

II. THE ADVISING PROCESS

A. Advising Related to Registration

During continuing student registration, 30-minute appointments are adequate for most students. However, try to schedule an hour for students who have transfer credit from other colleges or arrange to review their transcript prior to the appointment. Walk-in registrations are identified as “final” and “late” and follow the timetable found in the Schedule of Classes. Following weeks of advising by appointment, these registrations begin with many classes already closed. Consider having secretaries or work study students provide useful handout materials (including a list of classes that are still available) and help walk-in students start a trial schedule while waiting.

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A. ADVISING RELATED TO REGISTRATION

1. Advising beginners by appointment

Before your advising appointment with a student (Allen), you should have the following material on your desk:

- the current Bulletin (and supplement, if one has been issued),
- the Schedule of Classes (and any addendums),
- the advising guide for Allen's declared major showing sequencing of courses (available through departments),
- the handout of suggested courses for freshmen,
- Allen's placement test scores in English writing, math, and reading comprehension,
- a schedule grid worksheet or refer to the program planning sheets in the back of the Schedule of Classes
- a pad of Post-It notes or advising logs for notes.

When Allen arrives, make him feel comfortable. The time of your next appointment may determine how long you can chat about the weather, the Cubs, Allen's long range goals, and his questions about where to park on campus. Sooner or later (probably sooner) you have to get down to the matter of advising.

Start with the Bulletin to give Allen an overview of both general education and the major. If he has not obtained a Bulletin from the Admissions Office, ask him to pick one up in the Admissions Office. Point out the requirements for the major. You may also want to go over the advising guide/curriculum sheet in connection with early course selections. You should emphasize the importance of taking English, math, and foreign language soon after the placement tests. Explain sequences of interlocking courses (e.g. math with chemistry) and courses for some majors that are offered only once a year.

Placement tests. As you go through the general requirements or immediately afterward, you need to explain Allen's placement test results. If Allen has remedial placements (ENG W130 or P131, MA 109 or 113 or 149, and/or ENG R150), these courses ideally should be taken in his first semester if he is a full-time student. If he is a part-time student, IPFW academic regulations stipulate that he must take all remedial courses within his first 24 credits.

Point out where he will be advised and how the registration process works. He will need to earn a 'C' or better in most remedial courses (ENG W130, MA 109, MA 113). Let's assume that Allen plans to be full-time, 12 to 16 credits in most cases. The maximum academic load is discussed in part 7 of the Bulletin.

English. Jot down his English placement course on the schedule grid worksheet. If it is W130, explain that the course will not count toward the degree but is the necessary prerequisite to

W131, which will count. If his placement is P131, explain that this two-credit hour practicum course is taken along with W131 to further strengthen his writing skills.

If students place into ENG W130 or P131, they must satisfactorily complete these courses within the first 24 credits of their IPFW course work.

Mathematics. If Allen's placement is MA 109 or 113, he should take it in the first semester. Both are remedial, and a 109 placement puts him two courses away from one that will satisfy any math requirement. If Allen has placed into MA 149, explain that this 5-credit hour course is an accelerated version of MA 113 and 153. Two credits will be considered remedial and 3 credits will count for college credit. He does have the option of taking MA 113 followed by MA 153 over two semesters, if scheduling is a problem with MA 149. He should start math and plan to continue until he has completed the requirement for his degree.

If students place into MA 109 or 113, they must satisfactorily complete these courses within the first 24 credits of their IPFW course work.

Reading. If Allen places into ENG R150, jot it down on the schedule grid worksheet. Students who take ENG R150 should not also take IDIS 110, Freshmen Success. There is an overlap of information taught in these courses.

If students place into ENG R150, they must satisfactorily complete this course within the first two enrollment periods.

Foreign Language. An effort is made to publicize the foreign language placement tests to our newly-admitted students, but many do not respond to this information until we actually see them. If Allen is like many students, you will have to review the requirements and testing procedures with him.

If he studied French, German, or Spanish for two or more years in high school, Allen should enroll in the appropriate 113 course, unless he graduated from high school five years or more prior to enrollment at IPFW. The 113 course is equivalent to the second semester of the first year, but incorporates a review of what is studied in French, German, or Spanish 111. No placement test is required for him to enroll in 113.

If Allen graduated from high school five years or more prior to enrolling at IPFW, he may start his foreign language over by enrolling in the appropriate 111 course, or he may take a placement test to determine whether he might be successful in 113.

If he completed three or more years of high-school French, German, or Spanish in high school, Allen should be encouraged to take the foreign-language placement test in order to determine whether he can place higher than the 113 course.

Allen should be made aware of the rewards for doing well on the foreign-language placement test. If he places into the 113 course or higher and if he earns a grade of 'C' or higher in that course, he can apply for the credits for the courses he skipped in the office of International Language and Culture Studies. These credits can apply toward his degree.

If Allen would prefer to study a different language than that studied in high school, that is fine, of course. He would begin with the 111 course.

The rest of the schedule if a major is declared. If Allen has a declared major, he certainly will want to take a first course in that subject. As long as he meets any prerequisites for this introductory course, it is fine for him to enroll. The rest of his schedule should be completed with General Education courses, typically 100- and 200-level courses.

