within the first 45 hours with minimum grade of "C")
- Applied Communication Studies (ACS) 101/103 (recommended completion within the first 30 hours)
- Reasoning & Argumentation (RA) 101 or PHIL 213 (recommended completion within the first 30 hours)
- Quantitative Reasoning (QR 101) or MATH 145 or MATH 150 (recommended completion within the first 60 hours)

Breadth Requirements: A "breadth" course is designed to expose a student to a variety of subjects, ensuring general education has a wide scope and range. One course must be selected from each group, totaling eighteen credit hours.

- Breadth Fine and Performing Arts (BFPA)
- Breadth Humanities (BHUM)
- Breadth Information and Communication in Society (BICS)
- Breadth Life Sciences (BLS)
- Breadth Physical Sciences (BPS)
- Breadth Social Sciences (BSS)

Experiences: These general education requirements do not necessarily add credit hours or require additional course work to be taken, but rather, is an exploration of content every student should "experience" whether by taking an ENG 101 course which has an "NFS" attribute, a major course with a Global Culture attribute, or attending campus programs to meet a health requirement.

- New Freshman Seminar (NFS)
- Global Cultures (EGC)
- United States Culture (EUSC)
- Health (EH)
- Lab (EL)

Interdisciplinary Studies: A culminating general education course which employs skills gleaned from lower level general education requirements. These classes are usually team taught by professors in contrasting disciplines, as this requirement's objective is to help students recognize the interconnectivity of disciplines. This requirement is usually completed once the student has achieved junior status (60 hours).

UNIVERSITY REQUIREMENTS (Also referred to BS/BA Distinction / Intellectual Area Requirements)
Bachelor of Science: Requires 8 classes totaling 24 hours in Life, Physical, and/or Social Sciences (breadth or non-breadth courses apply), including two Lab Experience courses.

Bachelor of Arts: Requires 8 classes totaling 24 hours in Fine and Performing Arts and/or Humanities (breadth or non-breadth courses apply), including two semesters of the same foreign language.

PRIOR GENERAL EDUCATION PROGRAMS:
1993 Restructured General Education (93): Applicable for students entering, continuing, or returning (if returning within seven years) with a matriculation term prior to Fall 2012. These students are not required to complete "University Requirements."

Pre-Lincoln Program (PLP): Most applicable for transfer students who were completing general education at a different institution and unaware of SIUE's shift from 1993 Restructured General Education to Lincoln Program. PLP is rarely an exercised exception currently, but was an exception most employed during the first two years of Lincoln Program's tenure. These students ARE required to complete "University Requirements." if matriculation term is fall 2012 or later.

Lincoln Program 1 (LP1): Applicable for students who entered, are continuing, or returning (within seven years) with the matriculation term of Fall 2012. LP1 is a hybrid of '93 General Education and Lincoln Program and differs from succeeding LP's in the following ways:

- Separate "Skills" Requirements based on completion of BS vs. BA.
- Duplicity of CMIS 108 and STAT 107—under 93, these courses were "Skills" Requirements, but became BICS courses under LP. This duplicity may result in both CMIS 108 AND STAT 107 courses taken by LP1 students—one applying toward "Skills" and one applying toward "BICS."
- No QR 101 requirement.

Lincoln Program 2 (LP2): Applicable for students who entered, are continuing, or returning (within seven years) with the matriculation term of Fall 2013. LP2 differs from succeeding LP's in the following ways:

- MATH 125 may be substituted for QR 101 requirement.
- PHIL 207 , PHIL 213, or IE 106 may be substituted for RA 101.

Lincoln Program 3 (LP3): Applicable for students who entered, are continuing, or returning (within seven years) with the matriculation term of Fall 2014. LP3 differs from succeeding LP's in the following ways:

- MATH 150 may be substituted for QR 101 requirement.
- PHIL 213 may be substituted for RA 101.

Interdisciplinary Studies: A culminating general education course which employs skills gleaned from lower level general education requirements. These classes are usually team taught by professors in contrasting disciplines, as this requirement's objective is to help students recognize the interconnectivity of disciplines. This requirement is usually completed once the student has achieved junior status (60 hours).

UNIVERSITY REQUIREMENTS (Also referred to BS/BA Distinction / Intellectual Area Requirements)
Bachelor of Science: Requires 8 classes totaling 24 hours in Life, Physical, and/or Social Sciences (breadth or non-breadth courses apply), including two Lab Experience courses.

Bachelor of Arts: Requires 8 classes totaling 24 hours in Fine and Performing Arts and/or Humanities (breadth or non-breadth courses apply), including two semesters of the same foreign language.

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- Separate "Skills" Requirements based on completion of BS vs. BA.
- Duplicity of CMIS 108 and STAT 107—under 93, these courses were "Skills" Requirements, but became BICS courses under LP. This duplicity may result in both CMIS 108 AND STAT 107 courses taken by LP1 students—one applying toward "Skills" and one applying toward "BICS."
- No QR 101 requirement.

Lincoln Program 2 (LP2): Applicable for students who entered, are continuing, or returning (within seven years) with the matriculation term of Fall 2013. LP2 differs from succeeding LP's in the following ways:

- MATH 125 may be substituted for QR 101 requirement.
- PHIL 207 , PHIL 213, or IE 106 may be substituted for RA 101.

Lincoln Program 3 (LP3): Applicable for students who entered, are continuing, or returning (within seven years) with the matriculation term of Fall 2014. LP3 differs from succeeding LP's in the following ways:

- MATH 150 may be substituted for QR 101 requirement.
- PHIL 213 may be substituted for RA 101.

Major Requirements

Definition: Major requirements are the courses that students are required to complete that are specific to their chosen degree program.

Advisors are expected to be aware of major requirements for the various degree programs offered at SIUE. To aid in this process advisors in the Academic Advising office will use the SIUE catalog, CAPP (CougarNet degree evaluation tool), and major checklist (these are created by the curriculum committee). All degrees at SIUE require a minimum of 120 credit hours, though some majors (i.e. Engineering) do require more.

Minor Requirements

Definition: A minor allows for a student to further explore an area of interest and to supplement the primary major.

Students may choose a minor, one may be built into their primary major (ex: a math minor with the Computer Engineering major), or the student may be required to choose one depending on their primary degree program. Advisors are expected to be aware of minor requirements for the various degree programs offered at SIUE. To aid in this process advisors in Academic Advising will use the SIUE catalog, CAPP (CougarBet degree evaluation tool), and minor checklist (these are created by the Curriculum Committee). All minors will require a minimum of 18-21 credit hours

Testing

Advanced Placement:

High School students who successfully complete the AP exam can be given college credit. Advanced Placement classes, are offered in many high schools. A national examination measures the achievement of students to determine at what point they should begin college study of that subject. Scores are assigned as follows: 5, extremely well qualified; 4, well qualified; 3, qualified; 2, possibly qualified; and 1, no recommendation (SIUE Catalog, 2015). Students should register for this exam through College Board and must have the scores sent to SIUE in order to receive credit. See **Undergraduate Catalog** for a chart on AP score and earned credit hours. *As of 2018, the state of Illinois has passed law stating that all public universities in Illinois will accept a score of 3 or better from an AP exam to be granted course credit.*

Placement Testing:

Students whose ACT/SAT scores or do not place them into college credit bearing coursework or those who wish to be in a higher level course, are strongly encouraged to register for a placement test. Students can take placement exams for Reading, Writing, Math, and Chemistry Readiness (only at SIUE). Placement testing is used only for the purpose of course eligibility. Students cannot earn credit for a course by completing the placement exams. Students can take the placement test through the Testing Services Office at SIUE or by registering through SIUE for a campus closer to home (remote testing). See **Undergraduate Catalog** for a chart of course placement by test score.

Proficiency Exams:

Students are allowed to meet a total of five general education requirements through course equivalency credit via proficiency examinations. Proficiency exams will not be allowed when students previously have received a grade (this includes W, WP, WF) for a course. Students can take proficiency exams through the various departments to test out of lower level courses, but they should begin the process in Testing Services. By beginning the process in testing services, students can verify their eligibility to take the exam and can also rent materials, such as textbooks, to prepare.

CLEP:

Students can earn a maximum of 32 semester hours through CLEP examinations. This credit is applicable toward a baccalaureate degree. CLEP credit will not be allowed when students previously have received credit for comparable courses or when currently enrolled in a comparable course. Students may take the tests before enrolling at the University. Final recording of credit on the SIUE record is contingent upon matriculation at the University and acceptable scores. When approved, credit will normally be awarded for subject examinations on the basis of the number of credit hours in the pertinent courses

Grade Point Average Calculation

SIUE uses the following grading scale for calculating GPA:

A- Excellent (4pts)
B-Good (3pts)
C-Satisfactory (2pts)
D-Poor (1pt)
F-Failure (0pts) *Indicates a negative impact to GPA ad should be repeated as soon as possible.*

To calculate cumulative GPA, divide "Quality Points" total in Cougar Net, by "GPA Hours." To calculate hypothetical cumulative GPA, add the full quality point value for each repeat. See **Appendix H**

Additional SIUE grading symbols:

AU-Audit (0pts)
DE-Deferred (0pts)
***E**-Formerly by SIUE to indicate a non-passing grade
I-Incomplete (0pts-becomes an "F" if not corrected within time frame as specified by professor-typically within one year of "I" being awarded).
H-Passed with Honors (0pts)
PR-Progress [Used only in Foundation Courses (ENG 101 or 102 typically)] (0pts)
P-Pass (0pts)
NC-No Credit (0pts)
NS-Non Attendance (0pts)
S-Satisfactory (0pts)
U-Unsatisfactory (0pts)
***UW**-Unauthorized Withdrawal (0pts)
W-Withdrawal (0pts)
WP-Withdraw Passing (0pts)
***WF**-Withdraw Failing (0pts)
WR-Withdraw by Registrar (0pts)

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Academic Load

Students must take 12 hours a semester to be considered full-time. (Full-time in the Summer is also 12 hours.) Typically to stay on a 4 year graduation track, students must complete approximately 30 hours a year. Students are generally encouraged to complete 15 hours in the Fall and Spring semesters or 12 hours in the Fall and Spring semesters and 6 hours in the Summer. Students who are behind in the required sequencing for their intended majors are encouraged to take Summer classes. Students may not take more than 19 hours in the Fall and Spring semesters or 15 hours in the Summer semester. In rare instances, students may take more than 19 hours if they have a GPA of 3.25 or above. Winter Session, the 3-4 week period between when Fall finals end in December and when Spring classes begin in January, is considered part of the Spring semester. Winter Session courses are entirely online through Blackboard. If students are taking Winter Session, they may need their maximum hours increased beyond 19. Students who are on academic probation have their hours limited to 12 and a maximum of 14 per semester.

