

Master Advisor Calendar

Tips and Important Deadlines for Advising Preparation

1st week of classes	Be available for students who are late registering and changing schedules. Changes of schedule do not require an advisor's approval, but students often seek your opinion.
9th week of semester	Contact advisees with low grades at mid-term. Remind them of drop deadline (refer to the Academic Calendar available on the Web for this and other important deadline dates), refer to campus resources as appropriate and encourage students to talk with instructors.
Approx. 10th week (when the <i>Class Schedule</i> is posted on the web)	Expect increased advising traffic and appointments.
Approx. 15th week (near the close of pre-registration)	Determine which of your advisees have not registered. Contact these students by phone or e-mail about their plans for next semester. Encourage them to come in to see you.
After final grades	You may wish to congratulate advisees with high grade point averages and those who were removed from probationary status. Prepare for phone calls from students who were suspended.

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

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

Community Engagement

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

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

Cultural Competence

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

Advisors can:

- Encourage students to participate in international and cultural events by sending out notices of special opportunities such as the International Banquet.
- Notify students of culturally relevant speeches or workshops offered on campus or in the community.
- Encourage students to take general education courses that will broaden their cultural knowledge and experience (examples: AAS 100, GST 170, GRY 100, ANT 100, REL 100 & 210, MUS 239, HST 103 & 104, SOC 150).
- Encourage students to take courses in other languages, even when not required for a major.
- Encourage students to plan ahead for Study Away experiences.

- Encourage students to seek opportunities to get to know students, staff and faculty from different backgrounds (cultural, socio-economic, racial, religious, gender, abilities, etc.) Model that for students by doing the same.
- Consider how we talk with students about cultural challenges they may discuss with us (e.g. instructors with accents, roommate situations involving cultural conflicts).
- Work on own cultural competence through professional development opportunities.

Ethical Leadership

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

Advisors can:

- Nominate or encourage students to apply to be campus leaders, such as Resident Assistants, IDS 110 Peer Leaders, SOAR Leaders, Campus Ambassadors, etc. Volunteer to write recommendation letters for students who express an interest.
- Encourage students to get involved in organizations and activities that match their interests, such as Student Government Association, Residence Hall Government, Judicial Boards, SAIL (Student Academic Integrity Leaders).
- Help students understand academic integrity.
- Honor advisees for their leadership activities.
- Notify students about the opportunities to be involved in Public Affairs Week.
- Encourage students to choose courses that may help them develop their leadership skills or understand ethics.
- Encourage students to participate in leadership development activities available through the Office of Student Engagement.

Advisor's Guide to Preparing for an Advising Session

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

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

Advisement Session Checklist

1. Previous Advising Note? _____
2. Placement Scores? _____
3. Academic Status?
(Good Standing, Probation) _____
4. GPA and previous semester grades? _____
5. Degree Program and Status?
(Major, Declared, Admitted) _____
6. Degree Audit? _____
7. Transcript?
(Credit earned, transfer credit, AP credit) _____
8. Explained terminology?
(credit hours, prerequisites, FT/PT) _____
9. Enter new advising note, electronic release if appropriate, and answer questions.

Steps to Advising Incoming Transfer Students

(This handout with important links can be found at www.missouristate.edu/transfer)

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

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

It is best to follow a routine in transfer advising appointments so that information is not forgotten. The following steps may be helpful in developing your own routine:

- **Verify the student's status prior to scheduling the appointment.**
Check to make sure the student is fully admitted, transcripts have been evaluated, his/her registration date is posted and that there are no holds on the student's account. If a student requests an appointment prior to admission, just make sure the student understands you will be discussing general information and that you will *not* evaluate coursework or be able to tell with any certainty how many hours will be needed to graduate. If there is information available on the web you would like students to review prior to your meeting, let them know how to find it and explain your expectations.
- **Find out why the student has decided to come to this institution.**
A student's answer may give you some clues about his or her level of understanding of the degree program selected and if it is a correct fit.
- **Ask the student if he/she is finished or near finishing an Associate of Arts degree or a 42-hour Certified Block.**
In some cases, if a student is close to finishing one of the above options, a transferring institution may make an exception to its residence requirement and allow a student to transfer back a course to complete the native school's requirements. In other situations, a student may actually benefit from transferring to Missouri State early, rather than completing a degree at another school. Student eligibility for some scholarships may be affected by transferring prior to the completion of an AA, however. It may be helpful to discuss how many hours a student may need in our general education program vs. completing the AA or 42-hr Block. Please explain that all students must fulfill the Senate Bill #4 requirement. Courses required by a major or minor are still required, even if they could have also been used to meet general education requirements.
- **Discuss the status of the transfer work and how the courses transferred will meet degree requirements, including general education requirements.**
Degree audits are available in the Student Information Menu section under the Teaching and Advising tab on My Missouri State for admitted students, but will not include any courses that are

listed as “in progress” on the student’s transcript. You’ll find “in progress” courses on the student’s transcript evaluation. An audit for an admitted transfer student may also erroneously report that a student needs IDS 110. This error will not be corrected until the third week after enrollment. General Education worksheets can sometimes be easier for new students to understand, so using the worksheet in conjunction with the audit is a good idea if the student hasn’t completed an AA or 42-hr. block.