The rest of the schedule for the undecided student. Some students are undecided between biology and chemistry or psychology and sociology, and a few haven't even narrowed the choices to two. If math or science is involved in Allen's thoughts about a major, start with courses for these programs. Math and science majors are sequential. It is easier to switch from math or science to other majors than it is to switch into them at a later date. If Allen is thinking about B.A. majors, suggest that he take introductory courses in his first and even second semester. If he is still undecided when you are seeing him next, suggest that he visit Career Services for testing that will help match up his aptitudes with vocational choices. Testing will not tell him what to major in, but it may sharpen his focus on possible choices and lead to further exploratory courses.

Part-time students. Most of the information above applies to the part-time student, but decisions must be made about what to take now and what to put off for a semester. Remedial courses should be taken early, especially ENG R150, if it is required. It may take two or three terms to work through remedial needs, but as you work out course selections with Allen, you can perhaps balance the remedial work with subjects that may have greater interest for him.

With some part-time students, you should discuss course availability. If Allen can only take evening courses because of his job, there are some majors that he cannot start and others that he cannot complete. We have to be frank about these limitations. At present, only General Studies and most B.A. degree programs can be completed totally with evening and weekend classes. There are limited choices of courses in some semesters for these programs and, obviously, the degree would take six or more years to complete.

For any major, but especially one with severely limited evening scheduling, discuss flexibility in working hours or a possible change of shifts to gain access to daytime courses. Determined students have negotiated flexible hours, changes of shifts, and even changes of jobs to achieve their educational goals. Financial aid should be explored by Allen as well.

Completing the registration. If Allen has brought in a tentative schedule, you may need to suggest modifications to insert courses he needs to take (e.g. a remedial course or foreign

language). If you are building the schedule from scratch together, look up closed class information as you fill in the schedule grid worksheet to avoid frustration.

If Allen is registering for classes on OASIS immediately, the CRN numbers from the worksheet can be entered now, checking for time conflicts or other errors as you go. If you are seeing Allen earlier than the time a beginner can register for classes, you need to discuss alternative times and perhaps alternative courses should the chosen sections be filled when he is eligible to enroll on OASIS.

Fees. Before the end of the appointment, give Allen the current information about fee processing and the payment deadline. Failure to meet the deadline will lead to the addition of a late payment fee to his account. Allen is responsible for paying his fees unless he officially withdraws from his classes prior to the end of the 100% refund period of the term.

Future occasions for advising. Invite Allen to come back if he has questions about his schedule, his major, or other matters that concern him. You may want to mention the next 'Priority Registration' dates for continuing students. If you are keeping Allen as an advisee, you may want to send him an email or letter prior to the next registration period, but if he is transferring to a new department, he should contact the new department and follow its registration instructions for the next round of advising.

2. Advising beginners at a walk-in registration.

Advising at this kind of registration puts you and the students under different and difficult conditions. You are trying to do as much for them as you do when you advise by appointment, but you have to move faster: students are waiting and classes are closing. You may have to take shortcuts, but before you finish with each student, suggest another meeting by appointment a few weeks into the semester to go over details that were rushed or omitted during the current session.

While Betty has been waiting, she has been given an advising guide showing her placements in English writing, math, and reading, a Schedule of Classes, a schedule grid worksheet, and the list of classes that are likely to have openings. She may have time to jot down a few course selections on the worksheet. Work-study students or clerical staff may be able to assist students with tentative course selection as they wait.

As a minimum at this session, make certain Betty has a Bulletin from Admissions and quickly go over general education requirements, major requirements, and her placements. If she has started a trial schedule, look at her selections and make suggestions about other courses, sometimes because they are requirements geared to placement tests, but sometimes because you know that additional courses have closed since the printing of the list Betty has. If she has not started a trial schedule, you can do it faster than she can: you know when some courses are open and can work with OASIS to verify that they are still open. Certainly you should try to schedule Betty for the remedial courses she needs. Defer a remedial course only when the closed sections make a reasonable schedule impossible, and document this by a notation in her folder.

One of the major problems during the walk-in registration period is the awkward separation of times for courses that students need to take. The ideal times were snapped up long ago, and Betty and the students in the waiting room have to take what is left. Betty may be able to take English and two other courses in the daytime, but can find math only in the evening. For some majors, putting off the math one semester may be okay, but for some degrees, it may add time to the degree and leave Betty short the prerequisite not only for math but for some science courses. Try to persuade her to take what she needs, not just what is convenient. If employment or family makes it impossible to take the evening class or if she simply opts for convenience, document this in her folder. Such documentation is easy to neglect when you are trying to get students advised and registered under pressure, but it saves or reduces puzzlement the next time you look at Betty's folder.

If Betty seems confused or frustrated by your apparent haste, you may try to slow things down a bit for questions. You may need to repeat the explanations of placement test results. She may be one of our many first-generation college students, and you may want to refer her to the Center for Women and Returning Adults. They sponsor the STARS orientation for Starting, Transferring, and Returning Students before the start of each fall and spring semester. You may also want to suggest that she add IDIS 110, Freshman Success, to her schedule. If you feel you cannot go into detail about all her questions, suggest a return to the office by appointment and document this on the advising log. With or without digressions for questions, you need to finish Betty's advising and registration. Your farewell on this occasion should consist of the following: 1) remind her of the fee payment deadline and the methods of payment available; 2) encourage her to schedule an appointment with you after the semester begins; 3) point out that the Priority Registration period for the next semester will give her access to a larger selection of open classes than she saw today. Now it is time to pick up the next folder and invite the next Betty or Ben into your office.

