

Probably the single most important move an institution can make to increase student persistence to graduation is to ensure that students receive the guidance they need at the beginning of the journey.

- Aubrey Forrest

The advising manual was produced in 2000 by the Office of Retention and the Advising Manual Committee: Jay Bardole, Cindy Beaman, Dr. Lisa Bishop, Susan Brocksmith, Dr. Jeanne Budig, Hope Clausman, Steve Frazier, Mike Gress, John Hitchcock, Tom Konkle, Penny Quinn, and John Will. Dr. Laurel Smith served as the editor of the finished manual.

This document is to be considered a work in progress. Please forward your suggestions regarding additional materials and changes to Tom Konkle via email (tkonkle@vinu.edu) or campus mail (GVH-72).

Principles for Good Practice in Academic Advising

“Based upon my 27 years as a college teacher, administrator, and advisor of both undergraduate and graduate students, I offer the following as recommendations for the kinds of behaviors which constitute effective academic advising. My thoughts on this subject have been significantly influenced by the work of my colleagues in the National Association for Academic Advising, and I express my indebtedness to them and to the legions of students who have given me feedback about my own behaviors as an academic advisor.” John N. Gardner

1. Remember first and foremost that academic advising is a *relationship*. It is not just a means to an end.
2. Remember that academic advising is *teaching* – the most powerful form of one-to-one teaching in which you can engage.
3. Show signs of *respect* to your advisees. For example, extend to them the same kind of greetings you would any other human being – a handshake plus an acknowledgement. Advisors who show respect to their students tend to give them undivided attention and lots of eye contact, don’t take phone calls in the middle of conversations, and treat them with the same respect as any other person for whom they work. You do work for your advisees.
4. Practice active *listening*. Listening is affirming and lets the speaker know he/she is significant to you.
5. Know when you are over your head in dealing with an advisee’s problem. *Refer* as necessary to other qualified professionals on your campus. Referring doesn’t indicate any weakness on your part or lack of knowledge. It is the professionally responsible thing to do.
6. Give *accurate information*. If you don’t know the answer, say so. Either send the student to someone who does know the answer or make a commitment to get the information yourself.
7. *Be available* during your published office hours and at the times you have made appointments. Students need to know you are predictable and reliable.
8. Remember that what really counts is *what is best for the student*, not necessarily what is best for the department or institution. Although it might be preferable from the perspective of a department or institution for a student to remain enrolled, if it is in the best interest of the student to make a change, he/she must come first.

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Advising Overview - NACADA

National Academic Advising Association

The National Academic Advising Association (NACADA) provides a model for the academic advising of students in higher education settings. The membership of the organization is composed of professional advisors, faculty advisors, and administrators who actively participate in the academic advising process. Additional members may include individuals who are more indirectly associated with academic advising in colleges and universities throughout the world.

The mission of academic advising at Vincennes University is to assist students as they develop educational plans to help them achieve their life goals. Effective advising is also related to retention, and is an important part of the enrollment management plan.

Methods of Advising

Academic advising will be viewed differently based upon the philosophy of the advisor in question. Perspectives on advising usually fall within two primary positions, *Prescriptive Advising*, and *Developmental Advising*. Prescriptive advising uses the philosophy of “do it for them,” whereas developmental advising focuses on “helping students do it for themselves.”

Obviously the idea of teaching a student to be more competent at doing things for her/himself is the preferred method. All advisors know the problem with this perspective is the time necessary to assist a student this way. It is oftentimes easier and more expedient to do the work for advisees rather than teach them how to become more responsible themselves. However, when advising is addressed from a developmental perspective, students learn skills which will benefit them throughout their lifetime: to identify goals, seek answers, make decisions, and eventually become their own best advocate.

Although the best method is developmental advising, there are times when prescriptive advising is appropriate. An obvious situation that requires prescriptive advising is students who invest little or no time in the advising relationship. This usually happens for one of two reasons: students already know what they need to know, or they are so overwhelmed with the process they do not know where to begin asking questions. And even though most students fall into the latter category, we cannot force a student to talk with us. We can only create an environment where the student feels welcome and comfortable.

Through regular contact with students, whether face-to-face, via the computer, on the phone, or through the mail, advisors gain meaningful insights into our students' academic, social and personal experiences and needs. These insights can then be used to improve each student's sense of community and develop meaningful educational and career goals.

An advisor checklist has been provided in the appendix of this document for you to evaluate your advising. The evaluation addresses the five major categories of advising: availability, information, helping, advisor behavior, and satisfaction with advising. You may use this checklist to see how well you do.

Advisor Responsibilities

NACADA

The following goals have been identified by NACADA as key responsibilities of each and every academic advisor, regardless of one's advising philosophy. This list should serve as a reference tool for academic advisors to evaluate and improve their own advising methods, as they deem appropriate for student success.

1. To assist students in understanding and accepting themselves.
2. To aid students in identifying life goals through review of their interests, skills/abilities, and values.
3. To work with students to identify how higher education can help them meet their career and life goals.
4. To assist students in developing decision-making skills.
5. To provide students with accurate University information regarding policies, procedures, resources, and programs.
6. To create a connection between a University representative and each student that will promote student retention and success.
7. To refer students to appropriate support services (on or off campus) when necessary, including areas such as counseling, career guidance, disability-related issues, tutoring, and placement.
8. To help students track their progress toward the goals they have identified (education, career, etc.).

Student Perspective

The majority of students are looking for the same type of assistance when seeking out an advisor. In national studies, students cite four major factors as important to them in receiving help in the advising process:

- Accessibility
- Accurate information
- Advice and counseling services
- A personal relationship with an advisor

Physical accessibility is achieved by maintaining regular advising periods each weekday to allow students the opportunity to drop-in between classes. Understanding that pre-determined hours will not always fit every student's schedule, it is also important for advisors to be willing to accommodate meetings outside identified advising hours. In addition, students must also feel confident that advisors will promptly return messages whether they are hand-written notes, emails, or voice-mail based.

Accessibility also refers to the congeniality and approachability of the advisor. An advisor who appears too busy to sit down and actively listen to a student's concerns will lose a valuable opportunity to retain and assist that advisee. A quality session with an advisor may serve to help change an insurmountable problem into one that can be addressed and overcome. Altering a student's perspective of a situation or helping them find the correct resources to address the problem can change his/her entire outlook.

Quality advising relationships develop from a true desire to assist students in pursuit of their academic goals. This document is intended to assist each academic advisor with the information and referral components to help students succeed. Provision of accurate information and referrals to other area representatives will hopefully be made easier through the use of this Advising Resource Manual.

A Quick Primer on Advising

The following “primer” is designed as an outline of the very basic issues necessary to adequately advise a major at Vincennes University. This information can serve as a guide for the first time or seasoned advisor. For more detailed information of the topics covered here, please refer to the table of contents of this document.

- Plan adequate time to talk with and get to know each advisee.
- Be sure all necessary materials are at hand.
 - ⊕ Student’s advising folder or access to Banner advising forms (**do not** advise without necessary placement information)
 - ⊕ Correct Catalog
 - ⊕ Course Request Form (if needed)
 - ⊕ Current Schedule of Classes
 - ⊕ Advising Assessment Form (or other advisor commentary tracking sheet)
 - ⊕ Schedule Change Form (Drop & Add form)
 - ⊕ Request to Change Curriculum
 - ⊕ Request to Repeat Courses for Recalculation of Grade Point Index
 - ⊕ Petition to Graduate
 - ⊕ Course Substitution Form
 - ⊕ Early Completion Form
 - ⊕ Student Release of Educational Records to Parents Form
- Minimize parent intervention by focusing the discussion toward the student (preferably, conduct advising without the parent present).***
- Establish the student’s educational goal(s).
 - ⊕ Attend VU for 1 semester
 - ⊕ Attend VU for 1 year
 - ⊕ Attend VU for 2 years, but do not intend to graduate
 - ⊕ Attend VU for 2 years, and plan to graduate
 - ⊕ Attend VU for more than 2 years, but do not intend to graduate
 - ⊕ Attend VU for more than 2 years, and intend to graduate
 - ⊕ Attend VU for 4 years and intend to complete baccalaureate degree
 - ⊕ **AND** any possible transfer plans
- Establish the student’s career goals.
- Select the catalog that applies to the specific student in order to determine the appropriate graduation requirements.
- If the student plans to transfer, the transfer school must be identified in order to verify course transferability.

- Determine if the student has previous college credit from Vincennes University or if credit from another institution is being transferred.
- Determine the student's placement regarding college level coursework. This may be found on Banner SOATEST.
- Help the student select appropriate courses by following the curriculum sequencing for the particular program as identified in the catalog. Pay particular attention to:
 - ⊕ Placement scores and developmental course sequencing
 - ⊕ Protected courses
 - ⊕ Pre-requisites, co-requisites, and concurrencies
 - ⊕ General education requirements
 - ⊕ Intensive courses
 - ⊕ Unique requirements of the transfer institution (when applicable)
- Register the student
 - ⊕ Meet with the student and determine what courses the student wants/needs to take, making a list of the Banner CRN (course request number).
 - ⊕ Enter those courses on Banner form SFAREGS.
 - ⊕ For those advisors who are not authorized to participate in decentralized registration, complete the Course Request Form, and keep the advisor copy for your files. Send the student and form to the Division Office or Registrar's window for official registration to occur.
 - ⊕ Print a copy of the course schedule and give it to the student.
 - ⊕ Remind the student that this schedule is unofficial and that the student is to print his/her "Official" schedule from MyVU the weekend prior to the beginning of the semester.
- Keep the student informed regarding progress toward the identified goals.
- Unique Duties

Additional paperwork and/or steps may be necessary in specific circumstances based on the individual student as well as the stage in the advising process. This may include any of the following items that will be explained in detail later:

 - ⊕ Referral for advice or assistance
 - ⊕ Completion of forms
 - ⊕ Petition to Graduate
 - ⊕ Course Substitution Form
 - ⊕ Assessment Form
 - ⊕ Request to Change Major
 - ⊕ Request to Repeat Courses for Recalculation of Grade Point Index
 - ⊕ Schedule Change Form (drop/add)
 - ⊕ Section Authorization (override)
 - ⊕ Student Release of Educational Records
 - ⊕ Advanced Placement

Advising Basics

Academic Assessment

Vincennes University's "Open Door Policy" provides the opportunity for everyone who possesses a high school diploma (a Certificate of Completion is **not** sufficient) or GED the opportunity to gain post-secondary educational benefits. In order to place students into the appropriate level of academic coursework for which they are prepared, students' academic abilities must be accurately assessed. Students who do not possess the necessary verbal and mathematical competencies must enroll in Developmental Coursework (explained in the Developmental Education Coursework section). The concept of GENeral EDucation Achievement Testing was developed following the visit from the North Central Association for the accreditation of VU in 1995. The purpose of GENED is to measure institutional effectiveness and ensure the quality of the GENED core curriculum in order to give greater credibility to the graduates of Vincennes University.

Evaluation of Placement

Verification of student's academic abilities is ascertained by evaluating test scores and considering any previous college level credit that has been received. Academic placement is determined by reviewing all test scores available to the University, unless provided with an exemption from placement testing. This may include the Scholastic Aptitude Test, American College Testing, Computerized Placement Test (Accuplacer), and official scores from another college. Placement scores taken at another college are transportable but they must be official¹. The highest scores available are selected to determine placement in Reading and English, and then the Placement Chart is used to select the appropriate entry-level courses, so long as those scores were generated within the last 2 years. The Mathematics Department has determined that ONLY Accuplacer Test scores generated within the last 2 years are used to establish placement in mathematics.