- **Discuss re-evaluation options if necessary.**

Discuss opportunities to waive degree requirements or request the use of a transferred course as a degree substitution. Dr. Jeanne Phelps, former Associate Provost, reported that the Degrees Committee has often heard cases involving a student who was “promised” a transfer course would fulfill a requirement, then comes up short in the semester of proposed graduation. Please avoid glib reassurance and give the student clear instructions on who has the authority to make the change and how to request a re-evaluation. Document all suggestions for course re-evaluation in Advising Notes.

- **Help the student understand the difference between “pre-major” and “being admitted into a degree program.”**

All new transfer students are allowed to register for their first semester without a degree hold, regardless of the number of credit hours. Some transfer students will have a degree hold on their records prior to registering for their *second* semester if not admitted to a program in the first semester. It is important for the student to understand the admission into a degree program process. If the student chose a major *without* admission requirements in the application to university admission, the student will be immediately admitted into the degree program without completing any additional paperwork. However, if the student chose a major *with* admission requirements in the admission application, he or she will need to meet with an advisor or departmental representative to inquire about the admission process to that particular major. This may also be a time to discuss GPA requirements and our repeat policy.

- **Agree to courses appropriate for the student’s first semester here.**

Give detailed information about what the student must do after leaving your office to register. Provide assistance in obtaining course permissions if necessary. Suggest alternatives in the event courses are closed. Demonstrate where to find the online class schedule and how to use the online registration tools. If time allows, help the student build the first schedule to ensure the registration process will go smoothly. Discuss the options to change a schedule if it becomes necessary.

- **Invite the student to return to you (or someone in your department) if there are any further concerns or questions.**

Help the student understand when the registration process begins for the following semester, since schools register students in different ways and at different times. Explain how you prefer to schedule appointments. Clarify your role as an advisor and your expectations of advisees.

- **Remind the student to “take care of university business.”**

Many final steps (e.g. getting a student ID, parking permit) can be overlooked by students with “information overload.” Students are reminded of these things in the instructions from the Admissions Office, but it might be helpful to review these expectations.

Checklist for Admitted Transfer Students

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

<http://www.missouristate.edu/admissions/transfer.asp>

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

New Transfer Student TO DO List Fall 2009

This to do list has been developed to assist you in your transition to Missouri State University! If you have questions or experience problems, please call the Office of Admissions at 800-492-7900 or 417-836-5517 or send an email to admission@missouristate.edu. Visiting campus and taking a tour can be very helpful in your transition and many of the items below can be done while on campus, such as getting your zip card and parking permit. Please contact the Office of Admissions if you are interested in [scheduling a tour](#). You are also welcome to come to campus on your own. Please visit the Transit Operations Center, 700 E. Elm, to purchase a \$2 visitor parking permit.

Student Identification Number (also known as your M-Number) and account access

After receiving an M-Number, go to <http://my.missouristate.edu> and use your M-number to create a user ID and password. Choose a **user ID and password** that you can remember as this is your information portal for many functions, services, and resources at Missouri State, including registration.

After you create your user ID and password, you will be prompted to obtain your University email account, which you must have as it is used by the University for official communication.

Understanding your Transfer Equivalency Worksheet

It is important that you take time to understand your transfer equivalency worksheet so you can work with your academic advisor. You received the worksheet with your admission letter. Your worksheet may include codes that represent course entries; for example GEP, PEU, and GEN. Go to www.missouristate.edu/transferguide for explanations of these codes. You also may see a course code followed by 000. The 000 refers to elective credit, for example BIO 000 is biology elective credit. Elective credits apply to the total number of credits needed to earn a Missouri State degree. Refer to the above website to understand what elective credit is and how it can assist you toward your degree. You are encouraged to discuss elective credit with your academic advisor.

If you feel that a course you have taken does have substantial similarities to a Missouri State course and it was evaluated as an elective credit there is a re-evaluation process. Speak with your advisor and consult the above website for information on the process.

Registration

Go to the fall 2009 registration sequence page (www.missouristate.edu/fa09registrationsequence) to determine when you can register.

How to determine hours and class status: Refer to the bottom of your transfer equivalency worksheet. Below the heading INSTITUTION, you will see an Earned Hours category. This is the number of credits earned and must be used to calculate your registration date.

My earliest registration date _____ (Registration begins at 7:00am)

If you have not taken English 110 or Math 103 or higher, then you may need to take a placement exam. Go to this website for information: <http://apps.missouristate.edu/registrar/placements.pdf>.

Meeting with your Advisor

You are required to confer with an academic advisor before you register for your first semester. Your advisor must then issue an **electronic release**. Go to www.missouristate.edu/transfer/24937.htm to see the transfer advisor list and contact the academic advisor of your major. **Please call as soon as possible to make an appointment with an academic advisor after you find your registration date.** All new transfer students are **highly recommended** to meet in person with an academic advisor prior to registration.

Advisor: _____

Date and time of appointment:

After you have received your electronic release from your academic advisor for the fall 2009 semester and it is your time to register, you have two options:

1. Register via the web: See www.missouristate.edu/registrar/bannerregistrationinstructions.htm for instructions on how to register.
2. Register on campus: Pick up a visitor parking permit at the Transit Operations Center, 700 E. Elm (see first page), then visit the Office of the Registrar in Carrington Hall, room 320. Registration hours are from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Go to www.missouristate.edu/transfer/ for more transfer academic advisement information.