3. Advising transfer students by appointment

If time allows before Claudia's appointment, go over the evaluation of her transfer credit (CTR – Credit Transfer Report), the copy of her transcript(s), and the bingo sheet or unofficial degree audit report. If you see problems, make notes to yourself about the questions you want to ask Claudia. With or without a preview, you should go over the CTR with Claudia and relate this information to the Bulletin degree requirements:

1) Undistributed credit. This means that the evaluator in the Admissions Office did not see an IPFW equivalent for a course Claudia took at the other institution. After you discuss the subject with Claudia, you may need to ask her to bring in her Bulletin from the other college or a copy of the syllabus for the course for comparison to a possible equivalent. (Obviously this procedure may necessitate another appointment, but sometimes she can simply leave the information for you to evaluate or forward to the appropriate person for evaluation.) Equating courses is particularly important for the major subject and courses in the plan of study (e.g. math or chemistry for the biology major). We can possibly use undistributed credit for general education or free electives, but even for those, some course equating may be important to help avoid

overlapping courses. When you have the necessary information for equating undistributed courses, you will need to fill out the Credit Transfer Update form (see section 6) and send it to the Admissions Office.

An undistributed course that cannot be changed may still satisfy a requirement. Some examples: a two-credit public speaking course may not be changed to COM 114, but may satisfy the requirement for which that course is used here; or a four-credit calculus course may cover the right material to give Claudia the prerequisite to MA 164 (check with the Math department if you are unsure).

2) Credits applicable to the degree. Go over the bingo sheet or audit report that shows where Claudia's transfer credits apply to degree requirements: general education, the major plan of study, and free electives. If she has transferred remedial courses or has surplus credit (in physics or applied music, for example), point out that they will not apply to the degree. A common problem with transfer credits in science is the uncertainty about the existence of a laboratory with a course. Sometimes you can find an indication of a lab on the transcript, but you may have to ask Claudia to bring in a Bulletin or syllabus to verify the lab. When you do verify it, make the change on the record and initial and date it and notify your school CAPP representative to make the adjustment in Banner.

3) Age of transfer credits. IPFW regulations warn students that credits ten or more years old may not apply to the degree, but leave it to the departments to make their own decisions about the age of credits. If the credits are expired by departmental policy, tell your advisee about these options: 1) you may see the department and attempt to test out of the course(s); 2) you may repeat the course(s); or 3) after consultation with the department, there may be a decision to test out or repeat only certain courses whereas others will be allowed as transfer credit. Because of prerequisites in the subjects, the decisions may be necessary before the student can register. In many cases, students with aged credits want to repeat courses before attempting to go on; they know they are not ready to plunge in where they left off.

Course selection and registration. After you have gone over the record with Claudia, your next task is course selection. As a student with some experience, she may have a tentative schedule, but it may need to be modified. For example, if she has transferred English composition but no math (a frequent occurrence with B.A. transfers), she will need to take the math placement test before she will be eligible to register for a math course. If she has transfer credit in French taken five years ago, she may realize the need to do some repeating rather than attempting the next course beyond her transfer credit. The same may be true of other subjects taught in sequences: biology, chemistry, math, and physics. Even five years away from the subject can make a student quite rusty. After you process the registration, give Claudia the information about fee payment deadlines and offer to answer her questions, which very often will have to do with the differences between her previous college and IPFW.

4. Advising transfer students at a walk-in registration.

When you pick up Daren's folder and usher him into your office, you will be looking at his transfer credit for the first time. Maybe he was admitted early enough to have an evaluation from Admissions, but in many cases, you will have only the Admissions office worksheet attached to a copy of the transcript or possibly only the latter. You have to try to do as much for Daren as you did for Claudia, but you should tell him that a full review of transfer credit may have to be postponed to a later date. Under the pressure of waiting students and closing classes, you should try to identify problems that need immediate attention and those that can be postponed until you can see Daren by appointment later.

Some undistributed credit may require discussion if it appears to be needed immediately as a prerequisite. Daren probably does not have his old Bulletin or a syllabus with him; if you do not think you can solve the prerequisite issue, send him to the department(s) to discuss his readiness for course(s). This is particularly important in science sequences in which a course is offered only once a year. Tell Daren to schedule an appointment with you before he leaves the office so that you can refine the evaluation of undistributed credits; for that meeting he will need his old Bulletin and possibly other information on the courses. For a major that enforces the 10-year age limit on credits, you should warn Daren that he may not be eligible to take anything in the major until he has seen the department about testing out. If he recognizes the need to repeat courses, you can get him started on one or more of those.

As quickly as possible, go over Bulletin information and Daren's bingo sheet. When you see undistributed credit that may have to be further evaluated, avoid scheduling Daren for any course that may be duplication. If he lacks transfer credit for a subject covered by our placement tests, tell him he must take the test at the earliest opportunity; some departments encumber records until they have the test results. If he has to talk to one or more departments about prerequisites or age of credits, try to get him registered for one or more courses (probably free electives), and tell him to return as soon as possible with the results of these departmental visits in some hard-copy form. If he needs 100-level courses that are certain to continue closing (e.g., COM 114), have him register for those, and hope that he can add other courses later. Review OASIS and fee payment procedures and deadlines.