When a discrepancy exists between transfer credit awarded and current placement test scores, the transfer credit will take precedence. In other words, if the Registrar awards transfer credit for ENGL 101 English Composition I taken at Ivy Tech based upon placement using the Compass or Asset Test from ACT, a subsequent Accuplacer score in sentence skill that would place the student into ENGL 009 or ENGL 011 will be disregarded, and the student will be presumed to have completed the course successfully. Similarly, students who are awarded transfer credit for courses taken at another University which are generally considered to be reading intensive at VU will NOT have to take developmental reading even if his/her Accuplacer scores show weakness in reading. Likewise, a student awarded credit for MATH 101 Intermediate Algebra (or higher) taken at another University will **NOT** have to take developmental mathematics courses based upon current Accuplacer scores. If the advisor is unsure how to interpret

the various pieces of data provided, he/she can contact the Advising Center, and/or the appropriate department chair (Professor Michael Gress, English; Professor Julianne Myers, Reading; or Professor Sarah Carpenter, Mathematics.)

Exemptions from Placement Testing¹:

Transfer students who have officially received transfer credit for ENGL 101 are exempt from placement testing in reading and writing. Transfer students who officially received transfer credit for a MATH course numbered at 101 or greater are exempt from placement testing in mathematics. Note that the transfer credit must be officially awarded by Vincennes University.

Also, students in a business arranged workforce development course may be exempted from placement testing by request of the vice president of Workforce Development and by approval of the provost provided alternative evidence exists to indicate the readiness of the student to undertake the course.

1—e-mail correspondence from Provost dated 8/4/2008

Re-testing

If a Student believes he/she was evaluated lower than expected (i.e. had a bad test day), and wishes to re-take the CPT, his/her Advisor should refer the student to the Chairperson of the Department responsible for offering the particular course for which the student wishes to retest. Re-testing is a good idea if more than a year has passed since the student was last tested, or if the student has taken additional work which might have strengthened his/her skills at another institution.

It is important to remember that students placed in developmental Reading or English courses will be re-evaluated in class during the first class meeting of the semester to verify proper placement. In addition, the Mathematics Department offers a retest opportunity on the Saturday preceding the beginning of the semester for those wishing to retest. Reassignment to the appropriate course will occur automatically following this period of evaluation when necessary. A student who is unsure about re-taking the CPT should be informed of this re-evaluation procedure. The Assessment Center recommends advisors discourage students from retaking the CPT if the score is 5-15% or more away from the next placement level. It is extremely unlikely for students to improve to this degree without significant further study of the content materials.

Reviewing Scores

Advisors can review the test scores received by a student by viewing Banner Form SOATEST. The following codes are used to label test results:

- ⊕ CPTA VU Placement Arithmetic
- ⊕ CPTC VU Placement College Level Math

⊕ CPTA	VU Placement Elementary Algebra
⊕ CPTR	VU Placement Reading
⊕ CPTA	VU Placement English
⊕ CPTOT	exit/outcomes test score
⊕ GENED	general education achievement test
⊕ S01	Scholastic Aptitude Test Verbal Given Prior to March 2005
⊕ S02	Scholastic Aptitude Test Math
⊕ S03	Scholastic Aptitude Test Reading
⊕ S04	Scholastic Aptitude Test Vocabulary Subscore
⊕ S05	Scholastic Aptitude Test TSWE Score
⊕ S07	Scholastic Aptitude Test Writing
⊕ S08	Scholastic Aptitude Test Essay
⊕ S09	Scholastic Aptitude Test Multiple Choice
⊕ SAG	American College Testing Subscore Alge/Geom
⊕ SAL	American College Testing Subscore Arts/Literature
⊕ SEA	American College Testing Subscore Elem. Algebra
⊕ SGT	American College Testing Subscore Plane Geom/Trig
⊕ INST	VU institutional placement test

Scores received may be referenced on the Placement Chart to determine appropriate placement of a student. If access to the Banner form SOATEST is not available, questions regarding placement may be referred to the Placement Center, the Chairperson of the appropriate Department, the Advising Center, or the Dean of the Division which offers the course in question.

Although academic placement in Reading and English may be determined based on SAT or ACT scores, all new incoming students are required to take the Accuplacer Exam for math placement. Placement in mathematics is based **SOLELY** upon the score from the Accuplacer Exam.

The Assessment Center has created a Placement Chart which can be obtained from them, or from your Division Office. It may also be found in the Appendix of this manual. The chart is provided to assist in the placement of students into courses for which they are academically prepared for success.

Placement testing is provided in the Assessment Center, Room 130 of the LRC, during regular University business days (MTWRF, 9:00 AM until 2:00 PM.) The test will take about an hour to an hour-and-a-half to complete and is un-timed. Results are available immediately following the test.

Referral for Testing

The Assessment Center provides a variety of testing opportunities including General Education Achievement evaluation, and Entry tests. It is very important for the advisor to complete the Testing Authorization Form prior to sending a student to the Assessment Center. Although the student may receive referral

information from the advisor, the student may not relay that information verbally to the Assessment Center staff in its entirety.

Instructions for completing the Testing Authorization Form are simple and have been outlined in the following paragraphs.

The Student Section (completed for all requests)

- ⊕ Fill out the top portion specific to each student and indicate any special routing of the test results.
- ⊕ Have the student initial the form to document your conference with him/her.
- ⊕ Sign the form and include your campus address so the yellow copy can be returned to you with the results of the test.
- ⊕ Include your campus phone number for any questions that may arise.
- ⊕ Retain the white copy for your records to verify the request was made.

GENED Section (completed only for GENED and placement related evaluations)

- ⊕ Indicate the student's major and degree sought.
- ⊕ Circle the type of test to be taken.
- ⊕ Indicate the course the student took to comply with the General Education requirements and the semester the course was passed.

TEST Section (for evaluation other than placement or GENED tests)

- ⊕ Use this section when requesting re-testing or re-evaluation of a student.
- ⊕ If requesting a specific evaluation, state the type of test (computer or written) and the components desired (reading, math, English)

Scores Section

- ⊕ This section will be completed by the Assessment Center staff with the results of the evaluation for all tests.

Attendance Policy

Students are expected to attend all the sessions of the classes for which they are enrolled, because attendance has a direct correlation with student success in the classroom. Absences may be categorized into two possible types, University sanctioned, or non-University sanctioned.

Regardless of the type of absence, students must always personally inform each instructor whose course will be missed well in advance of the absence whenever possible, in order to maintain good student/faculty relations. This communication will allow for negotiation of the possibility to make-up assignments and/or any laboratory periods that may be missed.

University Sanctioned Absences

University sanctioned absences include activities such as intercollegiate athletic events or class field trips which require a student to be gone from the classroom. Coaches or faculty initiating such absences submit an e-mail to the campus

which lists all the students who will be missing classes. Absences that are a result of an approved and required University sanctioned event should not be counted against a student, and any missed work may be made up.

Non-University Sanctioned Absences

Non-University sanctioned absences include those resulting from illness, family crisis, or for other reasons. Students who miss class due to a non-University sanctioned reason must contact the Dean of Students office directly and provide documentation to support why they could not attend class. A student who is ill and seeks consultation with the campus nurse should complete an absence form while at the Health Office to provide verification of the absence. Excusing the absence and all make-up of work for a non-University sanctioned absence is solely at the discretion of the individual faculty member. Forms to make a formal request for the privilege to make-up missed work may be picked up in the Dean of Students office.

Changing Majors

Students wishing to change majors should make the request with their current advisor. A Request to Change Curriculum form is completed and signed by both the student and advisor. The completed form is then attached to the student's advising folder and forwarded to the Division office of the new major. This may be accomplished by sending the material via campus mail or, more commonly, giving the folder and form to the student to hand-deliver.

Upon receiving the folder and advising the new major, the new advisor also signs the form. In addition to officially changing the major, the form allows the removal of any D's and F's which do not apply to the new major. Once the form is appropriately completed and received by the Registrar's office (via campus mail or student delivery), the GPI will be recalculated. While these courses are excluded from the recalculation of the GPI, they nonetheless will remain on the transcript.

Advisors may call the Registrar's office and request the student's major be officially changed in order to complete the advising and registration process. In this instance, simply send the request form to the Records office through campus mail after advising is completed.

Course Substitutions and Scheduling Issues

Course Load

A full-time load for Financial Aid purposes is 12 credit hours per semester. Most associate degree programs require a student to complete between 63-72 credit hours of course work (excluding any required developmental coursework). In order to graduate in two years a student should plan to take 15-18 hours per

semester. Students required to take developmental courses should be advised that it may take more than 4 semesters to complete the associate degree.

To be successful students should be informed that each hour in class generally requires at least two hours of student effort outside of class. Students who plan to work while enrolled in courses should be made aware of the recommended guidelines below.

- 13-16 credit hour load no more than 10 hours/week employed
- 9-13 credit hour load no more than 20 hours/week employed
- 6-9 credit hour load no more than 30 hours/week employed
- 3-6 credit hours load no more than 40 hours/week employed

Course Substitution

Occasionally, a situation may arise in which a program- or University-required course may be substituted by a course which is not identified on the program outline in the catalog. This may occur when a student completes a higher level course than the program requirement, a program has been updated and the required course is no longer being offered, or when low course enrollment cancels a required course during a student's final semester. To initiate a substitution, the advisor must submit a Request for Course Substitution to the Division Dean of the student's major. If approval is received at that level, the form continues to the Office of the Registrar. Denial of a course substitution request is probable if the request includes substitution of the following: 1) a developmental course for a non-developmental course, 2) a non-lab for a lab course, 3) courses not in the same Division, or 4) courses not in any way similar. Most course substitutions are approved as long as they are educationally defensible.

Dropping or Adding a Course

Changes in the schedule must be completed by the end of the first week of classes. Students who elect to withdraw from a course must do so by 4:30, Friday of the tenth week of the semester. Withdrawal from developmental courses is not permitted without approval from the Dean of the Division in which the developmental course is offered.

Registering into a Closed Section

In certain circumstances, a student may receive authorization to register for a class that has been officially closed to enrollment. Approval must be sought through the Division Dean (or his/her designee) of the specific course for which registration is desired. To verify approval, the Division Dean must sign a Course Override Form which must be taken to the Registrar's Office to complete the registration process.

Withdrawing from School

Students wishing to withdraw from the University must notify the Dean of Students. The Dean of Students Office will then inform all instructors, and a

possible refund of course fees will be determined based on the refund policy as outlined in the catalog.

Credit Hours

Advanced Placement Credit

Students may receive academic credit through various means including subject-related tests, standardized national tests, EXCEL high school programs, and portfolio development. Common tests include SAT, ACT, CLEP, and DANTES. Students pursuing advanced placement credit are not assessed additional tuition charges. Information regarding the specific liberal arts and subject tests available through CLEP and DANTES may be accessed by contacting the Assessment Center on the Vincennes campus. Students may have also achieved credit through the national College Board Advanced Placement Program in several subject areas.

Early Completion Credit

This option allows students the opportunity to complete the requirements of a course by faculty evaluation of student knowledge through comprehensive testing and/or submission of assignments. Students must enroll and pay the regular fees and charges associated with the course. (Although, if the course is successfully completed prior to the end of drop/add week, lab fees will be refunded.) Based on the evaluation, students may receive letter grades for successful early completion. The faculty representative must complete an Early Completion Form and file it with the Registrar's Office upon successful completion. Students who do not meet the minimum "C" level evaluation must remain in the course.

To select the Early Completion option, the following guidelines must be followed:

- ⊕ A student must be concurrently enrolled in at least one course which is not being taken for early completion credit.
- ⊕ Early completion cannot be used for a course into which the student has had previous enrollment.
- ⊕ No more than 18 total hours of early completion credit per student is permitted.