Declaration Procedure

At SIUE, a student is eligible to declare once they have met specific requirements set forth by the department of major. Please see Curriculum Checklists and the SIUE catalog for declaration requirements by major. When a student requests to declare, it is the advisor's responsibility to confirm declaration requirements have been met, and to notify the appropriate offices of declaration on behalf of the student via completion of an "Approval of Major and/or Minor" form (located in AA Access database). This form is then emailed by the advisor to the following offices: Service Center, Department of Major, Department of Minor (if applicable), Major and Minor Student Services Office(s), and Academic Advising Support Staff. **Declaration must occur within the first two weeks of the current semester in order to take effect for current semester.** All declarations processed by the Service Center beyond the first two weeks of the semester will take effect the following semester.

- Once a student has been declared by the Office of Academic Advising, if a change of major is requested, the student may report to the Student Services office of the major in which they wish to be declared. If students have declared a major and wish to declare a minor or a second major, this can be done in the department of the declared primary major.

- If a student requests to be "un-declared" notification to the Service Center, Department of Major, Major Student Services Office and Academic Advising Support Staff, is also required. The advisor may want to refer student to Career Development Center if deciding on a new major.

- Declaration to all engineering and computer science majors will be done by the Engineering Student Services Office, EB 2012. Eligibility to enroll in MATH 125 denotes eligibility to declare ENGR and CS majors.

- If a student is eligible to declare PSYC, MAJOR overrides for PSYC 200 and 220 may be entered into Banner by AA advisor.

- A student cannot declare a minor without declaring a major.
- If a student is not yet ready to declare their major, but needs access to courses at the 300-400 level to apply toward a BUS minor, please refer student to Business Student Services Office, FH 3301.

Probation/Suspension

Warning

If a student has a cumulative grade point average of 2.00 or above, they are in good academic standing. When a student's cumulative grade point average falls below 2.00, they are placed on academic warning.

Probation

If the student falls below a 2.0 for a second consecutive semester, they are placed on academic probation and will be subject to the restrictions placed on probationary students. Early in the term immediately following the assignment of probationary status, students receive notification of probation and information regarding the suspension policy. As long as the student maintains a 2.0 semester GPA, the student will be allowed to continue taking courses; although, the student may remain in probationary status if their cumulative GPA remains below a 2.0. If the student's semester GPA drops below a 2.0 during a probationary period they will be placed on academic suspension.

Suspension

If a student on academic probation fails to attain a 2.00 average for the next term of attendance, the student will be placed on academic suspension. Once suspended, students will no longer hold major status in an academic program. If a student is suspended and wishes to submit an appeal for reinstatement, they can do so after sitting out for a minimum of one term. If the appeal is not granted, the student may not re-enroll for a minimum of 3 consecutive terms. The student can then re-apply to re-enter the university. Students may take courses at another institution, but it is not recommended that students repeat courses that are negatively impacting their SIUE GPA until they return. Students who have been suspended more than once, are not eligible to appeal. These students must complete 30 hours at another institution prior to re-applying for admission to SIUE.

Parents/FERPA

Once a student turns 18 or enrolls in a postsecondary institution, they retain the rights to their educational records as outlined by the Family Educational Rights and Privacy Act (FERPA). Advisors cannot, by law, release any information regarding a student without that student's permission. Students can sign a release form; however, the form does not authorize advisors to release student information to parents. Advisors are limited to the information in the catalog (policies and procedures, course offerings, major requirements, etc.), when answering parent questions without the student being present.

Referrals

Advisors should use professional judgment to make the appropriate referrals for students. Advisors can make referrals for any resource on campus, though some may require that the student make an appointment. When referring to the Career Development Center, advisors should provide the student with the name of their CDC contact as well as a green referral card. When making referrals to Counseling Services, advisors should complete a Care Report. All referrals should be noted with care in Starfish.

Professional Opportunities

Intra-Office Committees:
In addition to their advising duties, Advisors are allowed to serve in on various committees. Some of these committees are established while some are created on an ad-hoc basis. While committee membership presents a great opportunity for Advisors to interact with other offices and departments throughout the campus community, be aware that advising students is your first priority Similar to teaching a course, Advisors require their supervisor's permission to participate in and/or chair a committee.

External Committees/Opportunities Include, but are not limited to:

Professional Development Committee—This committee provides professional development opportunities for academic advising, financial aid, and the other major advising offices around campus.

Safe Zone— A community of people who will be understanding, supportive, and trustworthy if LGBT people need help, advice, or just someone to talk to; will not tolerate homophobic and heterosexist comments and actions but will address them in an educational and informative manner; have attended Safe Zone training and have information on campus and community resources.

Search Committees—To be on a search committee you will be asked by the specific department and/or committee.

Staff Senate— The University Staff Senate represents Civil Service and Professional Staff of Southern Illinois University Edwardsville. Employees who are represented by labor organizations as well as employees who are not represented can participate on the University Staff Senate, its panels or committees. Civil Service and Professional Staff employees participate in the governance of the University via the senate and its panels. All senate and panel members are elected officers.

Teaching: If given the opportunity to teach a course, permission your supervisor needs to be obtained. The time you are scheduled to teach can happen during work hours, however, the time you are teaching will not be considered part of your 37.5 hours reported in the office. Please talk your supervisor about schedule options. Additionally, your responsibilities as an instructor are not to impact your responsibilities as an Academic Advisor.

Advising Council: The Academic Advisement Council is comprised of the directors of all advising units on campus, as well as a representative from the Registrar's Office. The Council meets monthly to discuss issues pertinent to academic advising campus-wide.

Professional Development

SIUE supports professional development of advisors by providing monthly workshops via the Advising Professional Development Committee (PDC). Currently PDC workshops are offered the third Thursday of each month and cover topics relevant to advisement on SIUE's campus, as well as, national trends and developments in the field of advising. This also affords a monthly opportunity to connect and share ideas with advising colleagues across campus.

SIUE also supports professional development by encouraging submission of a session or poster presentation at local, regional, and national advising conferences. If an advisor's proposal is accepted, SIUE typically covers conference fees, hotel expenses and a stipend for meals.

NACADA(National Academic Advising Association): NACADA is the global community for academic advising. NACADA is based out of Kansas State University (www.nacada.ksu.edu). Academic advisors are encouraged to be members of NACADA but SIUE and the Office of Academic Advising does not pay for membership. There are a number of advantages to membership with NACADA. There is a newsletter sent online every month. NACADA also publishes an academic journal which members receive through the mail. NACADA allows for opportunities for involvement via writing (journal articles, magazine articles, and book reviews). There are also scholarship opportunities for those pursuing research in the area of academic advising. There are also Commissions and Interest Groups within NACADA and areas of specialization within advising, for example Advising Administration, Advising High Achieving Students, Probation/Dismissal/Reinstatement. Currently, the annual fee for membership is $75.

NACADA Region 5: Region 5 is our smaller region within NACADA. Region 5 includes Illinois, Indiana, Ohio, Ontario, Michigan, and Wisconsin.

ILACADA: ILACADA is Illinois' state organization for academic advising. There is typically a statewide conference towards the end of May.

"Where there is a human being there is an opportunity for a kindness"

(Wons,1930, p. 64).

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

ABSENCE REQUEST FORM
for All Employees
Southern Illinois University Edwardsville

Print or Type Name	**Banner ID**	**Beginning Date/Time**	**Ending Date/Time**

SICK LEAVE	Non-Accruable	Prior to 1/1/84	1/1/84-12/31/97	Accruable after 1997
No. of Hours :				

OTHER LEAVES	Vacation	Temporary	Funeral	Compensating Overtime	Absent without pay	Other – Please Specify*
No. of Hours :						

***REASON:**

Employee's Department:	**Employee's Signature:**	**Today's Date:**

Approved	**Denied**	**Signatures**	**Today's Date**
☐	☐	Chairperson or Supervisor:	
☐	☐	Dean, Director, or Fiscal Officer:	

Employees are to submit absence requests to their immediate supervisors or department chairs in advance, consistent with any applicable personnel policies and collective bargaining agreements. Except in cases of illness or injury, employees should submit such requests at least one week in advance unless immediate employing units require greater advance notice, based on University operating needs. Absences for illness or injury to employees or family members lasting more than 3 days require FMLA documents and medical certification. 12/10

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

REGISTRATION FORM – Add-Drop-Withdraw

Instructions: Use this form to add, drop and withdraw from classes from time of registration through the last day to make changes as published in the University calendar. Prior to the first day of the term, you may add and drop classes on-line through CougarNet. This form may be used for a complete withdrawal from all classes. **Deadlines for summer term and weekend classes, workshops and short-term classes may be different. These deadlines are listed on the Registrar's website www.siue.edu/registrar. Return the completed form to the Service Center, RH 1309, for processing.** Contact the Service Center at 618-650-2080 if you have questions.