5. Advising an IPFW student changing to your school or department by appointment

Prepare a folder before Eric's appointment showing his proposed major. When he arrives, go over the bingo sheet showing completed and current courses. If he has transfer credit that has not been fully evaluated, you may need to ask Eric to bring in a Bulletin or course syllabi to clear up undistributed credits. When you have reviewed the record, ask Eric to confirm his choice of major and make note of it. A form 42 can be immediately sent to the Registrar's office electronically or this can be done later.

As an experienced IPFW student, Eric will probably have a tentative schedule, but you may need to suggest changes. If he has not started a sequenced prerequisite such as math, strongly suggest

that he begin this requirement; he may need to take the placement test. If he has put off any course covered by the IPFW placement tests (math, for example), he should take the subject in his next enrollment. If his placement is more than two years old, advise him to retake the test; in math especially, the placement is likely to drop a level.

If Eric has failing grades in courses required for his degree choice, he should repeat those courses as soon as possible. In an Indiana University program he may use FX (or DX or CX) to delete the unsatisfactory grades from his GPA calculation on his transcript. This kind of grade replacement is automatic for repeated courses in the Purdue record system, but may be restricted by some schools. However, Purdue's computer system does not always catch repeated courses, especially if the course is retaken under a new number or title.

If Eric has low grades in courses that are not required in his major (accounting or engineering, for example), these courses may be dropped from his GPA, if it is a Purdue University program, using the Purdue Registrar Form 350. The decision about keeping or deleting such courses must be made when Eric declares his major; the Purdue registrar will not accept changes at any other time. IU programs do not have this option. If Eric is re-entering IPFW after an absence of five years or more, it would be possible to grant Academic Forgiveness to remove these grades from his IPFW GPA only.

Other problems that may show up in Eric's record: 1) He may have overlapping credit (e.g. PSY 240 and SOC S230) and should be told that only one may count toward the total required for his degree. In general, we count only the course taken most recently; the one exception may be a course for the newly declared major. The school/division CAPP representative should be notified of the decision of which course to count. 2) He may have surplus credits in physical education or music performance courses. Call his attention to the policy stated in the Bulletin. ?? Surplus credits should appear in the "No Credit" column on the bingo sheet along with remedial courses.

6. Advising an IPFW student changing to your school at walk-in registration

When Fran comes to the office and wants to register, you will want to see her IPFW transcript. If she does not have one with her, she can print one on OASIS or pick up a free copy at the registrar's office. It will be possible to run an Unofficial Degree Evaluation on OASIS, but the transcript shows if courses have been repeated and other information that may be pertinent. Without a transcript, be sure to tell Fran that any degree evaluation is unofficial, but will serve as a starting point for her next enrollment.

All of the points made previously for a major are relevant, but under walk-in conditions, you have to be selective about the depth of the discussion. Course repeating, if needed to improve the GPA, should have high priority. If Fran has completed only 24 credits, you may decide not to make an issue of foreign language or other sequenced requirement at this registration, but if she is a junior, she may be delaying completion of her degree by putting it off. Try to help her establish priorities for this registration. If you think there are too many loose ends, ask her to schedule an appointment.

7. Advising a re-entering IPFW student returning to a program in your school

Advising by appointment. If Grace has not been enrolled for 12 months or longer, she will be following the requirements of the current Bulletin. You need to go over the requirements for both general education and the major that are now in effect; these may differ from the requirements from her earlier time in the school.

If Grace has not been enrolled for many years, she may need to consider repeating courses. Courses more than 10 years old may not apply to some majors (e.g., biology, math, nursing). She may need to see the department about testing out of some courses, or she may decide to do some repeating. Some departments do not enforce the 10-year regulation, but Grace may feel that she is not ready for the next course in an interrupted sequence. Is she really prepared in math, physics, and chemistry to take physical chemistry? Can she jump into second-year German if she had the prerequisite six years ago? Is MA 113 taken two years ago fresh enough for her to tackle MA 153? The strength of her previous academic record may give you some clues about suggestions to repeat courses. If she argues that she does not want to pay for courses a second time, you cannot prevent her from taking courses for which she is eligible, but note your suggestions about repeating in her folder.

Low grades may be another reason for repeating courses. Some students drop out because they are not doing well, and when they re-enter, they have to be realistic about repeating, especially if they are on probation. As much as Grace would like to take other subjects, you have to stress the need to survive her first semester back; she may need to do some repeating.

Walk-in advising. If Hank filled out his re-entry form before the the registration period began, you may have already prepared a bingo sheet or run an Unofficial Degree Evaluation. On the other hand, he may have filled out the re-entry today. You will quickly quickly prepare a bingo sheet or run an evaluation, but you should stress to Hank that it needs to be rechecked. It probably is accurate enough to help generate a selection of courses for this enrollment.

Review Hank's progress toward the degree. If there has been a change of Bulletin, go over the requirements now in effect. If the record is lengthy, ask Hank to schedule an appointment with you before he leaves today. In the meantime, you need to focus on obvious needs for this enrollment.

If he has GPA problems or remedial needs, focus on these courses. If he is on probation (very often the case with a student who has dropped out), emphasize the importance of improving the GPA to regain good standing. Hank should be encouraged to repeat courses in which he has 'D' and 'F' grades. If such courses are closed, advise him to check OASIS during the first week of class for openings. If he declines to repeat and decides to gamble on survival in now courses, document your advice in his folder.