Earned Certification Credit

The Physical Education Department allows the opportunity for students to receive specific course credit for earned certifications held in the following courses: HLTH 211 First Aid, PHED 129 Water Safety Instructor, PHED 159 Lifeguard Training, and PHED 123 Skin and Scuba Diving.

The student seeking earned certification credit submits a written request to the Physical Education Department chair. The original, currently valid certificate or card must be presented to the chairperson, who will make a photocopy to submit with the formal request, and return the original to the student.

Along with the photocopied verification, a written letter or memo from the certifying organization or agency must be attached that confirms the instructor status of the issuing instructor, and the dates and hours of activity through which the certification was earned. In some instances, it may be necessary to request additional information.

The request materials will be reviewed and the Department Chairperson will forward a memorandum of recommendation or non-recommendation to the Dean of the Health Science and Human Performance Division. If approved, the Dean will forward the materials, with a memo verifying approval, to the Registrar's Office. Final disposition of the request will be returned to the Physical Education office.

Advanced Placement Credit

Successful completion of specific courses in Business, Chemistry, Foreign Languages, Mathematics, and Physics will automatically grant students credit in additional related courses. Students with two or more years of high school foreign language experience or transfer students with one or more semesters of foreign language are eligible for extra credit in foreign language.

Advanced Placement credit is granted upon placement into and successful completion ("C" or better) of the courses identified in the following table. Upon successful completion, the faculty member of the course initiates an Advanced Placement Form. The document is forwarded to the Chairperson of the respective department, the Dean of the Division, and the academic advisor. After all signatures have been received, the form is filed with the Registrar's Office. Placement testing evaluation to enroll in a non-entry level course is explained in the *Academic Assessment* section of this document.

Course	Extra Credit
Business	
ACCT 112 (3) Fund. of Accounting II	ACCT 111 (3) Fund. of Accounting I
Chemistry	
CHEM/CHML 106 (5) Gen. Chemistry II	CHEM/CHML 105 (5) Gen. Chemistry I
CHEM/CHML 215 (5) Organic Chemistry	CHEM/CHML 105 (5) Gen. Chemistry I + CHEM/CHML 106 (5) Gen. Chemistry II
Foreign Language	
ASLG 103 (5) Am. Sign Language II	ASLG 101 (5) Am. Sign Language I
ASLG 201 (5) Am. Sign Language III	ASLG 101 (5) Am. Sign Language I + ASLG 103 (5) Am. Sign Language II
FREN103/104 (4) French II	FREN 101/102 (4) French I
GRMN 103/104 (4) German II	GRMN 101/102 (4) German I
SPAN 103/104 (4) Spanish II	SPAN 101/102 (4) Spanish I
FREN 201/202 (4) French III	FREN 101/102 (4) French I + FREN103/104 (4) French II
GRMN 201/202 (4) German III	GRMN 101/102 (4) German I + GRMN 103/104 (4) German II
SPAN 201/202 (4) Spanish III	SPAN 101/102 (4) Spanish I + SPAN 103/104 (4) Spanish II
Mathematics	
MATH 115 (3) Survey of Calculus I	MATH 102 (3) College Algebra
MATH 111 (3) Finite Mathematics	MATH 102 (3) College Algebra
MATH 119 (5) Calculus/Geometry II	MATH 118 (5) Calculus/Geometry I
Physics	
PHYS/PHYL 106 (5) General Physics II	PHYS/PHYL 105 (5) General Physics I

Transferring Credit

Credit received in courses taken from accredited institutions may be transferred to Vincennes University, so long as the student received a grade of "C" or higher. The Registrar's Office can answer any questions regarding the accreditation status of an institution in this regard. Students must request official transcripts from the originating university and have them sent directly to the Registrar's Office at Vincennes University. The University cannot accept transcripts from students, or from parties other than the issuing institution.

Upon receipt of the transcript, if an equivalent course is offered by VU, the student will receive credit for that course. If VU does not offer an equivalent course, the credit may be used to meet an undistributed elective requirement (i.e. a four hour general psychology course from Purdue might transfer as our 3 credit hour General Psychology *and* 1 hour of PSYC undistributed elective). Advisors may choose to accept a course to meet a VU program requirement which is

similar, although not equivalent. In this instance, the advisor must complete a Course Substitution Form. Advisors who question the evaluation of transferred hours should initiate discussion with the Division Dean regarding their recommendations.

Students may transfer to VU up to six of their last fifteen hours required for a degree. If their required program consists of more than 68 hours, and they have completed at least 62 VU hours, they may transfer all remaining hours required for their degree. Transferred hours are not included in the calculation of grade point index; only the credit hours will be transferred.

Students wishing to transfer VU credit to another school must make a formal request at the Registrar's Office. A written request may be made if the student is not available to visit campus. The written request may be faxed to the Registrar's Office. Phone requests for transcripts cannot be honored. It is always the prerogative of the receiving institution regarding the acceptance of any credit from a sister institution. Questions regarding articulation of courses from other institutions should be referred to the Registrar's Office.

Veterans Credit

Educational benefits for service in the armed forces are available. Eligible veterans must contact the Veterans Affairs Office to apply. Veterans requesting PE credit must provide a copy of DD214, DD295, or their ID card for National Guard/Army Reserve. Only those persons who successfully completed Basic Training will be exempted from taking PFWL 100 Lifetime Fitness and Wellness. The office of Veterans Affairs provides services to dependants, National Guard, and Army Reserve students as well as veterans.

Developmental Education Coursework

Vincennes University has adopted a comprehensive program for "Developmental Education." This program is designed to allow students who do not currently possess the necessary competencies in reading, writing, and mathematical skills to obtain these competencies through special coursework. Developmental Education courses are designed to improve student success by bringing the student's abilities up to "college level." Without these courses, a student's chance of academic success is seriously reduced.

Developmental courses may be identified as all courses with a "zero numerical prefix" such as ENGL 009, READ 011, and MATH 012. It is very important that all students enrolled in developmental courses understand the following facts:

- ⊕ Developmental courses, although required, **DO NOT** count toward graduation requirements for number of credit hours completed.
- ⊕ Developmental course hours **DO** count toward "full-time student" status to meet financial aid requirements, and regular tuition and applicable fees are assessed.

- ⊕ Developmental course grades **ARE NOT** included in the computation of the student's Grade Point Index (GPI).
- ⊕ Developmental courses **ARE** prerequisites for certain college level courses (protected courses), and require the attainment of a minimum grade of "C" in order to advance to the next level.
- ⊕ Students requiring multiple Developmental courses very likely will need more than four traditional semesters to complete a degree.

Based on test scores, students who place in MATH 009 Arithmetic, ENGL 009 Fundamentals of Writing, READ 009 Fundamentals of Reading, and/or READ 011 Reading Techniques must enroll regardless of their major course of study. **University policy requires these developmental placements be initiated during the student's first semester.** Students must pass developmental courses with a "C" or higher to progress to college level courses.

Over half of the students who enroll at Vincennes University require some form of Developmental Education. Students whose evaluative scores indicate the need for developmental education must successfully complete the identified developmental courses in order to progress to college level courses and, ultimately, to meet graduation requirements.

In September, 2004, the Curriculum and Academic Affairs Committee approved a proposal from the Developmental Education Committee to require all general studies students taking 2 or more developmental classes, one of which is READ 009 or ENGL 009, must also take SSKL 103 Study Skills.

Students who are repeating 009 courses should be strongly encouraged to enroll in any of the following courses: SSKL 103 Study Skills (3 hours), or SSKL 104 Success Strategies (3 hours), to improve their success. Developmental courses that are not successfully completed create great difficulties for a student's advancement toward the completion of a degree or certificate. Students enrolled in Developmental Studies must have met the established minimum requirements after two semesters of enrollment. Students who fail to meet the minimum requirements will be ineligible to continue in an associate degree program. Requests for exceptions to this policy should be directed to the Dean of the division in question. Recommended sequences for development courses are explained in the following paragraphs.

Reading

At the end of the semester, if a student does not meet the minimum requirements to progress to the next level, instructors of READ 009 Fundamentals of Reading and READ 011 Reading Techniques courses will send a pink notice to the advisor, indicating that the student is to be re-enrolled in the course. It should be noted that 90% of students who successfully completed READ 009 **MUST** enroll in READ 011.

English

All students who are placed into ENGL 009 Fundamentals of Writing must successfully complete the course (earning a “C” or higher). They must then enroll in either ENGL 011 Writing Techniques or ENGL 101 English Composition I. If the ENGL 009 faculty member believes that a student would benefit from enrolling in ENGL 011 Writing Techniques, he/she will inform the student of his/her opinion, as well as sending a note to that effect to the student's advisor. It is then up to the student and advisor to decide whether to take ENGL 011 or ENGL 101 (note that a student MAY NOT take ENGL 101 if he/she has not successfully completed READ 009). It should also be noted that a student who has completed READ 009 may enroll in ENGL 101 English Composition I which must be completed with a "C" or higher for graduation regardless of student major. However, it should also be noted that the student should be concurrently enrolled in READ 011. (It should also be noted that a student may not enroll in ENGL 102 English Composition II unless he/she has successfully completed READ 011 Reading Techniques, if required.)

Mathematics

All students who place in MATH 009 Arithmetic must successfully complete the course regardless of their major program of study. Students placing in MATH 011 Pre-Algebra, MATH 012 Beginning Algebra, and MATH 101 Intermediate Algebra must complete the appropriate mathematics sequence for their particular major. It is also important to note that students must complete **at least** MATH 009 with a “C” or better in order to register for **any** science course.

Study Skills & Speech

Students may be placed into SPCH 009 Fundamentals of Speech, SSKL 007 Developmental Spelling I, SSKL 008 Developmental Spelling II, SSKL 101 Special Topics in Study Skills, and SSKL 102 Spelling Improvement. These courses are optional and are often taken as part of a developmental semester. Advisors with students for whom these courses are recommended should strongly encourage them to enroll. These courses provide the necessary skills for success in upper level courses and will enhance the student's academic success.

Intensive Course Requirements

(University Catalog 2008-09)

Reading

- ❖ All degree candidates
 - If no developmental reading is required:
 - Earn a “C” or higher in a reading intensive course.
 - If developmental reading is required choose one of the following options:
 - Option 1
 - Complete READ 009 with a “C” or higher, earn a “C” or better in READ 011, and earn at least a “C” in a reading intensive course.

- Complete READ 009 with a “C” or higher, demonstrate college level reading on a standardized test, and earn at least a “C” in a reading intensive course.
- Complete READ 011 with a “C” or higher, and earn a “C” or better in a reading intensive course.
- Option 2 - **available only if** a method above was not satisfied and the student does not want to try again
 - Complete the Accuplacer Reading test with a minimum score of 93.

Writing

- ❖ A.A. / A.S. Degree Candidates
 - Criterion 1
 - Earn a “C” or higher in ENGL 101 Composition I, and
 - Pass ENGL 102, 107, 108, 109, 205, or 210, and
 - Earn a “C” or higher in a writing intensive course.
 - Criterion 2 - **available only if** Criterion 1 was not satisfied and the student does not want to try again
 - Pass a writing test administered by the English Department.
- ❖ A.A.S. Degree Candidates
 - Option 1
 - Earn a “C” or higher in ENGL 101 Composition I, and
 - Earn a “C” or higher in a writing intensive course.
 - Option 2 - **available only if** Option 1 was not satisfied and the student does not want to try again
 - Pass a writing test administered by the English Department.