On Campus Housing

After you were admitted to Missouri State you should have received a housing packet. All single freshmen (fewer than 30 credit hours completed) under 21 years of age are required to live in university housing and must complete an application for university housing or successfully appeal. Go to this link for exception information: <http://reslife.missouristate.edu/exception.htm> If you have questions, please contact the [Department of Residence Life and Services](#), located in Hammons House, Room 104, at 417-836-5536 or 800-284-7535.

If you have fewer than 30 credit hours you must have a housing application or successfully appeal to be able to register for classes.

Zip Card & parking permit (available on or after June 15)

Due to our computer system conversion Zip Cards and Parking permits will be available on or after June 15. See the following instructions on how to obtain your zip card and parking permit

Pick up your ZipCard (Missouri State Student ID) at the [Plaster Student Union, Room 128](#). You will need a photo ID to obtain your ZipCard, but there is no charge.

To obtain a Missouri State parking permit you must register the vehicle(s) you will be driving with the Parking Administration Office, Transit Operations Center, 700 E. Elm. Hours of operation are 8:00 a.m. to 4:30 p.m., Monday through Friday. Their telephone number is 417-836-4825. Information is available on-line at www.missouristate.edu/safetran.

Financial Aid

Missouri State offers a comprehensive program of financial assistance. If you wish to be considered for financial aid for the fall semester, but have not already completed the

Free Application for Federal Student Aid (FAFSA), you may do so at www.fafsa.ed.gov. You will need to complete the 2009-2010 FAFSA for fall financial aid. We encourage you to do so by March 31st. For additional information please contact the Missouri State Office of Financial Aid at 417-836-5262 or 800-283-4243 in Carrington Hall, Room 101 or on our website at www.missouristate.edu/financialaid.

Final Transcripts

If you were admitted during your final semester at another college or university, be sure to request that your institution send a final, official transcript to the Missouri State Office of Admissions after your grades for the last semester have been posted. If you have completed an Associate of Arts degree (AA) or 42-hour certified block, please have that noted on your transcript so you'll receive proper credit.

Reserve your books!

You may reserve books online at www.missouristatebookstore.com/TextRes.htm, or purchase them while you are on campus at the University Bookstore. The Bookstore is open year round for the purchase of textbooks, course materials, BearWear and much more. For additional information and hours please contact the University Bookstore at 417-836-5403 or visit us online at www.missouristatebookstore.com. Books may be charged to your student account.

If you have been out of school for an extended period of time, are married or have children, plan to attend part-time or have other special questions or needs sometimes experienced by adult students returning to school, then we encourage you to contact the Office of Adult Student Services and Evening College at 417-836-6929 or 877-678-2005. They can provide information about special orientation and registration options.

Office of Admissions, 901 S. National Ave, Springfield, MO 65897

800-492-7900 or 417-836-5517

www.missouristate.edu/admissions/transfer.asp

If you plan to transfer from Missouri State University

This checklist was designed to be shared with students to help smooth the transition if for some reason a student must withdrawal or transfer from the university.

Follow the instructions below if you plan to transfer to a new college after completing a semester or more on this campus. If you need to withdraw from classes here during a semester, you'll find further information and links to forms at <http://www.missouristate.edu/registrar/withdraw.html>

1. Apply to your new college.

In an ideal situation, you'll apply early in the semester prior to transfer. All questions about admissions and transferability of your courses should be directed to your new college.

2. Deal with living arrangements.

If you live in the residence halls, talk to your RA about getting cleared to move out. You'll need to schedule a check-out appointment and find out if there are any penalties for breaking your contract if you leave midyear. If you live off campus, talk with your landlord about lease options.

3. Cancel meal plan.

If you have contracted with food service for a meal plan, separately from a housing contract, contact the Food Service Office in Plaster Student Union, room 213.

4. Cancel debit account on Zip Card.

Students who have a Zip Card debit account must complete a withdrawal form available in the Office of the Registrar (CARR 320) or the Zip Card Office (PSU 128). This form will cancel the account and authorize a refund of the account balance.

5. Request transcripts.

Stop by the Office of the Registrar (CARR 320) to request a final, official transcript be sent to your new college AFTER this semester's grades are posted.

6. Turn in parking hang tag.

If you have paid for parking for the year, turn in the parking permit hang tag (if leaving midyear) to find out if you are eligible for any kind of refund at the Transit Operations Center, 700 E. Elm, near the parking garage.

7. Update financial aid information.

Make sure your new college has all information needed about financial aid you have received while at Missouri State University. Find out if there are scholarships you may be eligible for at your new college and what the deadline and process is for application. If you have privately sponsored scholarships, find out if they can be transferred. You will also need to keep your lenders (if any) informed about your new college.

8. Check for Holds on your account.

Check for "Holds" in your Student Information Menu accessible through My Missouri State to make sure there are no holds on your record. Take care of any business before you leave so transcripts won't be held in the future.

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

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

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

The General Education Worksheet

The General Education Worksheet (pictured on the adjacent page) is available on the web for download as a PDF file and can be found under General Education at:

http://www.missouristate.edu/GeneralEducation/GenEd_Worksheet.htm

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

Notes on the Gen Ed worksheet:

- Coursework listed under *Basic Required Courses* should be completed within the first 75 hours.
- Students must complete two courses from the *Natural World* section. These courses must be from two different areas and at least one course must have a corresponding lab.
- Students must use at least **four** different course codes from the *Culture and Society* and *Self-Understanding* sections to satisfy Gen Ed.
- All students are required to take PLS 101. If they have transfer credit for this course, check degree audit to see if the Senate Bill #4 requirement (mandating study of Missouri Government) has been met. If this has not been met, students may take PLS 103 to fulfill this portion of the requirement.