If Hank needs upper-level major courses that closed during priority registration, he may be able to register for general education courses and watch for openings in the others on OASIS. If he

wants a full load of courses, complete his schedule with general requirements and electives. If he has junior standing and needs foreign language, encourage him to register for it, but again closed classes may necessitate him watching vigilantly on OASIS for openings or contacting the department to inquire about the possibility of a waiting list.

If Hank filled out the re-entry form today, you must code and sign it. He must then take it to the Admissions Office to be processed. Once this is complete, he will be able to register for classes on OASIS, barring any holds on his account. You may want to suggest alternative courses, if possible, in case any of his first choices are closed by the time he can register.

8. Advising a re-entering IPFW student who is new to your school

Advising by appointment. When Ivan submits a re-entry form for a major, but has not been in your school in the past, his case combines elements of a declaration of major and a re-entry to your school. You and Ivan need to review his previous record in reference to current Bulletin requirements. Among the possible issues are 1) remedial needs, 2) GPA problems, especially probationary status, 3) age of credits, 4) overlapping courses, and 5) surplus credits in such subjects as studio art or music ensembles. When you review the bingo sheet with Ivan, call attention to these problems, especially the courses that will not count for graduation credit.

As an experienced student, Ivan probably has a tentative schedule, but it may need to be revised. Certainly he should take remedial courses required by the placement tests. Repeating courses may be necessary to help him get off probation. The age of Ivan's credits may require attention. If he is a junior and needs to resume a sequence in language, math, or science that was interrupted several years ago, advise him to consider repeating courses. You should document such advice in his folder.

Overlapping courses that have already been taken are entered on the bingo sheet, if used, for credit and no credit. If no bingo sheet is used, you should notify your school's CAPP representative to make the necessary adjustment(s) for the Unofficial Degree Evaluation. To prevent future problems with overlapping, the bingo sheet should also indicate the following: Ivan have already taken a statistics course that is considered overlapping (e.g., STAT 260), but will need an additional elective in his major.

Advising at a walk-in registration. If Jenny submitted her re-entry early, you have had time to prepare an accurate record, but if she filled it out today, the record has been prepared hastily and should be viewed as unofficial until it is rechecked. Review the record with Jenny for remedial needs, GPA problems, age of credits, overlapping courses, and items in the "no credit" column. If Jenny seems confused because she has not looked at the current Bulletin and the requirements and policies are all new to her, recommend that she return by appointment to gain a better understanding of some of these concerns; she can make the appointment before she leaves today.

Take a look at Jenny's tentative schedule, which may need revision. At a walk-in registration, remedial courses and GPA problems have to take high priority. Suggest the start of prerequisites

for sequenced courses, but you don't need to make an issue of it unless Maude has junior standing. If she has had a lengthy interruption in classroom work, she may need to consider repeating some courses before she tries to continue sequences in certain subjects. Document your advice in her folder. If Jenny is on probation and declines to repeat courses, document this also.

9. Advising intercampus transfers

Students from other Indiana University and Purdue University campuses transfer to IPFW, sometimes early enough to make appointments possible and sometimes just before or during a walk-in registration. The critical question is whether the transfer is permanent or temporary. The answer should appear on the Brio Query list generated from the admissions information or on the SGASTDN screen in Banner. Knowing this is critical because it determines the Bulletin used for advising while the student is at IPFW and may necessitate a change of university affiliation. The student who plans to return to the other campus should get permission from his/her advisor at the "home campus" regarding specific requirements. It is generally inappropriate for IPFW advisors to make decisions regarding the other campus's programs in cases where transfer is temporary.

When the student plans to complete an IPFW degree, university affiliation becomes a factor. If an IU student wants a major that is in an IU program at IPFW, the record is continuous, and the same is true for a Purdue student in a Purdue program at IPFW. When the major is offered by the other university at IPFW, university affiliation must be changed (e.g., Purdue Management to IU Business), and your advisee needs to know what will happen to credits from the previous campus.

When a Purdue student is switched to Indiana, all courses from the previous campus will be treated as transfer credit if the grades are 'C' or better; the student will start a new GPA. When an Indiana student is changed to Purdue, the same treatment occurs for grades of 'C-' or better.

Faced with substantial loss of credits, some intercampus transfers may want to reconsider their plans for finishing an IPFW degree in their current major. Some change their majors; some may change to a temporary transfer status with the hope that they can return or transfer sufficient credits to the previous campus to complete their degrees there. The latter may not want to change their university affiliation while at IPFW.

Every semester we see a few intercampus transfer students who are taking the last few courses they need to complete a degree at Blooming or West Lafayette. Generally, these students know what they want or need and can register on OASIS without a problem. If the classes they need are closed and the students need new course approvals from their regular advisors, they should email or call them to secure this approval. The students should get written permission from their advisors for their protection. Pre-approval is important as some programs may require that the final courses be taken at the degree-awarding location.

The following discussions will focus on those students who plan to finish IPFW degrees.

Advising by appointment. In this setting you have time to discuss choices and changes in detail. If Keith is an Indiana sociology major, you simply need to show him his bingo sheet (or Unofficial Degree Audit report) and point out the remaining requirements for both general education and the major. Call his attention to the differences between our requirements and Bloomington's (or other IU campus involved) because they affect his course selections. Once you have worked these out, he is ready to enroll on OASIS.