Speaking

- ❖ A.A./ A.S./ A.A.S.* Degree Options
 - If no 009 level developmental courses are required
 - Earn a “C” or higher in SPCH 143 or SPCH 148, and
 - Earn a “C” or better in a speaking intensive course.
 - If 009 level developmental courses are required, the following option is recommended
 - Successfully complete SPCH 009 with a “C” or higher, and
 - Earn a “C” or higher in SPCH 143 or SPCH 148, and
 - Earn a “C” or better in a speaking intensive course.
- ❖ A.A.S.* Degree Options
 - If no 009 level developmental courses are required
 - Earn a “C” or higher in SPCH 140, SPCH 143, or SPCH 148 and
 - Earn a “C” or better in a speaking intensive course.
 - If 009 level developmental courses are required, the following option is recommended
 - Successfully complete SPCH 009 with a “C” or higher, and
 - Earn a “C” or higher in SPCH 140, SPCH143, or SPCH 148, and
 - Earn a “C” or better in a speaking intensive course.

Requirements are dependent upon student’s major.

Mathematics

- ❖ A.A./A.S. Degree Options
 - Criterion 1
 - Earn a “C” or higher in MATH 101, and
 - Earn a “C” or better in a subsequent math course.
 - Criterion 2
 - Earn a “C” or higher in a math course above MATH 101.
 - Criterion 3 – **available only if** Criteria 1 or 2 was not satisfied and student does not want to try again
 - Earn a “C” or higher in MATH 101, and
 - Score 63 or higher on the Elementary Algebra component of the Accuplacer test in the Assessment Center.
- ❖ A.A.S. Degree Options
 - Criterion 1
 - Earn a “C” or higher in a 100-level (or higher) math course, and
 - Earn a “C” or better in a subsequent math course.
 - Criterion 2
 - Earn a “C” or higher in a math course above MATH 101.
 - Criterion 3 – **available only if** Criteria 1 or 2 was not satisfied and student does not want to try again
 - Earn a “C” or higher in a 100-level (or higher) math course, and
 - Score 50 or higher on the Arithmetic component of the Accuplacer test in the Assessment Center; or,
 - Score 40 or higher on the Elementary Algebra component of the Accuplacer test in the Assessment Center.

Further explanation of the intensive requirements for the General Education - Basic Skills Core is thoroughly outlined in both the University Catalog and the General Education Handbook. Criteria for approval of intensive courses are also available in the University Catalog. If you have additional questions or concerns regarding general education and intensive requirements, the Coordinator of General Education should be contacted directly.

Financial Aid

Definitions and explanations of the various types of financial assistance are thoroughly explained in the University catalog. Below are some common financial aid related issues about which advisors must be aware.

- ❖ Certificate programs of 15 credit hours or less are not eligible for financial aid.
- ❖ Students may not “split” their financial aid between two institutions.
- ❖ Correspondence-based courses are eligible for a maximum of six credit hours of financial aid per semester.
- ❖ Semester-based internet courses are treated the same as regular classes for financial aid purposes.

- ❖ Students who withdraw from class after more than 1/3 of the semester is completed, are required to payback 2/3 of the financial aid awarded for the course.
- ❖ Students may become ineligible for financial aid in the following instances:
 - Unsatisfactory academic standing (less than 2.0 minimum GPI)
 - Unsatisfactory progression toward a degree
 - **Qualitative Measure**
 Non-developmental courses assigned with a letter grade of A, A-, B+, B, B-, C+, C, D, WF, WN or F contribute to the cumulative GPI. Students who have 15 or more cumulative quality credit hours (excluding developmental courses) must maintain a minimum 2.00 cumulative grade point index at the end of each semester. Achieving a GPI of less than 2.00 will result in financial aid probation the next term of enrollment. During the probationary period, the student must maintain a minimum GPI of 2.00 each term. The probationary status will be removed when the student's cumulative GPI is 2.00 or higher. NOTE: Developmental courses do not count in the GPI. Financial aid may be granted for up to thirty (30) credit hours of developmental courses.
 - **Quantitative Measure**
 Students are expected to complete 67 percent of their cumulative attempted hours. Completing less than 67 percent of the cumulative attempted hours will result in financial aid probation for the next term of enrollment. During the probationary period, the student must complete all (100 percent) program hours attempted and any developmental courses over the 30-hour exclusion during the probationary term. The probationary status will be removed when the student completes 67 percent of their cumulative hours. Courses assigned a letter grade of A, A-, B+, B, B-, C+, C, D, F, I, DE, RD, P, CR, WF, WN, or W count in quantitative and maximum time frame calculation, as do transfer credits accepted toward degree programs and any repeated courses. Enrollment status for financial aid is defined based on hours enrolled at the end of the first week of each semester (add/drop week).
 - **Maximum Time Frame**
 Students who are receiving financial aid are expected to complete all requirements for an Associate Degree or Certificate of Graduation within a maximum time frame of attempted credit hours. A student reaches maximum time frame after having **ATTEMPTED** the credit hour equivalent of 150 percent of the credits required for the current degree or certificate. Example: Law Enforcement - required credit hours 62; maximum time frame 93 credit hours.
 - **Developmental Courses**
 Students may receive financial aid for up to 30 credits of remedial courses. The first 30 credit hours are excluded in determining maximum time frame. All remedial credits after 30 hours will be included in the maximum time frame and the quantitative measure.
 - **Failing to Meet the Standards**
 If a student has not met the minimum GPA requirement or has not completed the minimum credit hours, one of the following classifications will be assigned: Probation or Termination.
 - **Financial Aid Probation**
 A student who does not make satisfactory academic progress will be placed on financial aid probation for their next term of enrollment with the understanding

that they must make satisfactory academic progress by the end of the probationary term.

➤ **Financial Aid Termination**

If a student does not make satisfactory academic progress by the end of their probationary term, or if a student does not receive a degree, the student's aid eligibility will be terminated. At this point, a student is not eligible for any aid from the Financial Aid Office, including student and parent loans.

➤ **Reinstatement Options**

If financial aid eligibility has been terminated due to failure to make satisfactory academic progress, students may be able to submit an appeal to explain any extenuating circumstances that contributed to their failure to meet the expected standards of progress. In addition, students may be able to increase their GPA by enrolling in courses without financial aid. Students who have had their financial aid suspended will be sent information on financial aid termination appeal options.

➤ Overdue University accounts

➤ Unsatisfactory work history (for work-study based aid)

➤ Unsigned or incomplete financial aid paperwork

General Education Requirements

(*as per the General Education Handbook*)

General education courses develop students' communication and computation skills, their physical well being, and their general knowledge of society, the natural world, and the humanities. General education is intended to make students both independent thinkers and better members of the community.

All students must meet the general education requirements identified by their program. This includes students who have completed a portion of their coursework from another institution. Remember that equivalent general education courses taken from another accredited institution, and passed with a "C" or higher, will satisfy the general education graduation requirements for VU, with the exception of the intensive requirements.

Students should be aware that the general education requirements for A.S., A.A., and A.A.S. degrees are different due to the different goals of each degree. The Associate of Arts (A.A.) is intended primarily for transfer to a baccalaureate granting institution. The Associate of Science (A.S.) may serve as a transfer degree or it may serve as an occupational degree. The Associate of Applied Science (A.A.S.) degree is designed primarily for those students who plan to enter the workforce after completing their degree.

When assisting students with decisions regarding which general education courses to take, it is important to understand the difference between the "*common core*" and "*broad core*" course lists. Although some courses are found on both lists, broad core courses are **not** interchangeable with common core

courses. A broad core course taken instead of a common core course **WILL NOT** meet the humanities graduation requirement.

To assist in advising students appropriately regarding general education, worksheets have been designed which outline the specific requirements of each degree offered. These worksheets may be found in the appendix section of this document. The most current list of Liberal Education Core courses is published each year in the General Education Handbook. Each advisor should obtain an updated copy of the handbook each year.

Grading Issues

Grade Change

Once a grade has been issued, circumstances may justify a grade change (i.e. calculation error). In such an instance the instructor contacts the Dean of the division in writing explaining the need for a change of grade. If approval is received, the request is forwarded to the Registrar's office.

Definitions

Attempted Hours – All hours, including developmental courses, within which a student is enrolled following the conclusion of drop/add week.

Earned Hours – Courses for which a student receives actual credit (earned letter grade of A through D, P, or CR). This includes developmental courses.

Quality Hours – All attempted hours excluding developmental courses in which a student may earn letter grades of A through F, or WF. (This number serves as the divisor when determining GPI.)

Audit

Although registration priority is given to students who are taking courses for credit, a student may choose to take any credit course as an "audit" (not for credit). Students selecting this option receive an "AU" evaluation on the transcript. Admissions standards and costs for auditing courses are the same as regularly enrolled students. Students must also follow the same attendance policy. Students wishing to audit a course must notify the instructor no later than the end of the first week of classes, and once approved the request may not be reversed.

Credit

A grade of "CR" represents work completed at a "C" level or higher. This grade is utilized for advanced placement, experience-based learning, and some military education courses. Students receiving a "D" or "F" in a course may elect to repeat the course for a "CR" grade. If a course taken in this manner is subsequently passed, the "D" or "F" grade is not used to determine GPI, but the credit hours earned can be applied toward graduation requirements.

Deferred

Students completing courses which are self-paced or modularized in nature (i.e. READ 009 Fundamentals of Reading, and READ 011 Reading Techniques; also courses taken through distance education), may be given a grade of "DE" if course work is not completed within the semester. Students who receive the deferred grade for a campus-based course must re-enroll in the same course the following semester in order to complete the course. Course re-enrollment will include the assessment of additional tuition and applicable fees.

Pass/Fail Option

The pass/fail option is available for any VU course beyond the degree requirements for the major. A student may choose the pass/fail option in no more than one course each semester. A "P" is received if the student achieves a final grade of "C" or higher. Students electing this option must verify their intent no later than the end of the drop and add period for the particular semester of enrollment. Although the "P" will appear on the transcript, it is not used in the calculation of grade point index.

Incomplete

The "I" grade is used in instances where the final exam or assignments for the last few weeks of class have not been completed due to illness or unavoidable occurrence. Permission to assign the "I" grade must be approved by the Division Dean or Dean of Students.

The deadline for making up incomplete grades is mid-term of the following semester. For Fall courses, the deadline is mid-term of the Spring semester, and Spring and Summer term courses must be completed by mid-term of the Fall semester. When sending the final grade to the registrar, please allow sufficient time for the grade to be placed on the system prior to the distribution of mid-term grade reports. Incomplete grades not changed to a letter grade by mid-term of the following semester will revert to a "W." An extension beyond the deadline may be requested through the Division Dean and forwarded to the Registrars Office, once approved by the Dean.

Report Delayed

The "RD" grade is used to report a grade for a course where it is not possible to assign a grade at the normal reporting period (i.e. Distance Education correspondence courses). "RD" may be used for a correspondence course because the student has an extended period of twelve months from registration to complete the course. The grade of "RD" is not to replace either the W or I grade, nor can it be used to extend the time period for a course with a prescribed semester ending date.

Withdrawal

The “W” grade is used when a student withdraws from a course *with a passing grade* within the first ten weeks of the semester. A course receiving the “W” grade is not used in the calculation of GPI.

If a student is dropped by an instructor for non-attendance (after the first ten weeks of class) and is receiving a passing grade at the time of the withdrawal, the grade of “WN” is assigned. If the student is failing the course, the “WF” grade can be used. Please note that the “WF” grade **IS** used in the calculation of the GPI.

Graduation Issues

Effective Catalog

The official degree requirements for a particular major are identified in the University Catalog. Determining the correct catalog can sometimes be a bit difficult.

If a student has had continuous enrollment, the correct catalog to follow is the one in effect the first semester in which the student registered for class as an admitted student. However, this guideline will change in the following instances:

- ❖ The student changes majors.
- ❖ The student and advisor agree to make a later catalog the effective catalog.
- ❖ The student does not maintain continuous enrollment.