General Education Reevaluation Guidelines

Science Reevaluations

Please send transfer students with three credit science classes **directly** to one of our departments (see the contact information below) to determine if a one hour lab class can be taken so the class in question can be used to partially fulfill one of our Natural World requirements. For AST, BIO, and GLG courses, there is a very good possibility a student can take a one hour lab. It may be more challenging for a student to complete a one hour lab for GRY, CHM, and PHY. However, an advisor may still choose to send students with three credit classes in those areas to determine their options. **If the student receives permission to take one hour lab course, he/she MUST contact Dr. John Catau via an email once course in question is in progress.** Dr. Catau will then notify the Degree Check office to combine the two classes and post them on the student's degree audit.

Contact Information:

AST/PHY-Dr. Pawan Kahol
BIO-Dr. Brian Greene
GLG/GRY-Dr. Thomas Plymate
CHM-Dr. Eric Bosch

It is also important to remember that a student who transfers in a three credit hour class could potentially fulfill the Natural World requirement by taking one of our five credit hour classes (i.e., CHM 105, PHY203). Before advising a student to pursue this option, however, please check with Dr. Catau to make certain the three credit hour class will "count" for general education.

If a student transfers in seven credit hours of Natural World and an appropriate one hour lab course at MSU cannot be taken, there a possibility that the eighth hour will be waived. This type of appeal should be made to the Degrees Committee. Dr. Catau will not waive the eighth hour. It should be noted this is a last resort option and should only be pursued if the student took both science courses in transfer.

While Dr. Catau will consider creating a GEP equivalency for transfer science classes that come in as electives, he will not allow transfer students to use classes (for example, anatomy and/or physiology) for general education if we do not allow our own students to count those same classes for general education.

Reevaluation Method and Concerns

Dr. Catau will **NOT** re-evaluate classes that transfer to MSU as direct equivalents of one of our own classes.

If students would like their transfer class to be considered the direct equivalent of one of our own classes, they should go directly to the department head of the appropriate department. For example, if a student wants to have a transfer U.S. History course reevaluated as either HST 121 or 122, he/she would need to consult with the History department head. If the student would like the class re-evaluated as GEP 21 (so it can be used for general education), Dr. Catau would be the person to contact.

If a class transfers as an elective and the student wishes to have it re-evaluated to see if it qualifies for a GEP equivalency, Dr. Catau *prefers* students meet with him in person. However, he will allow students to email him regarding a reevaluation. In order to make an informed decision, Dr. Catau would prefer to see a course syllabus. If a student is unable to find or retrieve a syllabus, Dr. Catau will work with a catalog description. He never makes a decision on the basis of only a course title.

As is true for science, if a transfer class is equivalent to one of our classes and that class is not a part of our general education program, Dr. Catau cannot allow the student to use the transfer class for general education. To do so would favor transfer students over our native students. As an example, some students come with credits for an American or English literature class and ask to have the class re-evaluated as GEP 16 where our ENG 200 (Introduction to Literature) is located. Since none of our American or English literature classes are available for general education, Dr. Catau will not approve their request.

Academic Advisement

You and Your Advisor: An Academic Partnership

Your advisor will...

- Have posted hours
- Help you think through your educational goals
- Be familiar with rules and regulations
- Assist in career choices
- Aid in class selection
- Help with academic problems

You should...

- Meet your academic advisor as soon as possible
- Read the Undergraduate Catalog to become familiar with the university
- Ask your advisor for information
- Make tentative choices of classes before seeing your advisor for scheduling
- Seek your advisor's help when problems first arise

Finding Your Advisor

- All students with fewer than 75 credit hours completed and students who are on academic probation are required to meet with an academic advisor for a release to register each semester.
- Students who have completed 75 credit hours must be admitted into their degree program or get a clearance from their departments to register. Please discuss this process with your advisor well before you plan to register.
- You can find and contact your advisor, check for encumbrances, and find your registration time by visiting the "Registration Status" link on the "My Information" page (<http://www.missouristate.edu/myinformation>).
- If you don't have an advisor listed, contact the departmental office of your major or the Academic Advisement Center (if you are undecided).

Changing Your Schedule

Before the semester begins and before the end of the fifth day of the semester (or second day in summer), you may change your schedule by completing a Change of Registration form at the appropriate registration center or by going to the on-line registration system through <http://www.missouristate.edu/myinformation>. These changes will not be noted on your transcript. Full-semester classes can be added to your schedule during this period. Departmental and advisor signatures are not required, but speaking with your advisor is recommended.

*After the fifth day of class (or second day in summer), you may change your schedule by completing a Change of Registration/Schedule form and processing it at your appropriate registration center or by going through the on-line registration system through <http://www.missouristate.edu/myinformation>. These changes **will** be noted on your transcript. Full-semester classes **cannot** be added to your schedule during this period without special permission. Speaking with your advisor and course instructor is recommended. Fee refunds are prorated for part of the semester, then drop to no refund. Because some forms of financial aid or insurance coverage can be affected if dropping below full-time status, students are encouraged to carefully weigh their options.*

Academic Advising Can Help You...But

Don't...