Name _____ ID # _____ Date_____Term & Year _____

Last First Middle

REQUEST TO ADD THE FOLLOWING CLASSES

CRN	Dept/Course Number	Section Number	Credit Hours	Audit (check box)	**Instructor signature / Date** -Approval required beginning the first day of the semester. -Signature permits enrollment regardless of closed class status or active waitlist. -Signature allows enrollment regardless of prerequisite restrictions. -Authorization is valid for current term only.	**Dept. Chair signature / Date** -Approval from the chair of the department offering the course is required after the first week of the class. -Signature permits enrollment regardless of classification, level, major or program restrictions. -Authorization is valid for current term only

TOTAL ADDED HOURS 0.0

Advisor Signature /Date (Required for first-time registrations only)

NOTES FOR ADDING CLASSES

- **No registrations or added classes are permitted after the second week of classes.**
- **Beginning the first day of the term, all first-time registrations are subject to a $25 non-refundable late registration fee**
- **Weekend classes, workshops, and summer classes may have deadlines that differ from regular full-term classes. The deadlines are listed on the Registrar's website www.siue.edu/registrar.**
- **Check CougarNet after making any registration changes to verify your enrollment is accurate.**
- **You are officially enrolled ONLY if your name appears on the instructor's class list.**

REQUEST TO DROP THE FOLLOWING CLASSES

CRN	Dept/Course Number	Section Number	Credit Hours	**Instructor signature/Date** Required weeks 11-13 only	**Advisor signature/Date** Required weeks 11-13 only

TOTAL DROPPED HOURS 0.0

NOTES FOR DROPPING CLASSES

Refund policies and deadlines are available at www.siue.edu/registrar.

Dropping classes or withdrawing from school during weeks 11 through 13 of fall and spring, or the equivalent for summer and shorter classes will result in the assignment of a WP or WF.

No class drops or complete withdrawals are permitted after week 13 for fall and spring or the equivalent for summer term and for classes of shorter duration.

Return books to Textbook Services after dropping or withdrawing.

Notify Housing and Financial Aid (if applicable).

REQUEST TO WITHDRAW FROM ALL CLASSES

☐ I am withdrawing from all of my classes for the above indicated term.

*NOTE: If you are withdrawing during weeks 11 through 13 of fall or spring, or the equivalent for summer term, courses must be listed above and authorization to withdraw obtained.

STUDENT AGREEMENT: I am requesting the above changes to my class schedule and accept full responsibility for the accuracy of this request. I understand that it is my responsibility to be aware of the impact of these requests on my billing account, financial aid eligibility and full-time status as well as my academic record.

After this change, I am enrolled in_____hours. I plan to complete these hours.

Student Signature (required) **Date**

Service Center Use Only

Processed by:	Date:	
Added Wk #	Dropped Wk #	W/D Wk #

Registration Form-Add-Drop-Withdrawal 4/2013

Appendix C

Office of Academic Advising

Advisor Information While I am in Undeclared Status: (*Note: You are in undeclared status until you officially declare your major in the Office of Academic Advising and complete an application for declaration of major.)*	Advisor Information Once I have Declared:
Advisor Name:_ _____ Office Location: _____ Phone: 618-650-3701 To make an appointment, please visit: www.siue.edu/advising	Major Advisor Name:_____ _____ Office Location:_____Phone:_____ Minor Advisor Name:_____ _____ Office

Student Learning Outcomes for Advising:

General Education

- Students should understand general education requirements and how they fit with their major requirements.
- Students should know what Lincoln Plan they are following.

Technology

- Students should be able to search general education courses by attribute on Cougarnet.
- Students should know how to schedule an advising appointment online.
- Students should know how to review their transcript in Cougarnet.
- Students will know how to run a degree evaluation in Cougarnet. Use

of Campus Resources

- Students should be able to access and read the catalog.
- Students should know who their advisor is. Self-

Advocacy and Awareness

- Students should be able to identify a major that fits their personal interests, life goals, and values.
- Students should be able to advocate for themselves.
- Students should take an active role in the advising session.

Curriculum

- Students should know their major and minor requirements as a result of advising.
- Students should be able to access and complete a MAP (My Academic Plan).
- Students should create and update a four year plan.

Mission of Academic Advising

The Office of Academic Advising provides a collaborative, educational experience which empowers and encourages students to explore their full potential regarding academic, professional, and personal goals in a challenging and supportive environment.

Appendix C

Student Responsibilities:

- *Give thoughtful consideration to your academic and career goals.*
- *Be informed regarding academic programs and requirements.*
- *Prepare a written list of questions before each meeting with your advisor.*
- *Prepare a MAP (My Academic Plan) for your advising appointment. This can be found on our website – www.siue.edu/advising.*
- *Arrive early for your academic advising appointment.*
- *Actively participate in the advising session.*
- *Be willing to discuss issues that will impact your academic performance.*
- *Know the Academic Calendar. Do not miss deadlines. Know when to register and drop or add courses - www.siue.edu/registrar/.*
- *Be knowledgeable regarding University policies and procedures.*
- *Schedule courses that are consistent with your educational goals and that will meet degree requirements.*
- *Accept responsibility for making final decisions on academic choices. Academic advisors will present you with options.*

Advisor Responsibilities:

- *Help guide students through the development of their short and long term educational plans.*
- *Provide accurate information regarding University programs, requirements, resources, policies, procedures, and student services.*
- *Provide appropriate referrals to University support services.*
- *Provide instruction regarding the culture of the University.*
- *Provide instruction regarding college level academic expectations.*
- *Address questions and concerns thoughtfully and respectfully.*
- *Maintain appropriate confidentiality.*
- *Present students with options.*

**Parts of this were adapted from Grand Valley State University http://www.gvsu.edu/advising/student-s-role-responsibilities-in-advising-10.htm, Accessed 2/4/2011*

Southern Illinois University Edwardsville — Office of Academic Advising Syllabus

The purpose of Academic Advising at SIUE is to guide students in formulating educational plans and to assist students in *achieving their academic, career-related, and personal goals at the University*. Academic Advising at SIUE is viewed as an educational process characterized by a **shared responsibility** between advisor and student.

SIUE Academic Advising Mission Statement

The Office of Academic Advising provides a collaborative, educational experience which empowers and encourages students to explore their full potential regarding academic, professional, and personal goals in a challenging and supportive environment.

Advisor Responsibilities

- Guide students through the development of their short- and long-term goals
- Provide accurate information about University programs and requirements
- Link students with appropriate resources on campus
- Help acclimate students to the culture of the University
- Provide insight into college-level academic expectations
- Listen to student questions and concerns
- Address questions and concerns thoughtfully and respectfully
- Maintain appropriate confidentiality
- Present students with options that are suited for their educational goals
- Foster ongoing professional and educational growth with students

Student Responsibilities

- Schedule regular appointments with your advisor each semester
- Identify personal areas of interest for academic/professional goal setting
- Give thoughtful consideration to academic goals prior to advising meeting
- Come prepared to the appointment with courses selected on MAP
- Be on time to your appointment (your appt. will be cancelled if you are late)
- Prepare questions for your appointment. I'm happy to answer them all.
- Be engaged and participate during your appointment
- Be willing to discuss issues that are affecting your academic performance
- Accept responsibility for making final decisions on academic choices
- Keep ongoing records of academic progress

GENERAL EDUCATION TERMS & ATTRIBUTES

Foundation Courses (FND): These courses are designed to be taken early in your educational career, as they build a firm foundation for continued academic success while pursuing your degree at SIUE.		
ENG 101	English Composition I	*Introduction college-level writing, focusing on writing for academic purposes; This course requires a C grade.*
ENG 102	English Composition II	*A continuation of ENG 101, focusing on argumentation and research writing; This course also requires a C grade*
ACS 101 or ACS 103	101 = Public Speaking 103 = Interpersonal Comm	*ACS = Applied Communication Studies*
RA 101	Reasoning & Argumentation	*An introductory logic course, focusing on constructing, evaluating, and analyzing arguments*
QR 101	Quantitative Reasoning	*A math reasoning course, focusing on real-life examples and use of math; MATH 150 also meets this requirement*

Breadth Courses: A "breadth" course is designed to expose you to different types of subjects, ensuring your general education has a wide scope and range. You must select one course from each group, unless your major requires a specific course.

BREADTH AREA	WHAT IT STUDIES	SAMPLE DISCIPLINES
BFPA: Fine & Performing Arts-Breadth	The historical and cultural significance of the arts	*Art, Creative Writing, Dance, Music, Theatre*
BHUM: Humanities-Breadth	The creation and continuation of human culture	*Cultural Studies, Literature, Philosophy, Religion*
BICS: Info/Comm in Society-Breadth	The development and processing of information, data, or language	*Applied Communication, Computer Science, Computer Management & Info Systems, Foreign Language, Statistics*
BLS: Life Science-Breadth	The study of living organisms	*Archeological Anthropology, Biology, Natural Resources/Environmental Sciences*
BPS: Physical Science Breadth	The study of non-living matter, energy, and physical rules of the world	*Chemistry, Earth Science/Physical Geography, Environmental Science, Math, Physics*
BSS: Social Science Breadth	The study of society, relationships, and human behaviors	*Cultural Anthropology, Cultural Geography, Economics, History, Political Science, Psychology, Sociology*

Experiences: These general education requirements are not necessarily additional courses, but rather an exploration of content every student should "experience," whether by taking an ENG 101 course which has an "NFS" attribute, a major course with a cultures component or attending campus programs to meet "EH."