A student who has not enrolled for at least one course over a sixteen-month period must follow the catalog in effect when he or she returns to the program. The advisor and Division Dean may extend the sixteen-month grace period in cases of hardship. In the event a different catalog is determined, both the student and advisor sign a memo regarding the arrangement. The Division Dean then approves the memorandum and a copy is forwarded to the Office of the Registrar. This process ensures the degree audit is completed appropriately regarding proper catalog requirements.

The catalog is considered a contract between the University and the student regarding major course requirements, general education requirements, and levels of attainment that must be achieved. However, some issues including fees, attendance policy, financial aid policies, and student conduct are not determined by the “effective catalog,” but may change as necessary. In addition, there are possible program-related changes effecting requirements that may occur.

- ❖ Changes in professional licensing or certification qualifications and standards may require changes in program requirements.
- ❖ Students who enter or re-enter programs with previous VU or transfer credit may be required to retake coursework in order to verify their knowledge level.

Students who cannot verify their skills and knowledge may be denied admission or readmission to the program.

- ❖ If VU cancels a program, the University has no obligation to allow a student to complete the program more than two years after the last student is admitted.

Petition to Graduate

Students who plan to graduate must have a Petition to Graduate form on file in the Registrar's Office in order to be eligible to receive a degree or certificate. This form is necessary even if the student does not plan to attend the commencement ceremony. Students should initiate the completion of this form with their advisor. The advisor uses the form to verify each student has completed all necessary courses or is currently enrolled in necessary courses, and the student provides an accurate address to which the diploma can be mailed. The advisor should also verify the major and degree indicated on the petition are correct. If they are not, the Registrar's Office must be notified as soon as possible via a Change of Curriculum Form, or by simply emailing or calling the Registrar.

A Petition to Graduate is campus-mailed to University Divisions within the first six weeks of each semester. Advisors should complete the Petition to Graduate and Degree Worksheet within the first two months of a student's final semester and submit both to the Registrar's Office. This timeline will provide an opportunity to possibly add a course at mid-term if the petition evaluation determines a graduation requirement has not been fulfilled.

Advisors should note that students may participate in commencement as long as they are within six hours of completing their degree or certificate. Also, a student may complete up to six of their last fifteen semester hours at another accredited institution to meet graduation requirements. However, students enrolled in a major requiring 68 or more credit hours are eligible to transfer back all the remaining hours above the 62 hour minimum required for graduation from Vincennes University if the following is true:

- ⊕ their cumulative VU GPA is 2.0 or higher, and
- ⊕ their residency requirement has been met.

Students will be lined up in Commencement exercises according to which degree (A.A., A.S., A.A.S., or certificate) they are receiving. Advisors should inform students of this when completing the Petition to Graduate, and impress upon the student which academic degree they will earn.

Possible Degree Audit Problems

- ❖ Student does not meet the minimum 2.0 GPI requirement.
 - Course receiving an "F" or "D" was not repeated to improve GPI.
 - Course receiving an "F" or "D" was repeated to improve GPI, but Repeat of Course Form was not filed.

- Student transferred their remaining six hours, but transfer from non-VU locations cannot be used to compute GPI.
- ❖ Student has not completed the minimum number of quality credit hours required for graduation.
 - Credit hours earned in developmental courses (numbered under 100) were mistakenly included when determining graduation credit hour requirement.
 - Course substitution was approved for a class with fewer hours than the required course, and this left the student short regarding quality hours.
- ❖ Student is missing major course requirements
 - Course Substitution Form not filed with the Registrar's Office.
 - General Studies major doesn't meet 15-hour minimum of 200-level courses. (This most often occurs with students who change their major to General Studies during the last semester in order to graduate.)
- ❖ Student has not met intensive requirements
 - Intensive reading or speaking course was taken prior to, or concurrently with, ENGL 101 English Composition I or SPCH 143 Speech.
 - Intensive course was not successfully completed with a "C" or higher grade.
 - MATH 101 (or lower level based on A.A.S. degree requirement) was successfully completed with a "C" or higher, but the student did not take a subsequent math course or complete the Mathematics Achievement test. (It is advisable to encourage students to complete this evaluation immediately following the completion of their last math course while the material is still fresh in their minds.)
- ❖ Student has not met the Physical Education requirement for their current catalog:
 - Students matriculating under the 2006-07 catalog may have the option of completing the following:
 - PFWL 100 Lifetime Fitness and Wellness, a two-credit hour course with a required lab section
 - HLTH 211 First Aid AND PFWL 115 Concepts in Wellness (option available **ONLY** to those student enrolled in programs for which this option has been approved by the Curriculum and Academic Affairs Committee, Faculty Senate, and Board of Trustees)
 - Students matriculating under the 99-00 catalog or later must complete:
 - PFWL 100 Lifetime Fitness and Wellness, a two-credit hour course with a required lab section
 - Students matriculating under the 98-99 catalog must meet one of the following options:

- PFWL 100 Lifetime Fitness and Wellness, a two-credit hour course with a required lab section;
 - One PPF course and one PPE course;
 - Two PPF courses; or
 - One PPF course and HLTH 211 First Aid course.
- Students matriculating under the 97-98 catalog must meet one of the following options:
- PFWL 100 Lifetime Fitness and Wellness, a two-credit hour course with a required lab section;
 - One PPF course and one PPE course; or
 - Two PPF courses.

Residency Requirement

To meet the University residency requirement, a minimum of 30 hours must be completed through VU courses in order to be eligible for a VU degree. These courses need **not** be completed while physically on the Vincennes campus.

Why Students Should Complete Their VU Degree

All VU faculty and staff should support and emphasize to students the importance of completing their degree of choice at VU. This section provides advisors with valuable information to use in conveying to each advisee the importance of remaining at VU.

Financial Benefit

The US Census Bureau statistics indicate that the average (2005) family income of households where the householder had attained an associate degree was 35.5% higher than that of those who earned only a high school diploma.

More Education – Higher Earnings*		
	Average Individual Income	Average Family Income
High School Dropout	\$21,268	\$32,948
High School Graduate	\$30,316	\$46,523
Some College	\$33,956	\$55,596
Associate Degree	\$36,348	\$63,063
Bachelor Degree	\$48,724	\$81,026

* Occupational Outlook Quarterly

In addition, VU tuition is less expensive than all public four-year schools in the state of Indiana. In 2006, the tuition and fees rate of the primary, four-year public schools ranged from \$2,978 to \$4,763.

Yearly Tuition/Fee Status—2006-2007 Indiana Higher Education*			
Institutions	Rate Increase From Last Year	Full-time, Resident Expense	Expense Above VU Rate
Ball State University	-	\$7260	\$3685
Indiana State University	-	\$6102	\$2527
Indiana University	-	\$7460	\$3885
Purdue University	-	\$7096	\$3521
University of Southern Indiana	-	\$4459	\$885
Vincennes University	-	\$3575	-----

*Data from the Indiana Commission for Higher Education – www.che.state.in.us

On-campus Housing

VU has the largest residence hall capacity of any community college in the United States. This provides a unique opportunity to experience the total college environment in an atmosphere conducive to academic success and involvement in campus activities. Research on first semester success usually finds that students living in residence halls experience as much or greater success than those living at home, and **much better** than students living in apartments off campus.

Academic Success Rate

Encouraging students to complete their VU degree prior to transferring to a baccalaureate institution is financially advisable (as was illustrated in the previous grid). The Federal Department of Education identifies that a completed associate degree is more valuable than two years in a baccalaureate program that is left unfinished. Likewise, the success level of VU students upon transfer is directly related to the completion of their VU degree, whether academic transfer or occupational. A copy of the most recent study, or additional information on transfer success to any specific Indiana public institution, may be obtained from the Office of Institutional Research.

Student Groups with Special Needs

At-risk

Nationally, students who are categorized as “at-risk” often share some common characteristics including the following:

- First generation student – neither parent graduated from a four year college
- Poor motivational habits
- Low self-esteem
- Lack of college readiness skills

- Low socio-economic background
- Lack of self-discipline
- Lack of educational commitment

VU offers two major programs to students who may be more likely to stop-out of their college education. Both programs provide similar services for accepted students including:

- Personal academic counseling
- Tutoring
- Assistance seeking financial aid
- Support obtaining academic accommodations for disabled students
- Academic peer support groups
- Workshops/training to improve personal success
- Assistance improving computer skills
- Referrals to support services when suitable
- Coordination with Vocational Rehabilitation when appropriate

COPE

The COPE Student Support Services program is a federally funded program designed to assist students in realizing their academic potential. Acceptance into the program is limited, so students are encouraged to apply as soon as they receive confirmation of their admittance to VU. All services are provided at no additional expense to students.

Students are accepted on the basis of need, potential, eligibility, and available space. Applicants must meet at least one of the following three criteria in order to meet eligibility requirements:

- Be a first generation college student
- Qualify for full financial aid
- Have a physical or learning disability

STEP

The Student Transition into Educational Programs (STEP) provides comprehensive services for students with learning disabilities. Admission into the program is based upon student eligibility and available funding. Due to limited enrollment, students are encouraged to apply as soon as they receive confirmation of their admittance to VU.

Accepted students are required to enroll in Coping for each of their first four semesters at VU; after that, to continue in STEP they must take HLD 116, Independent Academic Improvement. Each class is designed to create the opportunity for group interaction and support among the STEP students. The fee for this program is \$350.00 per semester.

Partners Program

The Partners Program is another resource available to assist students. It is an off-shoot of the Master Advisors and Partners for Success projects. It is a component of the Title III Strengthening Institutions – Student Success Project, a five-year grant which was received in the Fall of 1998. All General Studies students (excluding those in the STEP program) are eligible and there is no added fee for involvement in the program.

During the fall semester, students in the program have two courses which are “partnered”. The possible partner combinations include the SSKL 103 Study Skills course and one of the following: ENGL 101 English Composition I, ENGL 009 Fundamentals of Writing, or SPCH 143 Speech. (The second course is based on the student’s placement test scores.) The partnering idea ensures the same instructor teaches both classes, and the instructor also serves as the student’s advisor. This connection is designed to ensure each student is mentored throughout the first semester. The program also initiates social activities for the group in order to assist students in building friendships with their classmates.

During the second semester that students are involved in the Partners Program, they enroll in SSKL 106. This course is a two-hour career planning class designed to assist them in determining an appropriate major area of study. Obviously, students that have an identified major and career goal are more likely to persist and reach their academic and life goals.

Study Skills Courses

Several courses are offered through the Study Skills Department to assist students with their college success. The following courses are not developmental courses, and therefore may be used as general elective credit.

- ⊕ SSKL 102 Spelling Improvement (2 hours)
- ⊕ SSKL 104 Success Strategies (3 hours)
- ⊕ SSKL 105 Learning Strategies (2 hours)
- ⊕ SSKL 106 Career Planning (2 hours)

Tutoring

Free tutoring is available by over 70 student peer tutors and a limited number of professional tutors in a variety of subjects in the Academic Skills Center in the Shircliff Humanities building. Services are available on a drop-in or appointment basis. Additional help is available in the Math Lab in the McCormick Science Center.

Disabled Students

It is every disabled student’s right to seek accommodations. According to the Americans with Disabilities Act (ADA), a person is defined as having a disability if he/she has a physical or mental impairment which substantially limits one or more major life activities. Impairments may be defined as disabling conditions

including specific learning disabilities, psychiatric disorders, sensory impairments, AIDS, cerebral palsy, and severe back injury; a complete list would be impossible to create.

Accommodations Process

Students with a disability should seek out the Office of Disability Services as soon as possible following admission if they require academic adjustment or accommodation. It is the student's responsibility to make their condition known and to initiate the request for accommodation with the Office of Disability Services. Students with disabilities have the right **NOT** to seek accommodations as well. With that in mind, students who would benefit from an accommodation, but do not pursue the option, may sometimes need to be encouraged by their advisor or instructor to visit with the Disabilities Services Coordinator.