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

Do...

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

Do...call your college or department office if you need assistance.

Or, if you are a pre-major (undeclared) student, come to the Academic Advisement Center, University Hall 109.

Choosing and Using General Education Coursework

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

- **is in a subject you have studied before**, and you know you will like.
- **you know nothing** about or is in a discipline with which you are unfamiliar.
- **helps you develop one of your strengths.**
- **helps you work on one of your weaknesses.**
- **teaches you about American culture** (history, political science, art, music, theater, religious studies, literature, geography).
- **teaches you about other cultures** (history, political science, art, music, anthropology, literature, geography, religious studies).
- **teaches you about social issues** (economics, African American studies, gender studies, sociology).
- **is an introductory course for a major you are considering.**
- **helps you understand yourself** (sociology, psychology, biology, biomedical sciences, religious studies, philosophy).
- **helps you understand the physical world around you** (astronomy, geology, biology, biomedical sciences, geography, chemistry, physics).
- **helps you lead a healthier life** (sciences, physical education, psychology).
- **examines the major institutions of our society** (economics, philosophy, religious studies, political science, sociology, agriculture).
- **examines technology and how it works** (computer science, computer information systems, chemistry, physics, agriculture).
- **improves your communication skills** (English, communication).
- **teaches you to solve problems** (mathematics, chemistry, philosophy).
- **develops your skills in research, organization, and critical thinking.**

Courses Taken and Planned

In order to achieve the maximum benefit from your time and education dollars, it is important to look ahead and begin planning your future semesters early. The following form has been designed to assist you in your planning. Before completing the form, however, we suggest that you...

- **review the general education program** to determine the areas in which you need coursework.
- **review your major and minor requirements.**
- **pay attention to sequencing and prerequisites.**

Be sure to consult with your academic advisor for any assistance you might need in planning your future classes. Bring this list with you to your next advising appointment.

Make a tentative list of potential courses for the next couple of semesters (and summers). Consider your time and energy commitments as you develop a well-balanced course load.

SEMESTER #1

SEMESTER #2

<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<i>Total Hours</i>	_____	<i>Total Hours</i>	_____

SEMESTER #3

SEMESTER #4

<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<i>Total Hours</i>	_____	<i>Total Hours</i>	_____

Make a Plan for Your Education

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

As Freshmen, students should:

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

As Sophomores, students should:

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

As Juniors, students should:

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

As Seniors, students should:

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

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

Student's Guide to Preparing for an Advising Appointment

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

- Review your catalog, the class schedule, and academic records before your appointment. If you have paper resources (such as a printed Gen Ed worksheet or practice schedule), bring them with you.
- Make a list of questions to ask your advisor. Think about the concerns you would like to discuss with your advisor.
- If you are planning to schedule, make tentative class choices before seeing your advisor. Be sure to include alternative selections. Check prerequisites. Check the University web page to see whether your classes are open. To do that, go to the home page and choose *Current Students* and then *My Missouri State*. Select the *Academics* tab to access the *Class Schedule Search* feature. You may even wish to develop a trial schedule on paper to bring to your advising appointment.
- If you wish to look at requirements for your current declared major, you may print your own degree audit by accessing the *My Missouri State* section of the web page. From *My Missouri State*, you may also check for holds that would prevent you from registering. If you want to talk about different possible majors and minors, you may also order “what if” audits from *My Missouri State* and review those prior to your appointment.

QUESTIONS FOR YOUR ADVISOR:

Tutoring/Learning Assistance Resources Available to Students

The Bear Claw (Center for Learning and Writing)

The Missouri State University Learning Commons is located on the **first floor of Meyer library**. This new interactive space unites the resources and expertise of the faculty, library personnel, computer and information technology, the Writing Center, subject-area tutoring, and supplemental instruction in an environment that fosters informal, collaborative work, and social interaction.

Services will be expanded as student demands and University resources change. The goal of the subject-area tutoring will be to provide a tutor for any subject that a student requests.

Website: <http://bearclaw.missouristate.edu/default.htm>

The Writing Center (located within the Bear Claw)

Missouri State University's Writing Center serves all undergraduate and graduate students plus faculty and staff. Center Location: The Bear Claw: Meyer Library Learning Commons - 1st Floor behind the circulation desk.

Writing Center Director's Office: Meyer 112

Telephone: (Main) 417-836-6398 or (Director) 417-836-5006

Email: michaelfrizell@missouristate.edu

Website: www.missouristate.edu/writingcenter

The Math Lab (located within the Bear Claw)

The **Math Lab** is available for tutoring sessions for MTH 101, MTH 102, MTH 135, MTH 138, MTH 181, MTH 261, and MTH 287. **Center Location: The Bear Claw: Meyer Library Learning Commons - 1st Floor behind the circulation desk.**

Hours: check website for available hours or to set an appointment

Phone: 836-5112 Website: <http://bearclaw.missouristate.edu/68395.htm>

TRIO's Tutoring Program Offers:

- Tutoring in most general education and some upper-level courses
- Skilled peer tutors who receive on-going training
- Study skills assistance during tutoring
- Meetings with instructors to discuss performance

Any student ***currently enrolled in the TRIO program*** may apply for tutoring by simply submitting a completed application to the **TRIO office in Freudenberger House, West Lower Level.**

Phone: 836-6220 Website: <http://trio.missouristate.edu/>

Counseling and Testing Center

The counseling and Testing Center offers assistance and workshops dealing with test stress and test anxiety, as well as serving as a central location for the administration of standardized tests.