NFS	**EGC**	**EUSC**	**EH**	**EL**
New Freshman Seminar	Global Cultures Experience	United States Cultures Experience	Health Experience	Lab Experience

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C2!10IR

Oral Commooi'3tion (SKOC) 3hours

- D SPC 103
- D SPC 104 {Discontinued Fall 2010)
- D SPC 10'5/ IAI C2 900

Logi< {SKLG) 3hours

- D MATH 106
- D PHIL 106/ IAJ H4 906
- D FL 106
- D IME 106 {Engineering}

Computer Conc.epu (SKCP)/Statistics (SKST} 3hours

- D CMIS 108
- D CS 108
- D CS 140 (Engineering)
- D CS 145 (Engineering)
- D CS 150
- 0 STAT 107
- 0 STAT 244/ IAI M1 902
- 0 STAT 380
- 0 STAT 480

Foreign Language (:SKFL) 2 semester sequence

- 0 A-RA 101/102, 201/202'
- 0 CHIN 101/102, 201/202'
- 0 FL 101/102
- 0 FR 101/102, 104 (8), 201/202'
- 0 GER 101/102, 104 (8), 201/202
- 0 GRK 101/102
- 0 ITAL 101/102
- 0 LAT 101/102, 201/202'
- 0 RUS 101/102, RUS 104 (8)
- 0 Sl'AN 101/102, 104 (8), 201/202'

'IAJ H1900

Logic (SKLG}/StatistKs(SKST)/Computer Concepts (SKCP) 3 hours

- 0 FL 106
- 0 MATH 106
- 0 PHIL 106/IAI H4906
- 0 IME 106 (Engineering)
- 0 STAT 107
- 0 STAT 244/ IAI M1 902
- 0 STAT 380
- 0 STAT 480
- 0 CS 108
- 0 CS 140 (Engineering)
- 0 CS 145 (Engineering)
- 0 CS 150
- 0 CMIS 108

Breadth 18hours

Take one course from each area - not more tha.11 two courses {6 hours) from the same dept.

- D Fine & Performing Arts-BFPA•/ IAJ F,HF
- D Humanities-BHUM•/IAJH
- D Info & Commu nication in Society-Btcs•/IAI Mt 902
- 0 Life Science-BLS./IAI L
- 0 Physical Science-BPS•/IAI P
- 0 Social Science-ass•flAJ S

lnterdiscielinar:t;Studies 3hours

- D as• Course

-Must be junior/senior level class
-Isnot waived with com.pfetion of transfer associate degree or IAI-GECC

Experiences

- D New Freshman Seminar-FRSM-First 30 H"
- D GtobaJ Cultures-EGC /IAIXlOIN
  - 0 Course/Project/Activity
- D Laboratory -EL•t IAI)()()It_
- D Health-EH•
  - 0 Course/Project/Activity
- D United States Cultures-Eusc•flAJ xxxD

Univers!!:t Requirements INon-General Education)

- D Bachelor of Arts Degree requires com.pletion of 8 courses in fine & performing a.rts (BFPA• or FPA') and humanities (BMUM' or MUM) including two semesters of the same foreign language (R•)
- D Bachelor of Science Degree Requires completion of 8 lecture courses in 6fe (eLS• or LS•), physical (eps• or ps•) or social scieoce (sss• or SS•) inducting 2 with labs (EL•)
- D Minimum of 124 semester hours must be completed
- D Minimum GPA of 2.0 must be achie.,ed
- D Major/Minor requirements must be compk!ted & may exceed above minimums

•Approved courses are identified in the catalog with this designation. lists of approved classes may also be obtained at siue.edu/registrar/genedguides.shtml.

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- D ENG101-fW /ACl900{C)-First 30 Hours
- D ENG102-fW2/ACl901R{C) - First 45 Hours
- D OralCommun cation-First 30 Hours
  - o SPC101fSPC(fom>edy105)/AIC2900
  - o SPC103
- D Reasoning & Argumentation-First 60 Hours
  - o RA101-FRA/AI H4 906
  - o PHI207
  - o PHI213
- D Quantitative Reasonng-Frst60 Hours
  - o QR01-I"QR/A.IM1
  - o MATH 125 orhigher

Breadth 18 hours

Take one course from eachare a - not more than two courses (6 hours) from the same dept.

- D Fine & Perfomling Arts-BFPA /AIF, HF
- D Humanifes – BHUM•/AIH
- 0 Life Science-BLS•/AIL
- 0 Physical Science-BPS•/AIP
- Dhfo&CommunicationnSociety-Bes•/IAIMt902 0 SocialScience-SSS•f1AJS

Experiences

- D New Freshman Seminar-FRSM-Frst30 Hrs
- D GobalCulures-EGC-/AI)()()(N
  - 0 Course/Project/Activity
- D laboratory – EL•/AI)()()(L
- D Health-EH•
  - 0 Course/Project/Activity
- D Uited States Cultures-EUSC-/AxxxO

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- D 1s• Course

-Must be junior/seniorlevel class
-Is notwaived with completion of transfer associate degree orI.AI-GECC

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- D Bachelor of Arts Degree requires completion of a courses n fine & petforming ans (BFPA• or FPA•) and humanties (BHUM• or HUM•) ncudng two semesters of the same foeignlanguage {FL•)
- D Bachelor of Science Degree Requ res completion of 8ecture courses n6fe {BLS• or LS•),physic.al(epS• or pS•) or socialsdence (BSS•or SS•) Inctud ng 2 labs (Et•)
- D Mmum of 124 semester hours must be compted
- D Mmum GPA of 20 must be achteved
- D Major/Minor requirements must be completed & may exceed above minimums

- No more than five courses earned through profi<iency may be applied toward gene.ral education requiremens.
- Courses used to fuffill Experiences requrements may be used to satisfy other requrements as appropriate.
- Students falng to complete noted courses withi1 requ red time frames will not be eligible to continue wtho1.t enrollment in requ red course(s) or appropriate authorization by the D rector of General Education.
- Students will not be permitted to enroll in more than one New Freshman Seminar course. Exceptional circumstances may be referred to the Director of General Educatbn for consideration.

•Approved coun:os:are identified in tho c::at::alog with this desi.gn::ation. Lisu of pprovod classes m;ay:also boobt;ained:at siuo.edu/r-03innr/3onedguides shtrnl.

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Foundations

- ENG 101 FW1/AICI 900 (C)-First 30 Hours
- ENG 102 FW2/AICI 901R (CJ-First 45 Hours
- Oral Communication - First 30 Hours
  - ACS 101 FSPC{formerly 105}/IAIC2 900
  - ACS 103
- Reasoning & Argumentation - First 45 Hours
  - RA 101-FRA/AIH4 906
  - PHIL 213
- Quantitative Reasoning - First 60 Hours
  - QR 101-FQR/AIMI 901
  - MATH 150 or higher

Breadth 18 hours

Take 3 credit hetrs from each area not more than 6 credit hours from the same dept.

- Fine & PErforming Arts – BFPA/IAIF,HF
- Humanties - BHUM'''/IAIH
- Info & Communication n Society - BICS-'''/AIMI 902
- Life Science - BLS'''/IAII
- Physic.al Science - BPS'''/IAIP
- Social Science - BSS'''/IAJS

Experiences

- New Freshman Seminar · NFS - First 30 Hrs
- Global Cutures - EGc•/ IAIxxxN
  - Course/Project/Activity
- laborato-y - EI•/IAIxxxI
- Health – H•
  - Course/Project/Activity
- United States Cutures - EUSC'''/IAIXIO([)

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- 1S• Course

Must be junior/senior level class
-Is not waived with completion of transfer associate degree or IA GECC

Un versit:t Requi rements {Non-General Education)

- Bachelor of Arts Degree requ res completion of 8 courses in fine & perform ng arts (BFPA''' or FPA•) and humanties (BHUM''' or HUM•) ncluding two semesters of the same foreign language {fI•)
- Bache or of Science Degree Requires completion of 8 courses in fe (BLS''' or LS'''), physical (BPS''' or PS'*} or social science {aSS• or SS including 2 abs (Et•)
- Mnimum of 120 semester hours must be completed
- Mnimum GPA of 2.0 must be achieved
- Major/Minor requirements must be completed & may exceed above minimums

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- No more than five courses earned through proficiency may be applied toward general education requ rements.
- Courses used to fulfill Experiences requirements may be used to satisfy other requirements as appropriate.
- Students faiing to complete noted courses within requ red time frames w ll not be eligible to continue without enrollment in required course(s) or appropriate authorization by the Director of General Educaticn.

- Students will not be permitted to enroll in more than one New Freshman Seminar course. Exceptional circumstances may be referred to the Director of General Education for consideration.

•Approved courses are identified in the catalog with this designation. lists of approved classes may also be obtained at siue.edu/registrar/genedgu des.shtml.

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Eligible Students: 2015-16 or earlier
Final Term of Usage: Spring 2022

Foundations

- EHG 101-¥-Wl/IAJ CJ. 300 (C}-Rrst 30 Hours
- EHG 10'l-FW2/IAJ Cl 901R (C) -First 45 Hoors
- Oral Communication -mt 30 Hours
  - lie> 101 FSPC (nmnorly 10il/W Cl POO
  - ACS 103
- Reasoning & Argwnentation -First 45 Hours
  - RA 101 fRA/IAI H4 906
  - PHIL 2ll
- Quantitative Reasoning -First 60 Hcus
  - QR 101 fQR/W Ml 901
  - MATH 150 or highei-

B<eadth 18 hour5

Take 3 credft hOUrs trom eaeh area -not more man 6 creon: nours trom the same Clept.

- Fine & Performing Arts -SFPA./ IAI F HF
- Humanities -SHUM•/ IAJ H
- LifeScience -sts•/IAJ t
- Physical Science -BPS"'flAJ P
- lnfQ f:i C!ilmf'R\l1lic,tiQn in S:9Qoiy-R l ct•/IAI Ml 5!03:iQQ SQQm..g -iS:i•fW s

Experiences

- New Freshman Seminar -NFS-- First 30 Hrs
- Global c..m.es -EGc•/ !AJ>DH
  - Project fA<t'Nity
- Laborat O<Y -a•j IAI xxxl
- Health -EH'"
  - c.oorse/Project/A<tNity
- United States Cuh\lres-ruse•fW XI0({1

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University Re9!! rements {Non-6eneral Educationl

- Bachelor-of Arts Degree requires completion of 8 courses nfine & performing arts (SfPA• or FPA•) and humantties (SHUM• or HUM') induding two semesten oithe sam toragn tat \oUagl! (tt.•)
- Bachelor of Science Degree lleql. Wes comptetion of 8 courses in life (8 or ts•l. physical (eps-• or ps• or social science (ess• «ss•) indoding 2 labs (El'")
- Minimum of 120 xmtu houio mult. be completed
- Minimum GPA of 2.0 must be achieved

-Must be junior/senior level class
-Bnotw:aw!Nlwn:n eouon or trarmr anooate degree or IAl-GECC

— Major/Minor requirementsmust becompleted & may exceed *above* minimums

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- *Ho* more than fivecourses earned through proficiency may be applied toward general education requirements.
  - u.>ed to fulfill Cxperiences requiremenu tl'.l4Y beu:s«I to satisfy ocher requi u e eppropriat.e.
- Students failing to complete noted courses within required timeframes wil not be elijgjble to continue without enrolment: in required course(s} ocappropriate authorization bythe Director of General Education.
- Students wil not be oermitted to enroll in more than one New Freshman Seminar COIW'Se.. Exceotional circumstances mav be referred *to* the Director of General Education for consideration.