Students are required to provide psychometric or medical documentation for the presence of their disability and the impact it has on their level of functioning. A meeting is then required between the student and the Coordinator of the Disability Services office. The Office of Disability Services reviews each request and determines appropriate accommodations for a student's disability on a case-by-case basis.

Possible accommodations of which an instructor/advisor should be aware include, but are not limited to:

Audio tape of verbal information	Reader
Accessible desk/table	Real-time captioning
Alternate format of written materials	Reasonable consideration for absence/tardiness
Alternate testing location	Sign Language Interpreter
Assistive listening system	Special seating
Extended test time	Use of a calculator, electronic grammar checker, or spell checker
Instructor explanation of visual aids	Use of an assistance animal
Medical accommodations	Use of a scribe
Mobility assistance	
Modified scheduling	
Note taking assistance	
Priority Registration	

Although federal law requires post-secondary educational institutions to offer "reasonable accommodations" to ameliorate the impact of a disability, the ADA gives the institution (at VU, the Office of Disability Services) the choice of what accommodation will be made. Disabled students may not determine what the appropriate accommodation might be, although they should provide information regarding any previous educational accommodations, and make suggestions for accommodations which they believe would be helpful.

Students receiving approval for accommodations are given a multi-paged, Students with Disabilities Approval of Accommodations form for each course for which they are enrolled. In addition, a copy of the form is sent to the advisor. The individual faculty member has a right to discuss appropriate accommodations with the Coordinator of Disability Services, but may not veto an accommodation once the University representative has identified it.

Services available to disabled students in addition to identification and recommendations for academic accommodations include:

- ⊕ Disability counseling and advising
- ⊕ Access to adaptive educational equipment
- ⊕ Special parking
- ⊕ Specialized orientation to the University environment
- ⊕ Referral to appropriate campus and/or community services
- ⊕ Tutoring
- ⊕ Reader services
- ⊕ Scribe and note-taker services

The Coordinator of the Office of Disability Services is more than happy to clarify any questions regarding disability accommodation issues. Office location and availability appears on the resource grid located in the appendix of this document.

Distance Education

Distance Education provides a variety of methods for a student to complete a Vincennes University degree or certificate. Advisors are encouraged to share the Distance Education (DE) option with students who may be unable to complete their studies through traditional methods.

Courses currently available are offered in a variety of formats including internet semester-based and internet open enrollment, and correspondence and correspondence videotape or CD-ROM-based open enrollment. At the present time there are ten associate degrees and six certificate programs available (a complete list follows) via distance education methods. There are nearly 200 courses available including Basic Skills and Liberal Education courses necessary to meet General Education requirements for graduation in many program majors. There is an additional cost of \$50 per course for courses requiring use of university videotapes or CD-ROMs.

Entrance and graduation requirements (i.e. SAT/ACT/Accuplacer scores, minimum GPI, general education, intensive requirements, etc.) are the same for students pursuing their education through distance education as for those who complete courses on campus.

The completion period for a DE course is considered either “open enrollment” or “semester enrollment”. Open enrollment courses allow students up to twelve months from registration to complete the course; this is often times the allowable period for correspondence courses. A class considered a semester enrollment course requires the student to complete all assignments and examinations within the normal campus semester period. Students who qualify for financial aid should be made aware of the completion time limitations that may apply to particular courses.

Registration for Distance Education courses is made either by completing the VU Distance Education Registration form which is available from the Distance Education office on the Vincennes campus, or the academic advisors may complete the registration process. Once the registration form and tuition has been received and processed (approximately 2 weeks when completed by mail) the student is officially enrolled in the course. Textbooks, study guides, and lab kits are available through the campus bookstore.

Programs Available via Distance Education		
Degree Title	Degree Type	Required Credit Hours
Administrative Office Technology	Certificate	29
Behavioral Science	A.A.	65-66
Behavioral Science	A.S.	63-64
Business Administration	A.S.	64-65
Business Studies	A.A.	62-65
Community Rehabilitation	Certificate	28
Emergency Medical Services *	A.S.	67-68
Fire Science & Safety Technology *	A.S.	65-67
General Studies	A.A.S.	63-64
General Studies	A.S.	62-67
Health Information Management	A.S.	73
Law Enforcement Studies	A.A.S.	62-63
Law Enforcement Studies	A.S.	62-63
Pharmacy Technician*	Certificate	29
Substance Abuse	Certificate	15-21
Surgical Technology *	A.S.	62-63
Technology Apprenticeship *	A.A.S.	68
Technology Apprenticeship *	A.S.	74

* These programs have additional enrollment requirements.

General Studies / Undecided Majors

The retention and success of students is dependent upon their progression toward self-identified academic goals. The selection of a major is paramount in

this regard. Students who have not selected a career direction and major course of study should be encouraged to utilize the many services available on campus to assist with this decision.

Career Exploration Center

The Career Exploration Center provides access to a variety of resources and services to assist in this sometimes overwhelming task. These services are provided at no cost to the student (except the STRONG Interest Inventory test, for which there is a scoring fee). Specific services and resources include:

- ⊕ Personalized individual career counseling
- ⊕ Testing and evaluations to help identify possible career tracks
- ⊕ Computer-assisted career guidance
- ⊕ Reference library of careers and job market projections
- ⊕ “How to” books for finding and attaining a job
- ⊕ Part-time employment referral
- ⊕ Resume’ development assistance
- ⊕ College transfer resources, including admissions applications, college catalog documentation, and course transfer acceptance information

Career Planning Course

A two-credit hour course, SSKL 106 Career Planning, was designed to assist students in examining possible career choices. In addition, the course helps students to identify the best college major to complement a chosen career. Students having difficulty determining a career direction and major should be encouraged to enroll in this comprehensive course.

Career Database

The Shake Library homepage (<http://www.vinu.edu/shake.htm>) has a unique database called Career and Technical Education. Due to licensing restrictions, only computers connected to the University network may access this database.

Honors Program

The Vincennes University Honors Program is open to outstanding students of all majors who wish to develop their talents to the fullest. Through a combination of honors courses, leadership opportunities, cultural events, and creative activities, the Honors Program is designed to enhance the intellectual lives of the students who participate as well as the academic community of VU as a whole.

Eligibility

- ❖ Individuals achieving a minimum score of 1100 on the SAT, or 25 on the ACT;
- ❖ Students with a history of leadership for their school and/or community; and
- ❖ Scholars interested in continuing their leadership roles while in college.

Some of the Benefits

- ❖ Advanced registration privileges

- ❖ Honors class size limited to 20 students
- ❖ Challenging interdisciplinary course opportunities
- ❖ Private library study lounge
- ❖ Honors field trips
- ❖ Social activities
- ❖ Graduation recognition
- ❖ Scholarships

Students in the Honors Program are distinguished by their participation in this special program. *Academic honors* may be an *additional* distinction for Honors students as well as other VU students. The two “honors” areas may occur concurrently, but can also exist apart from each other. Academic honors is based solely on academic excellence and is recognized during the commencement ceremony of graduation. There are three levels of academic honors recognition determined by cumulative GPI:

3.50 – 3.69	Cum Laude
3.70 – 3.89	Magna Cum Laude
3.90 – 4.00	Summa Cum Laude

International Students

Admissions

International students must submit an Official Sponsor’s Statement, translations of their transcripts (where applicable), and Test of English as a Foreign Language (TOEFL) results. The TOEFL scores will affect the admission status of the individual student. International students with TOEFL scores below 474 are restricted to non-college level English as a Second Language (ESL) courses. Those with TOEFLs of 474-527 are allowed access into a maximum of five academic hours, and those with TOEFLs over 527 are allowed unconditional admission.

Advising

International students arriving on campus should first be evaluated by the English as a Foreign Language (ESL) program staff. Students with TOEFLs above 527 are approved for unconditional enrollment by the ESL staff. These students are then given the placement test. Following testing, the student is sent to the department/division office of their intended major with their folder. The academic advisor may then advise the International student in a manner consistent with the advising practices employed to advise an American student.

Students with a restricted level of admission are officially identified as General Studies / ESL majors and are advised by the ESL program staff. Students with lower TOEFLs may begin at VU with a schedule which consists totally of the ESL (ESLG) courses. All ESL students must complete the TOEFL Test with a minimum score of 474 prior to enrollment into any college-level course. If an international student arrives in an academic advisor’s office with no advising folder information from the ESL staff, the student has not been approved for unrestricted enrollment. In this instance, the advisor should contact the ESL

office to identify what the enrollment restrictions are for that particular student. It is very important academic advisors **do not** advise an international student into college level courses without determining the student's official TOEFL placement.

There are difficulties experienced by International students that go beyond those that American students must face. Although these problems are all common sense, it is helpful to remember these additional issues when advising International students.

- Language related
 - Understanding use of slang
 - Understanding various accents
 - Utilizing resources in a foreign language
 - Making new friends despite a language barrier
- Financial problems
 - Third and Fourth World countries of origin
 - Inability to work part-time in many cases due to alien status
 - Parents not understanding financial needs
- Social and cultural adjustment
 - Availability of traditional foods
 - Presence of strange cultural norms
 - Absence of familiar customs
- Extreme pressure for success from families
- Relevance of academic programs

An international student's academic advisor may be the most influential and important person he or she encounters in the United States. A successful academic advisor of international students is one who in addition to basic advising parameters is willing to:

- Commit time to learn with them
- Accept educational and cultural differences
- Take additional steps to develop a rapport with them
- Express genuine concern for their special needs and strong desire to help them succeed.

Curricular Practical Training

International students in programs requiring "field work" type experiences must meet additional requirements in order to be approved by **Citizenship and Immigration Services** for "Curricular Practical Training" (CPT). Immigration defines employment which is integral to a student's curriculum to include alternate work/study, internship or practicum experiences, and cooperative education opportunities. Training which is required by a student's degree program will qualify as CPT experience whether or not academic credit is attached to the experience.

Undergraduate students are eligible for CPT after the completion of at least one full academic year of full-time study. Students must be in lawful F-1 student status. The student must be approved for CPT by a University DSO. Once CPT has been approved, the number of allowable CPT hours is dependent upon academic enrollment. Students may participate in up to 20 hours per week of CPT if they are enrolled full-time. Programs requiring more than 20 hours of CPT per week are considered to be full-time CPT status, and students may not carry heavy academic loads in addition to any CPT related coursework. There is no limit to the length of time students may participate in full-time CPT, but if they participate twelve months or more they will not be eligible for further internships following graduation.

To apply for CPT, students must provide the following pieces of documentation to their International Student Advisor at least one week prior to beginning the CPT employment.

- ❖ A letter of verification from the Academic Advisor, which states the position description has been reviewed and will meet the requirements of the academic program.
- ❖ A letter from the employer that identifies the period of employment, the company name and location (or where the experience will occur if different), and the estimated hours per week of the experience.
- ❖ Completion of Section A of the INS Form I-538 (available from the International Student Advisor's office).
- ❖ Passport
- ❖ I-94 Card
- ❖ Student Visa
- ❖ I-20 Identification – immigration document granting student permission to study at a particular location

If any changes occur regarding the experience, including location or length of the experience, the academic advisor must draft a letter which identifies all adjustments. The letter must then be forwarded to the International Advisor in order to change the I-20.

It is important to reiterate with international advisees that if they have been in the United States less than five years, they are exempt from Social Security (FICA) taxes. However, they are subject to applicable Federal, State, and local taxes.