Phone: 836-5116 Website: <http://counselingandtesting.missouristate.edu/>

The Learning Diagnostic Clinic

The Learning Diagnostic Clinic provides services and support with care and concern to individual students with documented learning disorders. **The LDC office is located in the Meyer Alumni Center 502**

Phone: 836-4787 Website: <http://psychology.missouristate.edu/lcd/>

Five-Day Exam Preparation Strategy

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

Before beginning the five-day countdown, you should:

1. Collect all materials needed to review. This includes textbooks, class notes, handouts, study guides, 3x5 cards – anything and everything pertaining to the information to be included on the test.
2. Schedule at the most three 20-30 minute review sessions for each of the five days preceding the exam. Schedule these during daylight hours.
3. Plan the content of each review session. What materials will you cover? How long to spend on each part? What method will you use to review the material?
4. Make a calendar with specific times, activities, subject matter to be covered six days prior to the test.

Day 5 – Reading Assignments

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

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

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

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

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

Day 2 – Lecture notes:

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

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

1. Set a timer or alarm clock for 20-30 minutes so you can work without interruption. Schedule a 10 minute break between each study session.
2. Review and concentrate on “trouble” areas of the past 4 days:
 - a. Lecture notes
 - b. Textbook notes
 - c. Instructor-made handouts and/or study guides
 - d. Vocabulary words

Ten Traps of Studying

1. “I don’t know where to begin”

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

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

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

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

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

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

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

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

5. “I guess I understand it”

Test yourself. Make up questions about essential sections in notes or reading. Keep in mind what the professor has stressed in the course. Examine the relationships between concepts and sections. Often, simply by changing section headings you can generate many effective questions. For example, a section entitled “Bystander Apathy” might be

changed into questions such as: “What is bystander apathy?” “What are the causes of bystander apathy?” and “What are some examples of bystander apathy?”

6. “There’s too much to remember”

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

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

7. “I knew it a minute ago”

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

8. “But I like to study in bed”

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

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

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

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

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

TEST TAKING STRATEGIES

As you start the exam—Take control

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

Multiple Choice:

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

Matching:

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

6. Make lists of possibilities and associated facts and ideas.

Short answers:

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

Essay tests:

Use the acronym **LABBOWL**:

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

Use the acronym **COPS**:

Capitals, Organization, Punctuation, Spelling

Suggested usage of 45 minutes in class:

10 minutes planning, 30 writing, & 5 COPS.

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

The Cornell Note Taking System:

The Cornell Note Taking system was designed to increase the effectiveness of the note taking process through a clearer, more organized approach to taking notes. The following pages explain and provide examples on how to take effective notes with the Cornell Method.

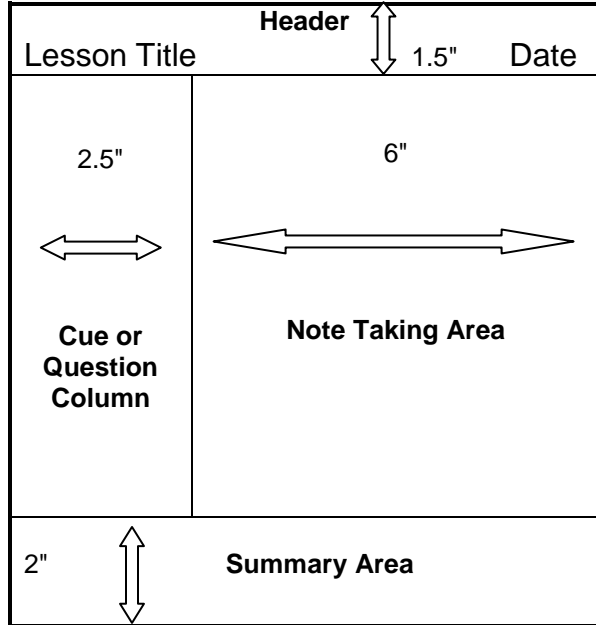


- ✓ **Record**
Record in the note-taking area as many meaningful ideas and facts as possible during a lecture or discussion. Write legibly.
- ✓ **Reduce**
As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.
- ✓ **Recite**
Cover the Note Taking Area, using only your jottings in the Cue Column, say over the facts and ideas of the lecture as fully as you can, not mechanically, but in your own words. Then, verify what you have said.
- ✓ **Reflect**
Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten.
- ✓ **Review**
Spend 10 minutes every week in quick review of your notes and you will retain most of what you have learned.

The Cornell Note Taking System

What is the Cornell System?

Here's what your paper will look like...



Note Taking Area

We are not suggesting that you change your normal style; rather, take notes as you normally do. However, make sure to leave large spaces in your notes to add information later!

Summaries Area

Write a brief summary of that day's notes. You can choose to either write it in paragraph form or to use a graphic organizer.

Cue or Question Column

In this column, write questions in the margins (see inside) or main ideas.