If Lana is a Purdue sociology major, you need to go over the bingo sheet and point out the need to shift to the Indiana record system. Call her attention to the lost credits in courses with 'D' grades. She may change her plans to return to West Lafayette eventually and want to remain in the Purdue record system while at IPFW.

Walk-in registration advising. When Michael, a Purdue psychology major, arrives in your office, you and he are probably looking at his transcript for the first time; if he just filled out his intercampus transfer today, tell him the evaluation today is unofficial until it is rechecked. Point out the general education and major requirements that he must fulfill for the degree here; both differ from those in West Lafayette and he may lack some prerequisites for courses here.

You can begin the same way with Nila, an Indiana psychology major, but she may be taken aback by the loss of credits with 'D' grades. Before you send the Form 42 for a change of university affiliation, if needed, you may want to ask whether there is any likelihood of returning to IU-Bloomington. If there is none, she may want a change of major that would keep her in the IU record system; a few students have done this in the past (to sociology or SPEA or general studies, for example). In this case, suggest that she return by appointment early in the semester so you can discuss her situation in more detail. For this registration, you and Nila should focus on general education courses, ideally kinds that straddle several majors.

If the decision to continue the psychology major is firm, proceed with Nila's schedule, emphasizing courses that fill gaps in general education and prerequisites to continue in the major, if needed. If Admissions has coded Nila as a Purdue student with a different major, send the electronic Form 42 to change her academic information.

10. Dropping and adding courses

Students may make changes in their class schedules almost any time after they are registered. For example, a senior who registers in March may make changes any time through the first week of the fall semester. After the first week of a semester or first two days of a summer session, the instructor's signature is required to add a course, and the Drop/Add card must be processed in the academic unit office or the Registrar's office. Students may withdraw from a course through the ninth week of a semester (or comparable period in a summer session, see the Schedule of Classes), and a schedule of declining refunds exists for the first four weeks of a semester (two weeks of a summer session).

There are many reasons for dropping and adding, some good, some not so good.

For students who participated in priority registration, it may be necessary to add a course resulting from a placement test taken after the advising appointment (often foreign language for a beginner or math for a transfer student). Olin may experience a delayed acceptance of your advice to take a requirement he wanted to avoid and may make a change. During the long period from April to August, Paula changed jobs and must change the hours of her classes (and very often course selections as well). Students we see near the end of the priority registration period sometimes must be advised to watch OASIS for an opening in a needed course that is closed.

For students who participated in walk-in registration, we often try to suggest one or two courses that will work and advise the students to watch OASIS for openings in preferred courses. For a part-time student choices may be quite limited.

During the first week of classes, a number of students will drop and add. Some are “shoppers” looking for an “easy” instructor or a less demanding course or a more convenient schedule. We cannot prevent students from making such changes, but we should caution against certain withdrawals: 1) Withdrawing from a prerequisite or sequenced course may mean a delay of one year in starting a two-year requirement or a one-year (possibly risky) delay in continuing the sequence; advise the student to seek help from the instructor and seek tutoring at the Center for Academic Support and Advancement (CASA), KT G21. 2) Freshmen who want to withdraw from math run the risk of growing rusty and later may not be able to handle the course they placed into; students working toward a B.S. degree may seriously delay their progress by withdrawing from math. 3) Students with remedial placements must complete the course(s) within the first 24 credits; a withdrawal now could mean a later semester with enrollment limited to one remedial course. 4) A nursing or biology major, a little overwhelmed by two lab courses, should probably not drop one of them because the condition must become a way of life for full-time students who face sequenced courses.

After the first week, students may want to drop courses for the following reasons: 1) All of the reasons mentioned above. 2) The course load may be too heavy for a student who works and/or has family obligations. 3) A reaction to the first graded work in a course: Quentin, who took “honors” English in high school, is miffed because he got a ‘C’ on his first composition; recommend a delay in his withdrawal, if he contacts you. Suggest a conference with the instructor, and refer to the Writing Center, KT G19. Roberta flunked her first test in a course; recommend a delay in withdrawing and a conference with the instructor, and refer her to CASA for tutoring and coaching on study skills and test taking.

Close to the withdrawal deadline, you can make some of the recommendations about conferences and tutoring, but students are usually determined to drop because they are failing or at least in danger of doing so. Some have stopped attending class and have missed a test or due date for an assignment. You can often combine the current withdrawal (or switch to audit status) with advice about repeating the course. A student dropping a remedial course needs to repeat it at the first opportunity; review the regulation about completing remedial work within the first 24 credits (Bulletin, Part 7 – Academic Regulations). Withdrawing to avoid a low grade in a major course suggests a possible change of major. If students have no ideas about an alternative major, refer

them to Career Services, KT 109, for aptitude testing and information about careers related to their interests. If Sam is dropping BIOL 117 and wants to remain a biology major, explain the future scheduling complications this will cause in sequential courses. (Even though Sam may be suffering from pre-med syndrome and thinks his current 'C' is not good enough, he may reconsider his withdrawal.)

Withdrawing and financial aid. As an advisor, you need some information about financial aid, but you cannot be an expert on such a complex area. Students often think withdrawing from a course will have a negative effect on financial aid, and sometimes this is true. The best practice is to refer students to the Financial Aid office, KT 102; they need to know what their financial aid package stipulates and the consequences of withdrawing. You should call the office only if you are willing to put yourself in the middle as an interpreter. A call may speed up the process, but a delay may really be desirable for a student who needs to think about the decision to withdraw.