•Approved courses are identified in the catalog with this designation. lists of approved classes *tM'f* also bee obtained at siue.edu/registtar/genedguides..shtml -

EDUCATIONAL AGREEMENTS

ADVANCED PLACEMENT (AP)

EXAM TITLE	SCORE	SIUE EQUIVALENT COURSE	AWARDED HOURS
Art History			3
Studio Art: Drawing*	4 and favorable portfolio review	ART 112B – Basic Studio: Visual Organization I	3
Studio Art: 3-D Design*	4 and favorable portfolio review	ART 112D – Basic Studio: Visual Organization II	3
Biology	4	BIOL 111 – Contemporary Biology	4
Calculus AB	3	MATH 150 – Calculus I	4
Calculus BC	3	MATH 150 – Calculus I *AND* MATH 152 – Calculus II	8
Calculus BC	1 or 2 plus 3 on Calculus AB	MATH 150 – Calculus I	4
Chemistry	4	CHEM 121A – General Chemistry *AND* CHEM 121B – General Chemistry	8
Computer Science A	4	CS 140 – Introduction to Computing I	4
Computer Science AB	4	CS 140 – Introduction to Computing I *AND* CS 150 – Introduction to Computing II	7
Economics - Macro	4	ECON 111 – Principles of Macroeconomics	3
Economics - Micro	4	ECON 112 – Principles of Microeconomics	3
English Language & Comp	4	ENG 101 – English Composition	3
English Literature & Comp	4	ENG 111 – Introduction to Literature	3
Environmental Science	5	ENSC 220 – Principles of Environmental Sciences	4
European History	4	HIST 111A – Intro to History of Western Civilization *OR* HIST 111B – Intro to History of Western Civilization *OR* HIST 113 – Survey of Ancient History *OR* HIST 114 – Survey of Medieval History	3
Foreign Languages – Credit awarded on an ad hoc basis – Students must contact department directly			
Government &Politics – U.S.	4	POLS 112 – American National Government & Politics	3
Government & Politics - Comparative	4	POLS XXXX – Social Sciences – Breadth Social Science Distribution	3
Human Geography	4	GEOG 205 – Human Geography	3
Music Theory	3	MUS 111 – Introduction to Music History/Literature	3
Physics B and C	4	PHYS 131 – College Physics I PHYS 131L – College Physics I Laboratory *AND* PHYS 132 – College Physics II PHYS 132L – College Physics II Laboratory	8
Physics C – Mechanism	4	PHYS 151 – University Physics	4
Physics C – Elec & Magnetism	4	PHYS 152 – University Physics	4
Psychology	3	PSYC 111 – Foundations of Psychology	3
Statistics	3	STAT 244 - Statistics	4
US History	4	HIST 200 – US History & Constitution to 1877 *OR* HIST 201 – US History & Const	3
		HIST 112A – World History *OR* HIST 112B – World History	3

Appendix G

For Placement Into ENG 101

Subject	ACT Score	Compass	Placement
English/	0-18	0-80	AD 090
Writing	19-20	81-90	AD 092
	<21	91 +	No Writing Required
Reading	0-13	0-60	AD 080 *(if offered, if not AD 082)*
	14-17	61-80	AD 082
	18-20	81-87	AD 116
	<21	88-100	No Reading Required

For Placement Into MATH courses

Subject	MATH ACT Score	Compass	Placement
By ACT Score	0-20	AD 070	Math Placement
	21-22	AD 095	Students are placed by whichever
	23-25	Math 120	(Compass or ACT) places them
	26-27	Math 125	in the higher level course
	28-36	Math 145/150	
By Compass Score			
Algebra Test		0-45	AD 070
		46-65	AD 095
		66-100	MATH 120
College Algebra Test		0-45	MATH 120
		46-100	MATH 125
Trigonometry Test		0-45	MATH 125
		46-100	MATH 145/150

NO MATH PRE-REQ FOR STAT 107 (override required if Math subscore is below 19).

NO MATH PRE-REQ FOR MATH 112a.

For Placement Into CHEM 121a/125a or 131/135

Math ACT Score	> or = 23		Chem 121a/125a or 131/135
	<23	46-100 *(Compass College Algebra Test)*	Chem 121a/125a or 131/135
	<23	0-45 *(Compass Trigonometry Test)*	Chem 121a/125a or 131/135

<23	**Chem Readiness**	**1-33 (Chem 113)** **34-38 (Marginal -See note below)** **39-60 (Chem 121a/125a or 131/135)**

Marginal (Chem Test Score 34-38) - Math <17 Chem 113 or Math >17 Chem 113 or 121a or 131 per Testing Services May 11

Appendix G2

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Who should take placement test(s)?

Students entering the University arrive with varying levels of competence in reading, writing and math. It is important that all students entering the University begin taking courses at a level that is appropriate for their continued success. ACT scores and coursework completed through regionally accredited colleges and universities are considered for placement at SIUE. If you have not achieved the minimum ACT sub-scores or completed appropriate coursework required to be exempt from testing, you are required to take SIUE's placement test(s) prior to registering. Please use the following information to determine which test(s) you should complete:

ACT Reading Sub-score <21	Reading placement test required
ACT English Sub-score <21	Writing placement test required
Completion of ENG 101 or 102	Placement test is not required
ACT English Sub-scores ≥21	Placement test is not required
ACT Reading Sub-scores ≥21	Placement test is not required

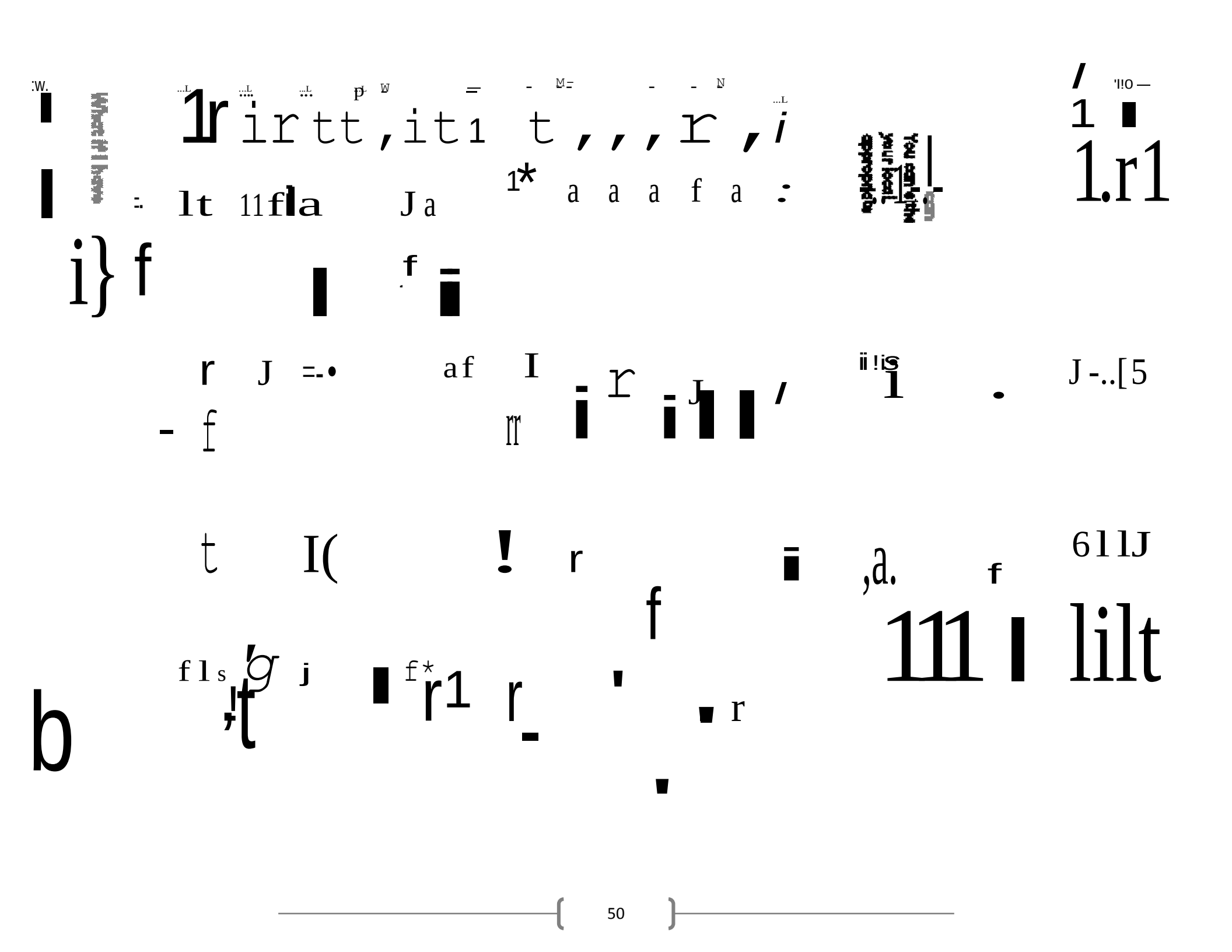
In addition, you should be aware that enrollment in math and statistic courses is restricted to those students with appropriate preparation. While math or statistics is not required for all degree programs, students are advised to review their Curriculum Guide at siue.edu/advising/CurriculumGuides.shtml and plan for enrollment in math and statistics courses appropriately. If you believe that your ACT score is not an accurate reflection of your current competence in math, you may elect to complete SIUE's placement test for more appropriate placement prior to enrollment.