The Cornell Note Taking System

An Example of the Cornell System

Taking Lecture Notes		03/21/00
What are the four parts to taking good lecture notes?	Taking good lecture notes involves <ol style="list-style-type: none"> 1. preparing for the lecture in advance 2. taking effective notes during the lecture 3. revising the notes immediately after class 4. studying the notes--as preparation for the next lecture, as preparation for a test, and as preparation for any future use of this material. 	
What are the four parts of preparing for a lecture?	Preparation in advance of class may involve physical, intellectual, emotional, and spiritual preparation.	
What are the three components of physical preparation?	Physical preparation includes getting sufficient sleep to be able to remain alert in class, getting the exercise necessary to remain physically fit, and eating nutritiously.	
What are the six components of intellectual preparation for a lecture?	Intellectual preparation involves <u>reading the syllabus</u> and knowing what topic(s) will be covered each day. <u>Looking ahead in the book</u> will help me prepare for the lecture. <u>Reading assignments</u> must be completed to prepare for possible discussions. <u>Reviewing previous lectures</u> may also help prepare for a new lecture, particularly if the lectures build upon each other. <u>Conducting my own research</u> on the subject may also serve as good preparation. Try to <u>anticipate where the lecture will go</u> ; think of following lecture like following a good movie and trying to predict the ending.	
<u>Summary:</u> There are 4 parts to taking good lecture notes. Preparation for a lecture should involve physical, intellectual, emotional and social preparation.		

The Cornell Note Taking System

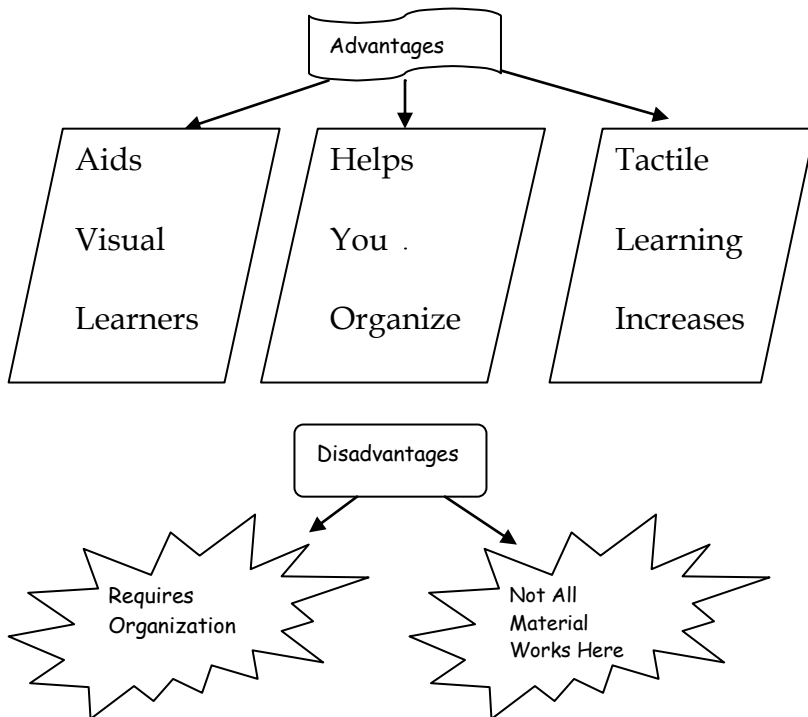
THE INDIVIDUAL SECTIONS:

***Questions in the Margins:** Cornell works best by creating potential test questions in the margins:

<p>Who Developed the Cornell Method?</p>	<p>CORNELL METHOD Developed by Walter Pauk</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> ✓ Helps w/Organization ✓ Encourages Daily Review ✓ Creates Test Study Guide <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> ✓ Seems Time-Consuming ✓ Some Students Don't Follow Up!
<p>What are 3 advantages to Cornell?</p>	
<p>What are 2 disadvantages to Cornell?</p>	

*Important! Always use complete questions! They make it easier for you to turn your notes into a study guide for later use.

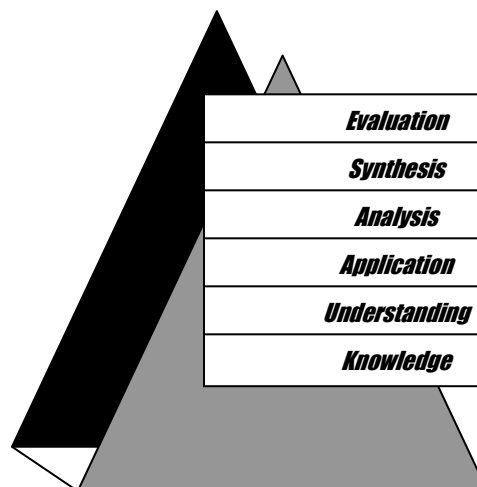
Summaries: May be paragraphs, or graphics like this:



The Cornell Note Taking System

Creating Effective Questions:

Below is Bloom's Taxonomy, showing the hierarchy of thinking skills. Effective students move up the scale, applying & evaluating information.