Withdrawal after the deadline. Students who want to withdraw from a class or classes (not all their classes) after the deadline must use the petition that requires each instructor to sign the form and indicate the current grade. The petition stipulates that students must document the reason for late withdrawal, usually medical or work-related. Your signature is required with your recommendation regarding the petition. The student should make an appointment with the designated school official who will rule regarding approval. Late withdrawal from a course or courses to avoid a poor grade is not allowed.

Students needing to withdraw from all their courses for the term, should be referred to the Dean of Students office, WU 111. They will provide the form needed and instruct the students regarding required documentation and appointment.

B. OTHER ADVISING OCCASIONS AND ISSUES

1. Probation and dismissal

Students who fall below certain grade point levels are notified they are on academic probation (see the Bulletin, Part 7 – Academic Regulations). Students on probation are dismissed if they fall below the level specified in the regulations. Students who have been dismissed must sit out at least one full semester (fall or spring semester; not a summer term or terms) and must apply for readmission by certain deadlines. Interviews with readmission applicants are handled by the designated office in each school/division or department.

Purdue students are notified about probation or dismissal on their grade reports from the university, and there are some ground rules for reinstating part-time students who have been dismissed before they have completed 12 credits. Indiana students must be notified by letters from their academic unit (school, division, or department). The problem is often the timing, especially in the very few working days the academic calendar gives us between fall and spring

semesters. It is sometimes difficult to get the letters delivered by the time the spring semester starts.

If Terry has been placed on probation for the next semester, the best way for her to improve her GPA to get off probation is to repeat courses. If a course is unavailable, she must try to compensate with grades that are high enough to either take her off probation or at least let her continue on probation. The English department monitors prerequisite grades in the writing courses. A designated person in each academic unit may also do this for the 100- and 200-level math courses. Students enrolled in a course for which they do not have the required prerequisite grade can be administratively withdrawn. In other subjects, students may simply try to continue in sequences for which they are not really qualified: Tasha's 'D' in FREN F111 is probably the precursor to an 'F' in F112. Students should be responsible for reacting appropriately to their grades and making drop/add adjustments to their schedules. A surprising number, however, do not make these changes. Unfortunately, this can lead to a dismissal the following semester.

Students who are dismissed often ask for an explanation and plead for exceptions. When Upton inquires about her dismissal, you show him the appropriate regulations and go over his GPA in the records. If a course has been repeated (the exact same course), and Upton is a Purdue student, the cumulative GPA in Banner will be calculated with only the newer grade. If Upton is an IU student or repeated a course here that goes by a different number at West Lafayette, the deletion must be done on paper. Occasionally, such a change may raise the GPA enough to reverse the dismissal, but this rarely occurs. Upton may leave angry or greatly disappointed when you tell him that he must sit out one full semester, but before he goes, explain the readmission procedure and deadline. There may also be a possibility that he can take courses at Ivy Tech State College during the semester that he sits out. He may be interested in knowing what courses would transfer and count toward his degree.

Whatever Upton's initial response, he will need to reconcile himself to the dismissal by IPFW regulations. You can suggest that the semester layoff provides a good opportunity to rethink educational objectives. He may want to visit Career Services, KT 109, for aptitude testing or one-to-one career counseling.

2. Readmission

Generally, students who have been dismissed must see an advisor before their readmission application is approved. Try to schedule an appointment when a student picks up an application or calls for one. The conference provides an opportunity to go into additional details about the cause of the student's dismissal; the written explanation in the application is often quite brief. Take notes on the additional details because they may have some bearing on your recommendations to the committee. You certainly want to discuss the student's major. If Yolanda persists in thinking that she wants to major in a subject with which she obviously has great difficulty, you need to go over the number of courses she must repeat; such repetitions, with stipulated minimum grades, probably will show up as conditions from the committee. Zeke, on the other hand, may want a new major. He too may have to meet some conditions for repeated

courses and certain grades, but it is possible, if he is in a Purdue major, that a few low grades from the old major can be removed from his GPA and Purdue transcript. This is only possible internally for a student in an IU major, if the given department uses internal GPA's. The grades cannot be removed from the IU transcript.

One of the questions you probably will have to field is related to a course-load limitation in the conditions of readmission. If Zeke insists that he cannot afford to enroll without financial aid that calls for 12 credits or more, you should 1) verify that her financial aid package indeed carries such a requirement and 2) discuss the situation with the appropriate school official. Sometimes the course limit is increased, but Zeke may be putting himself in further jeopardy by trying to exceed his true capacities.

3. Incompletes and late withdrawals

Earlier in this manual there was a discussion of late withdrawal within the total framework of withdrawing from courses. Here the discussion will focus on the issue of whether the student should seek an Incomplete or late withdrawal. Usually the decision is based on the reason for not completing the course(s). The most acceptable reasons are medical or work related. When Austin's dad reports that his son has been hospitalized after an accident, you can approach the problem this way: (1) If the accident occurred very late in the semester with only final exams to be dealt with, the Incomplete may be appropriate. The father will have to find ways to contact each instructor, who must fill out Registrar's Form 150. Each instructor is responsible for turning in the form to the registrar before the end of the semester. When you discuss this choice with Austin or his dad, stress the importance of removing the Incompletes within the 12-month time limit. (2) If there is too much work remaining (exams, term papers, labs covering several weeks of the course), late withdrawal may be the better choice. The petition for late withdrawal from all courses is obtained in the Dean of Students office and must be returned to the Dean of Students with the medical documentation attached.