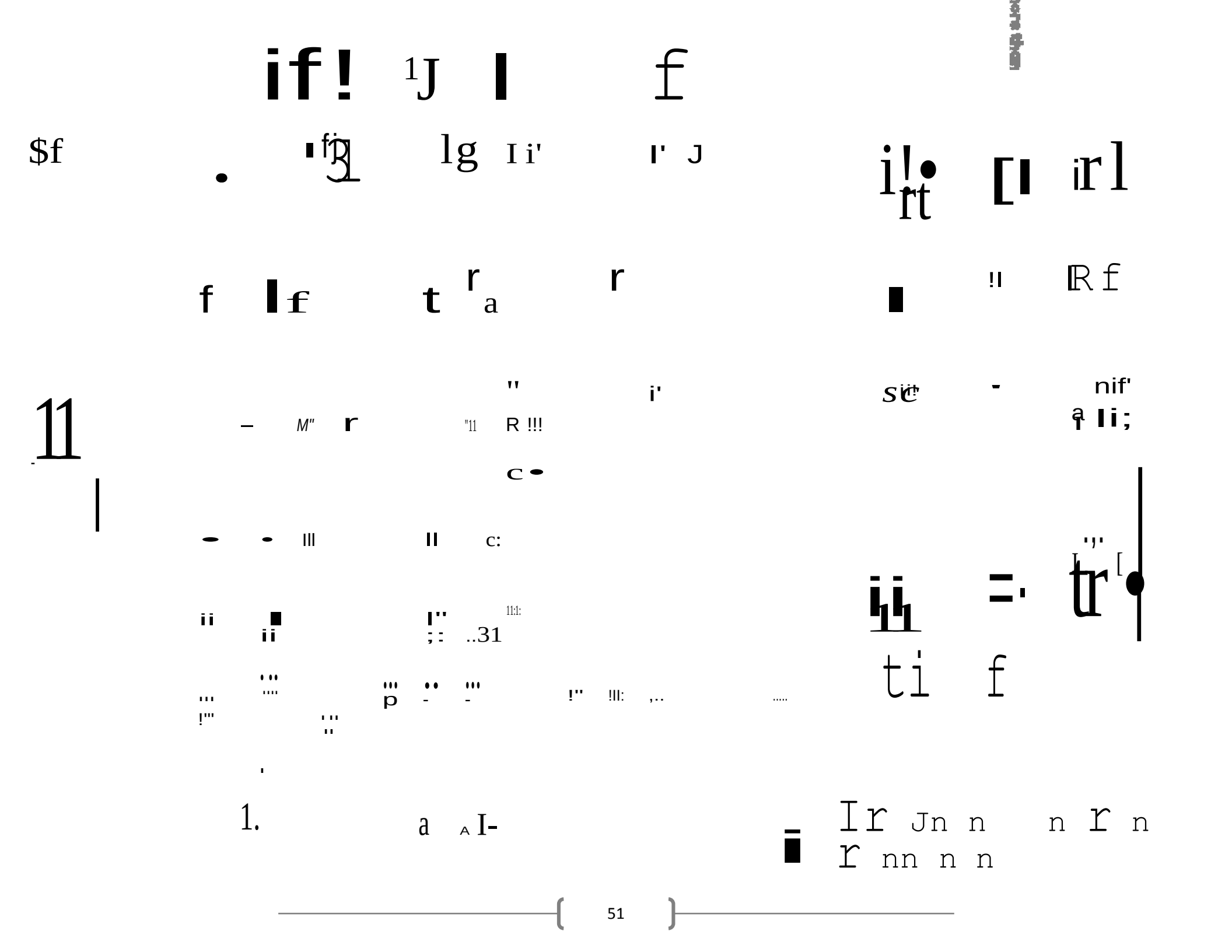
The **chemistry readiness examination** is required if you are planning to major in ***Biology, Chemistry, Computer Science, Engineering, Medical Technology, Physics, Pre-Medicine, Pre-Dentistry, Pre-Veterinary Medicine, or Pre-Pharmacy*** unless you have taken a college general chemistry course that is equivalent to CHEM121A at SIUE or scored a 23 or above on the math portion of the ACT test.

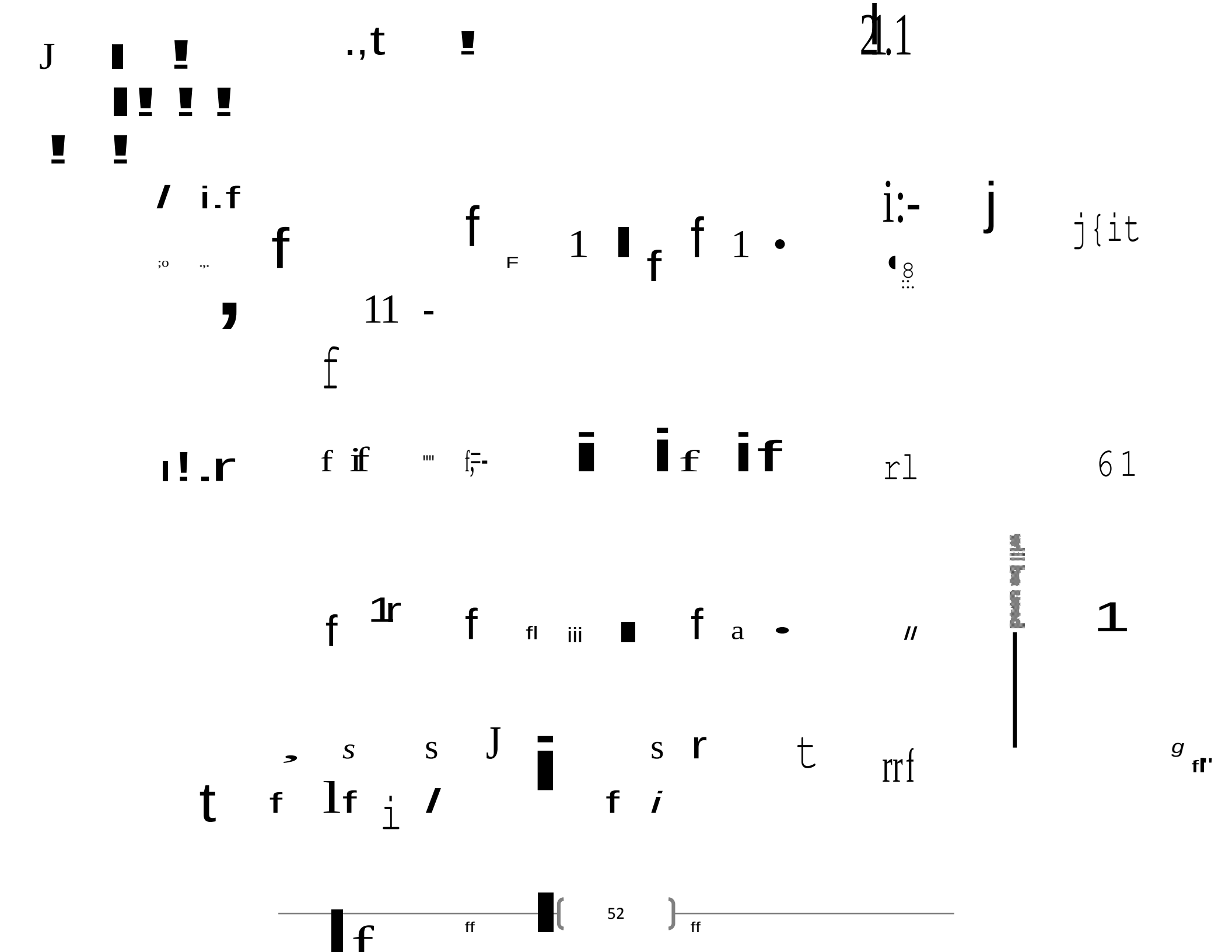
I know my Math Sub-score, what Math/Statistic Course am I eligible for?

Placement into math and statistics courses is based on your ACT math sub-score. Please refer to the below chart to determine the math course into which you will be placed. Placement testing will allow us to place you into the highest level math course you are eligible for based on your test score.

ACT Math Sub-score	Math Course Eligibility
0-20	AD 070 - Beginning Algebra
21-22	AD 095 - Intermediate Algebra
23-25	Math 120 - College Algebra
26-27	Math 125 - Pre-Calculus
28-36	Math 150 - Calculus I







To Take the Placement Test at SIUE

To Take the Placement Test at a Site Closer to You

REACHING YOUR OVERALL G.P.A. GOAL

** Do you need admission into a competitive degree program? * Are you attempting to establish academic good standing?*

LET'S TAKE THE NECESSARY STEPS

_____ see your unofficial transcript record. Find the last term's **Overall Quality Points** and the **Overall GPA Hours**. List them below.

_____ (_____ = 0.000

Overall Quality Points Overall GPA Hours Overall GPA

Step 2: List your current semester classes. Then, determine the values of the grades you hope or expect to earn. (A=4, B=3, C=2, D=1, F=0). Finally, multiply the grade value by the credit hours to produce the total quality point value for each course.