Military

The Vincennes University Military Program provides educational opportunities to National Guard members, reservists, and active military personnel. The goal of this service is to provide military personnel with access to flexible courses in order to enhance themselves personally and professionally. VU currently provides this service through nine sites across the United States, including Arkansas, California, Georgia, Texas, Michigan, Washington, and Wisconsin.

VU is one of only three colleges awarded the Navy contract for their Academic Skills Instructor Program (ASIP).

Acceptance into the program is based on active military status (duty or reserve), and proof of high school graduation or GED. After completion of one VU course, the student's military experience is evaluated for possible college credit recommendations. The student then receives a transcript which includes all college credit from the following sources: in-residence courses, experiential learning credit, transfer credit from accredited schools, and DANTES and CLEP testing confirmed credit. At that time the student receives a personal plan for completion of an Associate Degree in General Studies. Students pursuing their degree at a Military Education Program (MEP) site may also choose from specific degree and certificate programs in Behavioral Sciences, Business, Hazardous Materials, Hotel and Motel Management, Law Enforcement, Management Training, Organizational Leadership, Physical Fitness, Recreation, Technology, and Total Quality Management.

The residence requirement for this program may differ from the standard expectation. For students pursuing their degree via the SOC, SOCAD, SOC-NAV, SOCMAR, and SOCGUARD, at least 15 hours of the required credit hours must be generated through accredited colleges and universities. Of those 15 hours, at least 6 hours must be earned through VU courses. Military personnel seeking a degree via other means must meet the standard residency conditions.

Multicultural Students

The Multicultural Services Office (MSO) was established to assess the needs and campus experiences of students of color. Services provided reflect student interests along with concerns and programs designed to enhance the educational and cross-cultural experiences of all VU students.

The MSO provides some unique activities to students associated with the program. A special orientation opportunity is provided early in the fall semester to make the transition to college easier. Students involved in the program are also provided a VU faculty/staff mentor. Mentors assist students during their transition into college life, and serve as a resource and sounding board for problems and issues pertinent to each student. Another unique service is the Parent Advisory Board which consists of students, parents and other guardians whose goal is to assist students in the graduation process. Contact the MSO for further information regarding services available to VU multicultural students, or to become a faculty/staff mentor.

Reapplying

Occasionally, students who have not attended for at least a semester will arrive on campus and want to enroll as a full-time student. This type of student is

classified as a “reapply”. Advisors must send such students to the Admissions Office (located in Governors Hall) to complete a new application (there is no second application fee required). If the student attended another institution during their absence from VU, they will need to submit an official transcript from that institution as well.

In certain situations it may be more convenient for the advisor to complete a course request form prior to sending the student to admissions. Once the application is completed in Admissions, the student will be referred to the Registrar's Office in the Administration Building to complete the registration process. Advisors may call Admissions to verify if the student is eligible to reapply.

Advisors working with students who plan to return at less than full-time status can also complete the course request form with the student for convenience sake. However, part-time students are to be referred to the Advising Center located in Governor's Hall rather than the Admissions Office.

Relating with Students Communication

Our traditional students have a different perspective than we do, and to maintain quality communications it's important to keep in mind the differences that exist. They have grown up in a world far different than our own experience as teenagers. Most of the students entering school this fall:

- ⊕ Don't know there was a time when windshields were washed, oil was checked, and gas was pumped, without asking, for free, every time.
- ⊕ Never had to wait for the TV to warm up, or were restricted to only three channels.
- ⊕ Don't know what life was like before email, voicemail, beepers, and cell phones.

It is important to realize our traditional students are maturing in a world with vast choices and emphasis on immediate response and gratification. This difference in perspectives creates a different reality for the students of today, and the difference can add to our interactions or can become a barrier to quality communication. To really understand our students' perspective, we have to make the effort to actively listen and ask questions.

The two listening styles that can help us get at the student's perspective are deconstructive listening and explicative listening. *Deconstructive listening* allows the acceptance and understanding of another's story without emphasizing any powerless or pathological aspects. *Explicative listening* pays close attention to the student's story while seeking themes, possible inconsistencies, and opportunities to be empathetic (not sympathetic).

When listening to a student's "story" you must encourage him/her to elaborate in order to help you access his/her experience through quality questioning. The goal of your questions should be to help the student distance him/herself from the problem, and thereby increase objectivity. This will allow evaluation of the situation from a more rational perspective. Invite the student to see his/her story from a different perspective and discover other possible narratives. Search for gaps or contradictions in the story which might provide room for an alternative explanation to the situation or issue.

Ideas for Discussion

- ❖ **Classes**
 - How are your classes going?
 - Are you having any problems? Why or why not?
 - What seems to be your most challenging course, and why?
 - What is your favorite course this semester, and why?
- ❖ **Rapport**
 - How are you getting along with your instructors?
 - Have you visited with any professors during their office hours?
 - Do you talk with people in your classes?
- ❖ **Study Skills & Tests**
 - Do you have any problems with your note taking?
 - Are your test results accurately reflecting the time you're investing?
 - Do you experience test anxiety?
 - How do you prepare for a test?
- ❖ **Work**
 - Are you working on or off campus?
 - About how many hours a week do you work?
 - Does your working affect your ability in class?
- ❖ **Time Management**
 - How many hours a week do you study?
 - How much time do you spend with your friends?
 - How much time do you spend with your family?
 - What family obligations do you have?
- ❖ **Goals**
 - What are your major and minor career interests?
 - Thoughts on internships or summer jobs?

❖ Hobbies

- What are your interest areas?
- Are you interested in taking any courses to complement your interests?

Suggestions for Improving the Advising Experience

- ⊕ Greet student by name and open with a question, "How are things going?"
- ⊕ Use open-ended questions to promote conversational flow, rather than yes/no exchanges. For example, instead of "Have you thought about classes for next semester?" try "What classes have you considered for next semester."
- ⊕ Be a good listener.
 - ⊕ Allow any phone calls to be answered by voicemail and focus on the student.
 - ⊕ Listen for the feeling behind the student's words.
 - ⊕ Don't create an atmosphere where you continuously fire questions at the student.
 - ⊕ Provide sufficient time for the student to express his or her thoughts without interrupting.
- ⊕ Paraphrase what the student has expressed in order to clarify their issues.
- ⊕ Watch for student body language signals, and be aware of your own. Are you organized in order to be comfortable and relaxed? Do you appear attentive to the student's needs?
- ⊕ Accept the student's feelings regarding problems or concerns; be empathetic. If the student perceives something as a problem you must treat it as such. "Don't worry about it" is not going to minimize their anxiety.
- ⊕ Be willing to admit you don't know the answer if that is the case. Simply follow-up with the student after determining the correct information.
- ⊕ If the discussion must continue past the allotted timeframe, end the meeting with a positive statement, "Let's schedule another appointment so we can go into this issue further."

Suggestions for Establishing Rapport

- ⊕ Call students by name as soon as possible
- ⊕ Enhance connections with others by introducing a student to other students, staff and faculty
- ⊕ Visit advisees often via phone, email, and in person
- ⊕ Generate a list in order to acknowledge birthdays
- ⊕ Encourage involvement in University clubs and organizations
- ⊕ Create a success plan with each advisee
- ⊕ Organize a group social early each semester
- ⊕ Seek out advisees who are not participating (in class, socials, etc.) when possible
- ⊕ Encourage small groups to get together for lunch or attendance of campus programs (speakers, sporting events, etc.)
- ⊕ Recognize achievement of advisees (intramural events, club activities...)
- ⊕ Discuss academic progress following each grading period

- ⊕ Plan an end of the year meeting to recognize individuals, distribute summer addresses, etc.

Suggestions to Improve Interactions with Students Who Have Disabilities

Always think of disabled students as individuals first. Their disability is a part of who they are, but does not define what they can be or achieve. Disabled individuals want the same things from life that everyone else is seeking, to love and be loved in return, to be appreciated and respected, and to be productive.

Language is a very important tool. Although we may not mean to offend a person, sometimes the words we use can be offensive. Avoid words and phrases such as, “Confined to a wheelchair,” and “Stricken with Multiple Sclerosis.” These phrases create a negative impression of the individual and focus on lack of control or inability rather than ability.

Ten Commandments of Etiquette for Communicating with People with Disabilities*

- ❖ When talking to a person with a disability, speak directly to the person. Do not address statements through an interpreter or companion.
- ❖ When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand function can oftentimes shake hands, and shaking left hands is also acceptable.
- ❖ When meeting someone with a visual impairment, you should identify yourself and any others with you. When conversing to a group it is important to identify to whom you are speaking.
- ❖ If you offer assistance (i.e. getting a personal item, or assisting with physical movement) wait until the offer is accepted and then listen or ask for directions from the individual.
- ❖ Never lean on a wheelchair user’s chair. It is considered part of their personal body space.
- ❖ Treat adults as such and do not be unintentionally condescending or patronizing due to the disability a person might have.
- ❖ Listen attentively to an individual who may have difficulty speaking.
 - Be patient
 - Don’t interrupt or finish sentences for the person
 - Ask questions when necessary
 - Never pretend to understand if you do not
 - Repeat what you believe to be the issue and allow the individual to correct possible errors
- ❖ When speaking with a person who is at a lower eye level than you are, place yourself at their eye level to facilitate the conversation.
- ❖ To gain the attention of a person who is deaf or severely hearing impaired, tap them on the shoulder or wave your hand.

* Taken from Interacting with People with Disabilities, Indiana Governor’s Planning Council for People with Disabilities.

- ❖ When talking with a hearing impaired person, speak clearly and slowly to determine if the person can read your lips. Do not over enunciate as this will distort the lip movements and make it more difficult to interpret your message.
- ❖ Don't worry about a common statement you might make that seems to relate to a person's disability (i.e. "See ya later," to a blind person).
- ❖ Finally, don't be afraid to ask questions when you're unsure of what to do.

Student Service Referrals

Career Exploration Center

Refer to the *Special Student Groups* section under the subheading of *General Studies* for information regarding the services available through the Career Exploration Center.

Counseling Center

The role of faculty and staff in student referrals to the Counseling Center is paramount to student success. The transition to college can be very stressful for many of our students and a listening ear on the part of an advisor/instructor is the first step to ensure success. A timely intervention by a knowledgeable and caring faculty can make a significant impact upon the student's academic achievement.

There are multiple factors which influence the likelihood of an advisor's intervention and referral of a student to the Counseling Center. The primary requirement is faculty must be willing to provide such assistance to students as the need arises. It is imperative to refer a student when the problem is outside the advisor's range of expertise. This is also important when an advisor believes personality differences may interfere with the assistance provided. If an advisor knows the student on more than a professional basis (neighbor, relative, etc.) the student might be better served through immediate referral rather than assistance that can be provided by the advisor. Obviously, a referral is necessary when the student cannot/will not discuss the problem with the advisor, or when the advisor feels the intervention was not effective.

The staff of the Counseling Center encourage faculty to "trust their instincts" regarding when to refer a student to their office. Some behaviors may also serve to support a decision to refer a student to counseling service; these include:

- Learning problems
- Changes in mood or behavior
- Anxiety or depression
- Retention issues
- Psychosomatic symptoms
- Traumatic changes in personal relationships
- Drug and alcohol abuse
- A stated need for help

- References to suicide (even jokingly)

When approaching a student to suggest counseling, the following guidelines may be helpful.