If the problem is work related, the same choices are available. Bonnie, who works retail, experiences a sharp increase in hours at the store during the weeks before Christmas. Has she done enough of the semester's work to warrant an Incomplete? Is the instructor willing to grant it? If only one or two courses in Lydia's full schedule are affected and if instructors are willing, the Incomplete is probably the better choice. Carl, on the other hand, is being transferred to Milwaukee. He probably needs to pursue the late withdrawal petition with documentation from his employer.

On rare occasions a combination of Incompletes and late withdrawals may be acceptable. Maybe Darla can write papers in the hospital and take exams later but cannot do four labs in a course that will not be offered for a year or more. She or her proxy should obtain a partial late withdrawal petition and discuss both possibilities with every instructor.

Two points to stress in these discussions: (1) Selective late withdrawal to avoid a low grade in one course will not be approved. (2) The deadline for removing an Incomplete is 12 months unless the instructor establishes an earlier one (on rare occasions an extension may be granted).

4. Correspondence courses

Occasionally a student will ask about correspondence courses. Most departments want all courses in the major taken at IPFW; if a student wants to try to negotiate an exception, ask the student to obtain written permission from the department before you approve the enrollment form and file the permission.

Inquiries about correspondence courses usually involve general education. Most departments will allow them, but International Language and Culture Studies insists that foreign language courses be taken here. A&S and General Studies do not have a restriction on the number of credits taken by correspondence; some schools/divisions do.

Most students who take these courses do not have the experience they expect. A correspondence course almost always spreads out over more than the 16 weeks of a semester. When taking a combination of classroom work and correspondence, students must observe the deadlines for campus classes and tend to put off correspondence assignments. If completion of a correspondence course is geared to a deadline (a needed prerequisite or a proposed graduation date), the student is usually frustrated. The best reason for correspondence work is an interruption of classroom enrollment for a semester or longer. Elaine wants to stop out to take care of her new baby but wants to stay active as a student. Frank's promotion at work means a lot of travel, but he thinks he can take a weekend course and another by correspondence.

Students must observe the current rules for using IPFW financial aid for correspondence courses. They must be enrolled in a minimum of six credits on campus and must observe deadlines for fee payment and reporting grades on correspondence work.

5. Inquiries from IPFW students interested in transferring to your department

Students from other schools and ACCS inquire about majors before they make a decision. The Bulletin and the four-semester advising guide provide the information about the requirements and the suggested (for the B.A.) or required (for most B.S. degrees) arrangement of courses. If George wants to declare a major in the school, ask him to obtain a copy of his record from the registrar and bring it to our department, and we will prepare an audit sheet for the major or he can run an Unofficial Degree Evaluation to see how his coursework will apply to the degree in which he is interested. George should then make an appointment with you to formalize the process. An electronic Form 42 must then be completed to change his classification with the Registrar and in the computer system.

George also may want information about careers resulting from a major before he makes his decision. Graduate work may be necessary for some careers (e.g., clinical psychology or social work). Most graduates have to search for employment. The Career Services office provides help with resumes and some leads. For some sense of the current job market, you can refer George to faculty members in the department of his prospective major to obtain information about recent graduates and those who have been working for a while. The information on entry-level jobs may not be impressive or abundant, but after obtaining some employment credentials, graduates often move into interesting and sometimes unexpected careers.

6. Overlapping courses

You will have some occasion to discuss overlapping courses with students who are changing majors or entering as transfers or intercampus transfers. The list in the Bulletin shows current course numbers and some from recent history, but it is not exhaustive. As you go over Hannah's record, point out the overlaps that have already occurred resulting in loss of credit and refer her to the list as a precaution against further problems.

If Hannah has transfer credit or older IU or Purdue credit that may be overlapping, you may have to consult the IPFW department. Our registrar's office has bulletins that can help you with old Indiana and Purdue course numbers, but transfer credit may require information from another institution's bulletin. One reason for refining undistributed transfer credit is to resolve any issues of overlap before the student enrolls in IPFW courses or before any further damage is done if an IPFW student's previous unit neglected to consider overlap.

7. Financial Registration Constraints

If Ian comes in during priority registration having financial troubles and knows he will not be able to pay for all the courses he wants, suggest that he review the payment options with someone in the Bursar's office or on their web site. If he is aware of the options available and does not think this will solve his problem, suggest that he only sign up for as many as he can pay for and choose the ones that are most likely to fill up first. He can register for other classes during a later registration, if he has the finances.

8. Student Schedule Preferences

Janet may want a two-day or three-day schedule due to her driving distance from campus or work hours. She may be able to arrange this for a semester or two, but at some point, she may be seriously delaying her progress toward a degree if she does not take required courses that may lead to a five-day schedule or a combination of day and evening courses in the same semester. You should encourage her to make a commitment to her educational goal. It may be that her job or family will take priority over her education. Every year a few students are lost who cannot

make the commitment to do whatever it takes to finish their degrees in a timely manner. If you have the opportunity, you may want to suggest that she consider a General Studies degree program that can be completed through evening, weekend, and distance learning courses.