Classes	Grades	Repeat?	Quality Points		Credit Hours		Total Points
_____	_____	☐ YES	_____	•	_____	=	_____
_____	_____	☐ YES	_____	•	_____		_____
_____	_____	☐ YES	_____	•	_____	::	
		☐ YES	_____	•			
		☐ YES					
_____	_____	☐ YES	_____	_____		/	_____

NEW OVERALL GPA **Total Hours:** _____ **Total Points:** _____

ADD the Semester Quality Points to the **Overall Quality Points** to sum the Total Quality Points. Then, SUBTRACT the Earned Points from Repeats to get the NEW QUALITY POINTS. Add the Semester GPA Hours to Overall GPA Hours to sum the Total GPA Hours. Subtract the Earned Hours from Repeats to get the NEW QUALITY HOURS. Finally, **NEW QUALITY POINTS / NEW QUALITY HOURS = NEW OVERALL GPA.**

_____ / _____

_____ Quality Points _____ GPA Hours

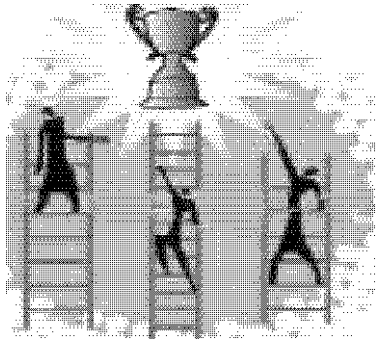
Quality Points GPA Hours

Total Quality Points Total GPA Hours

Earned Points from Repeats (-) Earned Hours from _____

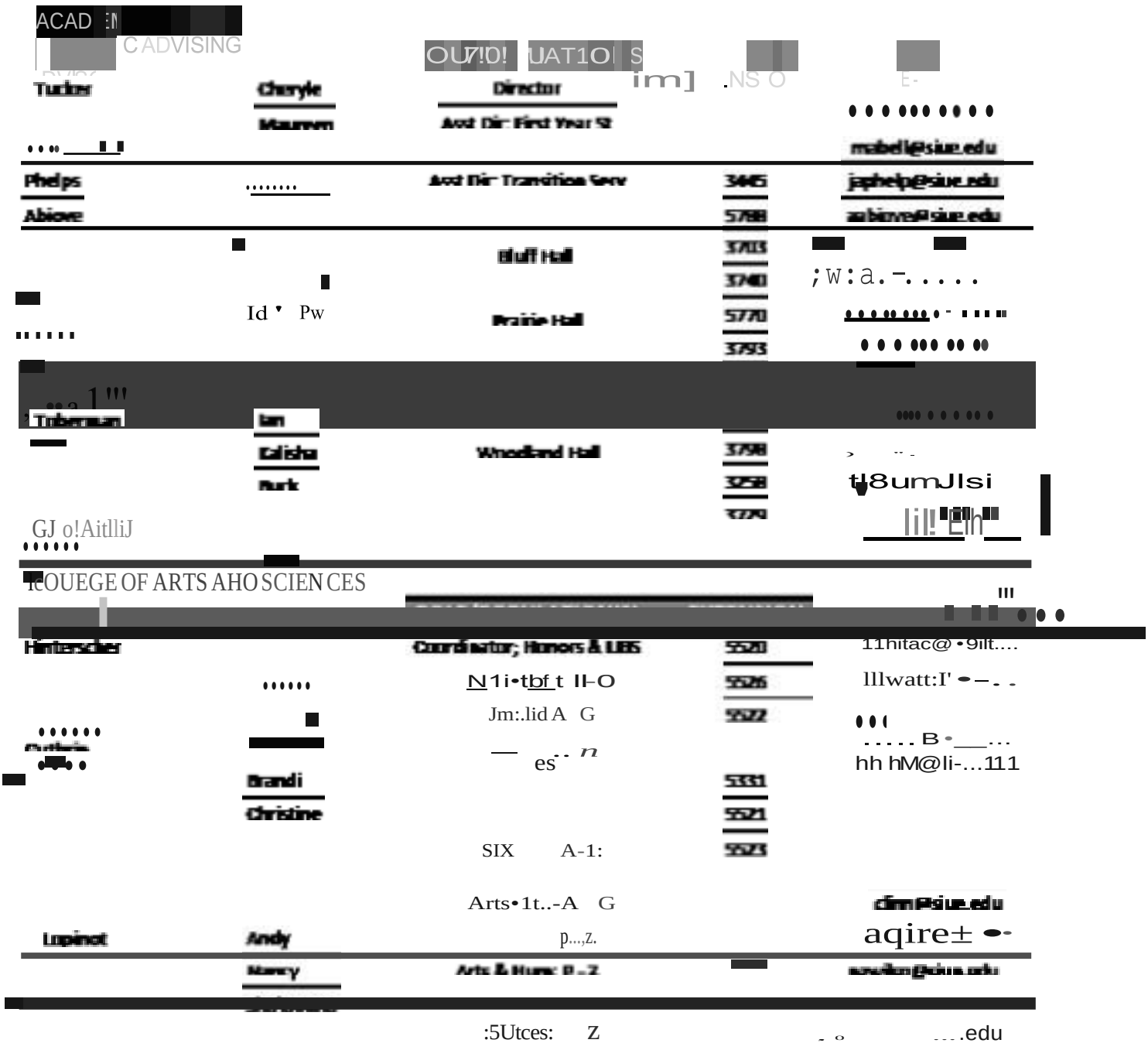
NEW QUALITY POINTS • NEW QUALITY HOURS = _

SEMESTER GPA



Appendix I

CAMPUS ADVISING LIST



ACAD [redacted]

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Tucker	Cheryle	Director		
	Maureen	Asst Dir: First Year St		mabell@siue.edu
Phelps		Asst Dir: Transition Serv	3445	japhelp@siue.edu
Abiove			5788	aabiove@siue.edu
		Bluff Hall	3703	
			3740	;w:a.-.....
	Id ' Pw	Prairie Hall	5770	
			3793	
Tuberman	Ian			
	Kalisha	Woodland Hall	3798	
	Burk		3258	tl8umJlsi
			3779	

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lcOUEGE OF ARTS AHO SCIENCES

Hinterscher		Coordinator; Honors & LBS	5520	11hitac@ •9ilt....
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		Jm:.lid A G	5522	
		es .. n		..... B •___...
	Brandi		5331	hh hM@li-...111
	Christine		5521	
		SIX A-1:	5523	
		Arts•1t..-A G		clinn@siue.edu
Lopinot	Andy	p...,z.		aqire± •-
	Nancy	Arts & Hum: P - Z		
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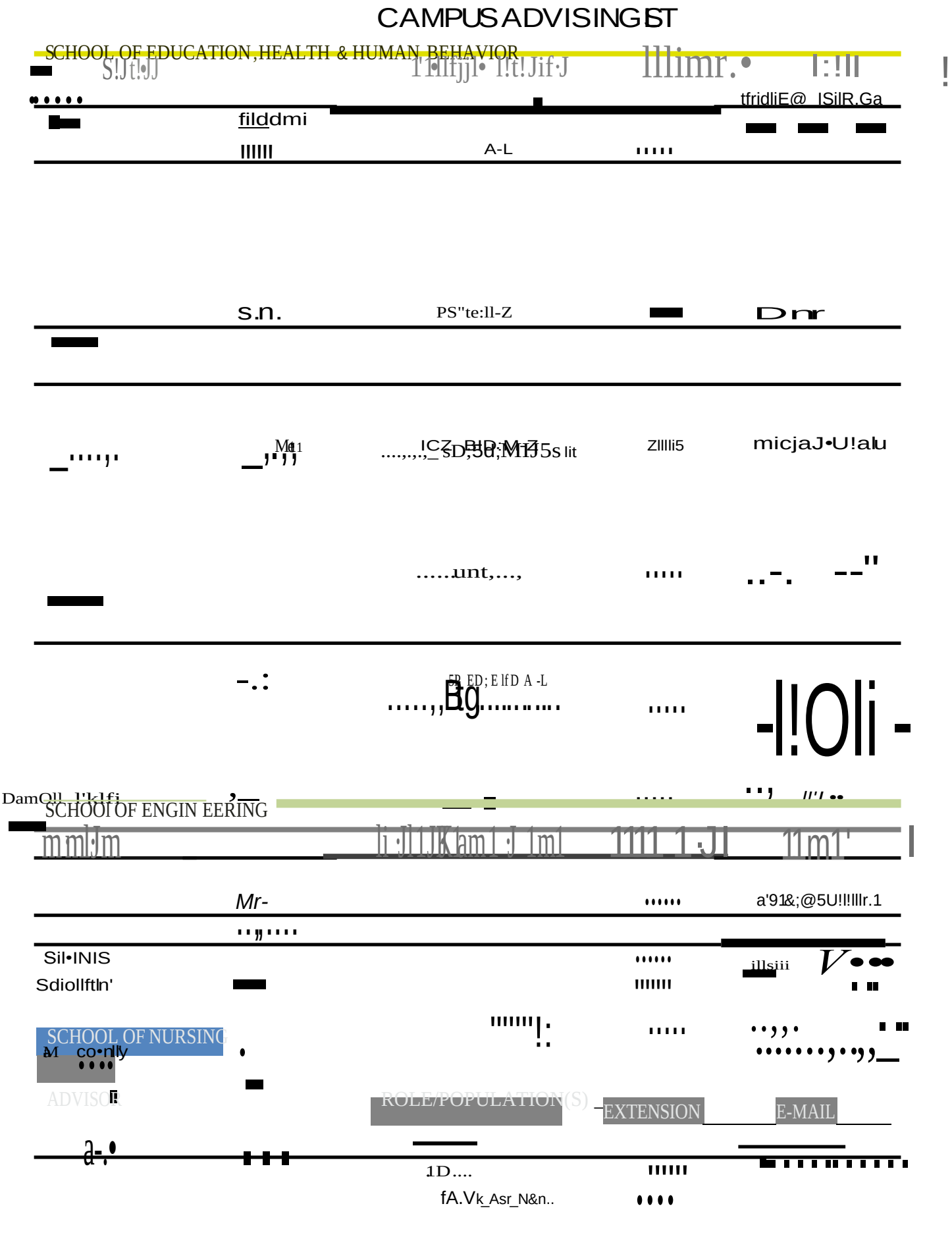
Triston