1. Speak to your observations – Be straightforward with the student regarding what behavior you have observed that causes concern. Do not generalize and do not attempt to trick the student into seeking counseling. Show you care about their success.
2. Identify the availability of campus resources – Although students have received information regarding the Counseling Center, they may still be unaware of the services provided. It is especially important to emphasize the services are free and confidential. Many students avoid counseling because they either assume they must pay for counseling services, or they are afraid their parents will find out.
3. Make a deal with the student – If a student creates excuses why they should not seek counseling, see if you can convince them to “just go to three sessions....” Although a student may not recognize a benefit after a single visit, three visits can convince a hesitant student that the services can be helpful.
4. Leave your options open – If a student adamantly refuses referral, express your acceptance of the decision. It is important that your relationship with the student is not jeopardized. If their refusal is less sure, acknowledge their need to have some time to think it over.
5. Follow-up with the student – Most intake interviews (first sessions) are made by the Counseling Center within one week of the referral. Check in with the student to see how they are doing and show you are interested in their improvement. In situations where you are unsuccessful in convincing the student to make a counseling appointment, and you remain very concerned about the student, please contact the Counseling Center.

Realize the Counseling Center may not discuss counseling sessions (or even whether or not a student is receiving services) due to federal confidentiality laws. However, a student may choose to complete an Authorization for Release of Information form which will allow the Counseling Center to acknowledge the student has been seen by the staff. They will not offer any specific information regarding the student’s sessions unless the student has given express permission to do so.

Remember the final decision to seek professional help rests with the student. In life-threatening situations, you should call the Counseling Center or the University Police for intervention immediately.

Placement

The Vincennes University Placement Office works with two major populations regarding employment identification opportunities. These populations are:

- ➔ Currently enrolled VU students in their final year of studies, and
- ➔ Graduates of VU programs.

The Placement Office provides a variety of services including the following:

- ❖ Maintaining student and alumni credentials.
- ❖ Posting a variety of employment opportunities.
- ❖ Contacting students/alumni regarding possible employment in their area of expertise.
- ❖ Sending student/alumni credentials to employers in response to a specific job announcement.
- ❖ Coordinating on-campus interview opportunities and scheduling interview appointments.
- ❖ Compiling annual Placement related data to convey current employment salary ranges, fields, etc.
- ❖ Providing information regarding the availability of employment within specific fields upon graduation with a certain degree or certificate.

In order to receive benefits from many of the services offered students must complete their placement application materials. These documents are available in the Placement Office, and office personnel are available to assist students with the completion of all placement related paperwork.

Ethical and Legal Issues

Advising Folder

Keeping Notes

It is important to maintain notes from advising sessions with each student. The file should include student placement scores, transfer and/or advanced credit verification, course substitution forms, any waivers that the student has been granted, any personal information used to enhance the advisor-advisee relationship, and a copy of the schedule as determined by the advisor with the student's input. If a student refuses to accept advisor recommendations regarding course selection or sequencing issues, the discrepancy should be noted with the student's signature, and the memo then placed in the student's advising folder.

Maintaining the Folder

Once the advisor receives an advising folder for a new major, it remains the property of the Division until the student changes majors or terminates enrollment. It is the Division's option to retain or destroy a folder of a student who has terminated his or her enrollment. If a student re-applies, a new advising folder will be generated at that time.

Family Educational Rights and Privacy Act - FERPA

The Family Educational Rights and Privacy Act (a.k.a. the Buckley Amendment) is a Federal law designed to protect the privacy of a student's education records including files maintained by their academic advisor. Students are informed of their FERPA rights by letter prior to the beginning of classes and through publication in the University Catalog. FERPA affords students certain rights including:

1. The right to review educational records within 45 days of the day the University receives the request for access. This does NOT include notes and comments put into the file by the academic advisor, if the personal file is kept in the sole possession of the maker of the record and is not accessible or revealed to other persons (except for a temporary substitute for the maker of the record). In this instance the notes and comments are the personal property of the maker and do not have to be shown to the student.
2. The right to request an amendment of the record that is perceived by the student as being inaccurate or misleading. If the amendment is not approved a hearing may be requested, and if after the hearing the school still does not agree to amend the record, the student has the right to place a statement with the record regarding the contested information.
3. The right to require the student's consent to release educational records, excluding "directory information" which may be released without consent. Directory information includes: name, address, phone number, email address, date and place of birth, parent's or next of kin name, enrollment status, major field of study, participation in officially recognized activities and sports, height and weight of athletes, dates of attendance, degrees and awards received,

previous schools attended, and photographs. Students can make a written request in the Registrar's Office to restrict access to this information, but must do so prior to the end of the first week of classes of each semester. Further information for clarification of this process may be obtained through the Registrar.

4. The right to file a complaint with the Department of Education concerning Vincennes University's compliance with FERPA guidelines.

FERPA also restricts the disclosure of student records to the following:

1. Students over 18 requesting for themselves.
2. Parents of a dependant child; usually verified by current tax documentation.
3. Individuals with express written consent from the student in question.
4. School officials with legitimate interests. "Legitimate interests" is defined as part of the individual's professional responsibility and includes an advisor, school nurse, law enforcement officer, etc.
5. A person or company with which the university has contracted such as an attorney, collections agent, etc.
6. Officials of another school in which the student seeks enrollment.

In order to comply with FERPA, advisors should not post student's grades or social security numbers. Advisors must also be careful regarding information considered non-directory when utilizing email and voicemail messaging systems. A good guideline is not to include anything in an email or voicemail that you wouldn't include on a postcard.

Other Legal Concerns

Agency Law – As an agent of the University, the advisor has implied ability to exert authority or make special concessions. Because of this situation, advisors must be well informed of their area of expertise and refer questions to other representatives whenever necessary. Never "promise" a response from another office.

Contract Law - Breach of contract is the area upon which most students' legal claims are based. A "contract" is defined as an express or implied agreement. A syllabus can be viewed as a contract, but it is held at a lower standard than most "official contracts."

A student may also construe an email or letter as a contract with their advisor. The following guidelines will help to avoid the creation of an unintentional "contract" with a student when responding via email or in written documentation.

- ❖ Be specific regarding the question(s) being answered
 - "You asked if it would be possible to submit..." rather than "Yes, that's fine."

- ❖ Leave yourself open when appropriate
 - “Based on the information I have at this time...” rather than “Yes, you’ll graduate this May.”
- ❖ Always keep a copy of both the question and answer in the student’s file
- ❖ With email, attach the original message whenever possible

Common Law – Defamation and negligence both fall under the auspices of Common Law. Fraud or defamation occurs when deliberate false representation of fact is proven. As long as you are providing truthful information you should be okay regarding any defamation suits. Negligence is a more common litigation area and refers to a University representative who does not meet the duties of their assignment. The duty of responding to student questions in a timely manner is a possible negligence area. This is especially important with email and voicemail messages. With the addition of Pipeline, many University employees now have two email addresses which must be regularly reviewed.

Before replying to an email or voicemail ask yourself the following questions:

- ❖ Am I replying to the correct student?
- ❖ Can I really answer this question adequately in an email?
 - If not, have the student schedule an office appointment.
 - If okay, be sure to avoid sending confidential information (non-directory information such as social security numbers and grades).
- ❖ Is the information accurate and complete?
 - The original information is attached and/or the response parameters are defined.
 - “Promises” made can be fulfilled.
- ❖ Do I sound professional and approachable?
 - The email should be more formal than a conversation and less formal than a business letter.
 - Writing content is more like a letter than a telegram.
 - Use mixed case (DON’T SHOUT).
 - Use a spell checking aid.
 - Include a thorough signature file:
 - Your name
 - Your title
 - Name of the Department/Area
 - Name of the Institution
 - Your snail mail address
 - Your telephone number w/area code

A student or parent can sue an advisor individually, but the likelihood is slim. The University would be sued first, and personal liability would be minimal. Much would depend upon the extent of damages and level of harm the mistake has on the student or parents.

Advisor Safety

In the performance of his or her duties, each faculty member represents the institution and the attack or threat of attack on an official is a threat against the University itself. Such actions cannot be tolerated. As the old saying goes, “the best defense is a good offense.” Every department/division should have an action plan for dealing with someone who is dangerous, and all employees should be made aware of the plan’s components. Included in a safety plan should be the identification of all the accessible phone locations for the buildings that are utilized. It is also important to note that the 9-1-1 emergency number needs no external access number dialed first (no need to dial 9 to get an outside line).

Some general tips for academic advisors are identified below.

1. Report any unusual behavior. Report any threats or physical encounters immediately and write down all details of the occurrence.
2. Do not list your home phone number, address, or social security number on business cards, on personal checks, or in a directory provided to students.
3. Instruct office personnel not to give out your home information to students.
4. Avoid meeting with students behind closed doors. It is especially important to avoid “after hours” meetings when your building may be devoid of help should you need it.
5. Always lock your office doors when working late or on weekends when few people are around.
6. If you normally leave work after dark, take a break during the day to move your car closer to the door you exit. If teaching a night class, leave the building as a group to walk to the parking lot. Use the campus escort service to walk you to your car.
7. Have your car key in your hand and ready when approaching your car. Check under the car as you approach and in the backseat before getting in and immediately re-lock the doors after entering.

Student Responsibilities

Students have multiple responsibilities as they pursue their academic career. The list below attempts to outline some of them

- ❖ Developing Academic and Intellectual Competence
 - Build on confidence toward academic success
 - Develop good working relationships with their academic advisor
 - Improve skills in decision making, time management, acceptance of diverse populations, personal expression, as well as academic specialty areas
 - Gain a personal understanding of their own goals and dreams
 - Increase knowledge of the University including expectations, policies, and resources
 - Participate in out-of-classroom activities that will enhance the educational experience

- ❖ Establishing and maintaining personal relationships
 - Seek relationships with peers, faculty, and staff
 - Develop a personal support system within the University
 - Become a contributing member of the University community
 - Value and relate to people of diverse backgrounds, characteristics, behaviors, and viewpoints
 - Enhance interpersonal and leadership skills
- ❖ Developing personal identity and philosophy
 - Examine personal values and integrity
 - Learn how to adjust to a changing environment
 - Increase self-esteem and self-confidence
 - Make responsible life choice decisions regarding alcohol and other drug use, personal safety, sexual behavior, socialization, fitness and wellness, stress, and adequate rest
- ❖ Exploring career and academic options
 - Explore interests and abilities
 - Understand the connection between interests, classes, majors, and careers
 - Clarify reasons for attending college

Computer Assisted Advising and Registration

The first section of this document is a step-by-step procedure for completing the registration process. The balance is documentation explaining each form and how it is used and a step-by-step procedure for signing on to Banner (the student information database system).

General Precautions

Before registering a student's classes or making schedule changes, check the term in the key block of the SFAREGS form. Be sure you are in the correct term (200710 for fall of 2006; 200720 for spring of 2007) before proceeding with registration or schedule changes.

Do not make changes on the current term. Be sure you are using the correct term. You do not want to accidentally add next fall's classes to the student's current spring schedule or delete any courses from the student's current schedule.

Remember, you are updating the student's permanent academic record when you enter their registration. Please be careful!

Section Numbers

Check CRN numbers carefully before entering them on the student's schedule. The list of sections you see includes our off-campus offerings. You may only use

sections numbered 001-199, some beginning with “C”, and those beginning with a “D”.

Registration Process—UNDER CONSTRUCTION

BANNER Self-Service

To View a Transcript

- sign into MyVU
- click on Faculty tab
- click on Academic Services
- click on Admin Services
- click on Faculty
- on the Faculty Services menu select Advisor Menu
- select Student Academic Transcript
- select term unless you have previously selected a term & Submit (all terms are displayed on the transcript)
- enter student ID or SSN or conduct a name search & Submit (if you have previously selected a student you will not see this page)
- verify student name & Submit (if you have previously selected a student you will not see this page)
- click on Display Transcript (this unofficial transcript can be printed by clicking on the printer icon on the toolbar)

To change students: Return to the Advisor's Menu, choose ID Selection.

Midterm Grades

from the Student Information Menu:

- click on Active Registrations (you will be prompted to select a student or a term if you have not previously done so); OR
- click on Registration History (you will be prompted to select a student or a term if you have not previously done so)