Utilizing Bloom's Taxonomy: Using Bloom's principles, ask questions in the margins representative of the levels:

Category	Sample Verbs
Knowledge <i>(Least complex competency)</i>	Define, describe, duplicate, identify, label, list, locate, match, memorize,
Comprehension	Classify, convert, describe, explain, express, give example(s), identify, indicate, interpret, locate, recognize,
Application	Apply, construct, dramatize, employ, illustrate, interpret, operate, practice, sketch, schedule, shop, solve, use
Analysis	Analyze, appraise, calculate, test, categorize, compare/contrast, criticize, debate, deduct, diagram, differentiate, discriminate, distinguish, examine, experiment, infer, inspect, inventory,
Synthesis	Arrange, assemble, collect, combine, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, rearrange, set up,
Evaluation <i>(Most complex competency)</i>	Appraise, argue, assess, attach, choose, compare, criticize, debate, defend, estimate, evaluate, judge, measure, predict, rate, revise, score,

Academic Advising Syllabus (Sample Outline) Academic Year

Personal or departmental web address
Relevant educational or inspirational quotation

Advisor name
Office address
Phone number
Email address

Information on how to get an advising appointment
Any policies about appointments (e.g. at least one day
in advance; reschedule if more than ten minutes late)
Office hours, best way to contact

Mission Statement

The mission of academic advising at Missouri State University is to assist students as they develop meaningful educational plans to help them achieve their life goals. (Or replace with personal advising mission statement.)

Objectives

Expectations for Student Advisees

Expectations for Advisors

Required Text/Materials

Policies & Procedures

Suggested Activities for Student Success

Completion

ADA Statement and Non-Discrimination Policy Statement:

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

Guidelines for Advising Notes

1. Include notes that will help the student.

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

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

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

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

Discussed importance of repeating CIS 101 and ECO 155 in spring semester.

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

Encouraged student to enroll in MTH 130 because of interest in Elementary Education.

Student took GST 170 out of interest even though he already has credit for PSY 121. Understands GST 170 will be elective.

Explained general education courses and special requirements for COBA students.

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

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

We agreed to the following 14 hours for Spring semester: MTH 135, PED 100, COM 115, PSY 121, PLS 101. Will use HST 122 as alternative for PLS 101 and ANT 125 as alternative for PSY 121. GRY 100 would be good general alternative.

Summer classes we discussed were BIO 102 and COM 115 for seven hours. Will take CHM 107 if BIO fills.

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

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

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

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

Commended student for excellent grades last semester.

5. Include possible consequences of not following advice given.

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

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

Reminded student to finish 30 hours for the academic year to keep scholarship.

6. Include referrals of a non-sensitive nature.

Encouraged student to see Dr. Catau about possibility of getting general education credit for some transfer courses.

Encouraged student to make appointment with career counselor.

Student is interested in becoming a SOAR leader; referred to SOAR office about application process.

Student should see Office of the Registrar to discuss Veteran's benefits.

7. Include comments that help you in future interactions with student. (Perhaps in helping students with reference letters or scholarship applications.)

Student was well prepared for advising session. Had tentative schedule already developed.

Student has consistently expressed an interest in attending dental school at UMKC.

8. Exclude your subjective judgments about the student, especially when they are negative. (In some cases, may wish to use personal files. In most cases, should probably omit altogether.)

Student is not motivated to succeed in classes this semester.

Student struggling in all classes; I think he would have been better off at community college.

I doubt student's ability to succeed in this major.

9. Exclude referrals of a sensitive or personal nature. (May wish to use personal notes.)

Recommended student seek psychological assistance through the Counseling Center on campus.

Referred student to the Learning Diagnostic Clinic for testing. I suspect a learning disability.

Asked student to confer with Katheryn Staeger-Wilson about difficulty getting accommodations for visual disability.

Student will see Associate Dean of Students Mike Jungers about experiences of being stalked by ex-girlfriend.

Student plans to appeal the grade he received in his Psychology class last semester.

10. Exclude comments regarding student's instructors, especially when they are negative. (May wish to use personal notes.)

Student is having a personality conflict with COM 115 instructor.

Student is considering dropping HST 122 because of a problem with the professor.

Student indicated that she is considering filing a sexual harassment charge against her Political Science professor.

11. Exclude personal concerns of the student. (May wish to use personal notes.)

Parents are going through a divorce this semester.

Student was assaulted earlier this academic year.

Sister has cancer; student is having a very difficult time staying focused on academics.

Student has to go to court next week; will miss classes.

Note: If you make a mistake in entering an Advising Note, contact Kathy Davis at ext. 65258 or kathydavis@missouristate.edu to correct the mistake. Also, please notify Kathy Davis if you find an advising note you think needs to be removed.

Do	Don't
Student has not had a math class in five years and is concerned about ability to succeed. Discussed importance of starting math sequence ASAP.	Student is scared of math and is avoiding it.
Student dropped MED 120.	Student dropped MED 120 due to unfair grading policies of instructor.
Referred to financial aid office.	First generation college student. Widowed mother. No financial support from family. Referred to financial aid counselor.
Student wanted it noted that he missed two weeks of classes due to circumstances beyond his control.	Student missed two weeks of classes because of hospitalization for cancer treatment.
I asked the student to return for another advising session when he has prepared a list of courses for next semester.	Clueless.
Student may be overextended with classes, work, and activities.	Student should get priorities in order and quit that job!
Student requested tutoring support. Referred to TRIO and to the Learning Commons.	Student in financial and academic distress. Referred to TRIO for help.

IN GENERAL:

- If in doubt, leave it out.
- If appropriate, ask student's preference and note that you have done that.
- Describe, do not evaluate.