ADVISOR	E/POPULATION(S)	EXTENSION	E-MAIL
Manning	Director	5450	nmannin@siue.edu
	A - E; Rj - So	3841	amabarto@siue.edu
	F - K; Sp - Vi	3840	jecoome@siue.edu
	L - Ri, Vj - Z	3840	
Price-Williams		2914	

Appendix I


CAMPUS ADVISING LIST
SCHOOL OF EDUCATION, HEALTH & HUMAN BEHAVIOR
SCHOOL OF ENGINEERING
SCHOOL OF NURSING
ADVISOR
ROLE/POPULATION(S)
EXTENSION
E-MAIL

		PN-dnilill PN-dinbll/llrl/!IUP$1iih NII		
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DEPARTMENT OF ATHLETICS

A

DeClue	Jaci	- .c r	[redacted]
[redacted]	Kelly	• ••• • • ••	• • • • • -pafll:illR.ellu
[redacted]	Lindsey		listock@siue.edu

SOAR (Student Opportunities for Academic Results)

Patterson	Program Director	epatter@siue.edu
		dacherr@siue.edu

Appendix J

DECLARATION REQUIREMENTS

• EDUCATION, HEALTH, & HIJMM BEHAvtOR •

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Elementary Education & Early Childhood Education Programs	Upp!r-diwisicln and ,..,,...-..<DW"""5 (<:;illl!!d the Pai..ssllipPrcoam).-eblcd:-M _ ....._51uil_ who._, An!Jinr::to 1k •••-5dlilli!Hnt....,. elo!Ltoo *'ll a .....- nc;mRILl<iJliDnl&ljol"dois- • ' iillDdil! ..Pli'C'41L]_ lii!nll!IJClll slandin,i:: at SIUE 2. Qa14!!ll! EE1.Dl willh a gndl! llfCor hpr 3. Qa14ll!!ll!CED lllO with a af C ..hpr 4. """1!!"""""""GPA [alil5l:ilulium) af 25ar hicher

Special Education Program

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Appendix J

Secondary Education Areas	SlJE.....not ulfer a ..... irt .....,...taiy .....9' ▪ 115 ilneab!illl intl!ildlirc at:hl!Sl!ICDlidilfY ll!vl!I an!cll!ldln!d majllt's irt 1hl!ir'mab!M<lll'Jl5B Mll!ntl'll!Jml!l!t t:hl! mab!M<lln5t's 111!!11W&1wwwil!i. Ti5Kherliil::a'l5i.tm is noled durini!:;lhedtdaialiun ..... :5eu:w :las)' Edll6llilm An!as: • Art • lliDlal:r • Qerni!itry • Eilrth ..!i;pllJeSciaaE • Fall!icn lafV.lill!!ll! (French,Eiemwa, w !rpii1isl1) • li!illlxy • Miilllieinillic: • Music: • l'Dlil::ii::ill !lcil!llCJ! • TheiJln! loDrama

Non.C.rtffic.Uon Mlljora

Health Education	1. Complete ENG 101 and 102 2. GPA 2.5
Exercise Science	1. .C:0.141-BIDL1411lllh11i1hGliJl!ed Cor hiGfli!r 2. CG14l-OIEM llllil,/124;;o er OEM l21a/125a wilh g;idE! ore: or hpr].C:0.141-11:111Z75with GliJlle..C ICM' liigher 4.GPA: :zJS
Nutrition	1. BIOL 140/150 with grade of C or higher CHEM 120a/124a or CHEM 121a/125a with grade of C or higher :.gCDelpIC1 or hIGHEM 1:.!lliMa<s 3. Complete KIN 275 with grade of C or higher 4. GPA: 2.75
Psychology	1. GPA:l.25 2. Complete 42 hours 3. GPA: 3.0

IPPA

1.

NOTE: SPPA

Appendix J

DECL[redacted]TION REQUI[redacted]NTS

BUSINESS• ENGINEERING• NURSING •PtfARMACV

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School of Business Pre-Business (all degrees)	Declaration for all business majors is into the Pre-Business program. Admission to specif.:: majors (a«0unting.. business administration, economics/finance. or CMIS) requires a succ.essful application to the Schodof Business.. 1. Complete ENG 101, MATH 120, & ECON 111 or ECON 112, each with a grade of C or higher 2. GPA: 2.25
School of Engineering Pre-Engineering (all degrees)	AU Engj:neering students, including computer science, are declared directly by Engineering Student Services. Once a student meets the dedaration requirements s/he should be transferred to Engineering Student Servtces (x2534) to complete the dedarat9on process. 1. Completed MATH 120 with a grade of C or better OR be eligible for MATH 125 or higher 2. GPA: 2.0
School of Nursing Pre-Nursing	Dedaration for nursing majors is into the Pre-Nursing program. Adission to the Nursing (BSN) program requ res a successful app ication to the School of Nursing App ication details Qin be found on the School of Nursing website. 1. Good standing
School of Pharmacy Pre-Pharmacy	Thef'e is no dedaration for pre-pharmacy students. Students may choose to declare a major in their paraDel plan or continue advising in the Office of Academic Advising until pharmacy admission decisions have been reached.

Appendix K

MAJOR & MINOR DECLARATION CONTACTS

Revised on 9-29-2015

MAJOR DEPARTMENTS	EXT.	MAJOR CONTACT	EMAIL ADDRESS
COLLEGE OF ARTS & SCIENCES			
Major Contact + CAS Advising	**5527**	**Soojin (Soo) Wallen**	**casadvising@siue.edu**
Anthropology	3843	Jennifer Rehg	jrehg@siue.edu
Applied Communication Studies	3012	Tara Thornton	tthornt@siue.edu
Art & Design	3073	Tonya Wagner	towagne@siue.edu
Biological Sciences	3928	Pam Cunningham	phartze@siue.edu
	3929	Anita Korta	akorta@siue.edu
Chemistry	2421	Nina Conrad	nconrad@siue.edu
Criminal Justice	3713	Lynn Miller	lymille@siue.edu
Earth & Space Science Ed	2897	Abdullatif Hamad	ahamad@siue.edu
Economics (CAS)	2542	CAS Advising	casadvising@siue.edu
English	2061	Tori Walters	torwalt@siue.edu
Foreign Languages	3512	Dr. Tom Lavalee	tlavale@siue.edu
Geography	2090	Cat Yurkovich	cyurkov@siue.edu
Historical Studies	2414	Lori Huntley	lohuntl@siue.edu
Liberal Studies	5520	Brian Hinterscher	bhinter@siue.edu
Mass Communications	2230	Josie Morris	jomorri@siue.edu
Mathematics & Statistics	2385	Annette Musenbrock	amusenb@siue.edu
Music	2012	Dr. Darryl Coan	dcoan@siue.edu
Philosophy	2096	Bryan Lueck	blueck@siue.edu
	3861	cc: Judith Crane	jcrane@siue.edu
Physics	2897	Abdullatif Hamad	ahamad@siue.edu
Political Science	3572	Cathy Behrens	cbehren@siue.edu
Social Work	5429	Gerald O'Brien	gobrien@siue.edu
Sociology	3713	Lynn Miller	lymille@siue.edu
Theater & Dance	2773	Deborah Brown-Thompson	dbrown@siue.edu
CAS Honor Students	5520	Brian Hinterscher	bhinter@siue.edu
SCHOOL OF ENGINEERING			
All Engineering	2534	Tonja Asperger	tksmith@siue.edu

SCHOOL OF BUSINESS			
All Business	3840	Sherry Smith	shesmit@siue.edu

Appendix K

MAJOR DEPARTMENTS	EXT.	MAJOR CONTACT	EMAIL ADDRESS
SCHOOL OF EDUCATION, HEALTH & HUMAN BEHAVIOR			
ELED/SPPA/ECE/SPE/SEC ED	3940	Danie Schneider	daschne@siue.edu
XSCI, NUTR, & HED	3252	Monica Kempland	mkempla@siue.edu
PSYC (Last Name A-Q)	2266	Kelly Atkins	kelatki@siue.edu
PSYC (Last Name R-Z) & Minors	2469	Lindsey Loyd	linloyd@siue.edu
SCHOOL OF NURSING			
Pre-Nursing	3964	Nancy Newman	nnewman@siue.edu
RN Completion	3956	Karen Montgomery	kmontgo@siue.edu
INTERDEPARTMENTAL MINORS (departmental minors go to Major Contact)			
Aerospace Studies	3840	Sherry Smith	shesmit@siue.edu
African Studies	2097	Francis Odemerho	fodemer@siue.edu
Asian Studies	3301	Tom Lavallee	tlavale@siue.edu
Black American Studies	3900	Prince Wells	pwells@siue.edu
Classical Studies	5058	Carl Springer	casprin@siue.edu
English: Lit, CrtvWrtg, Rhet, Ling	2061	Valerie Vogrin	vvogrin@siue.edu
Environmental Sciences	3311	Tami Wright	twrigab@siue.edu
European Studies	2414	Lori Huntley	lohuntl@siue.edu
Forensic Sciences	3843	Jennifer Rehg	jrehg@siue.edu
Health Education & Nutrition	3252	Monica Kempland	mkempla@siue.edu
Latin American Studies	2052	Mariana Solares	msolare@siue.edu
Military Science	3840	Sherry Smith	shesmit@siue.edu
Native American Studies	2748	Cory Wilmott	cwillmo@siue.edu
Peace & International Studies	3375	Denise Degarmo	ddegarm@siue.edu
Pre-Law	5694	P.A. Dirks-Linhorst	pdirksl@siue.edu
Religious Studies	2250	Matthew Schunke	mschunk@siue.edu
Social Sciences Education	2414	Lori Huntley	lohuntl@siue.edu
Urban Studies	2090	James Hanlon	urbanstudies@siue.edu
Women's Studies	2744	Leah Wildhaber	lwildha@siue.edu
MISCELLANEOUS			
Academic Advising	3735	Alarice Houston	alahous@siue.edu

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address: Family Policy

Compliance Office
U.S. Department of Education 400 Maryland
Avenue, SW Washington, D.C. 20202-4605