

The University of Missouri-Rolla is committed to providing quality academic advising to its students. During a Retention Committee open forum on academic advising, faculty and students strongly suggested the need for a faculty advisors' handbook. Hence, development of a faculty advisor's handbook was designated as one of the 1992/93 Chancellor's Action Plan Initiatives. A committee of faculty, students, and staff was appointed to develop this handbook to aid faculty advisors in their advising.

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RATIONALE FOR DEVELOPING THE HANDBOOK

UMR students are fortunate to have regular faculty members as academic advisors. Since faculty members have diverse educational backgrounds and varied responsibilities, this guidebook was developed to provide all advisors with important information about student needs, expectations of faculty advisors, and university policies and procedures. The handbook was designed to help faculty members provide better academic advising to students. Materials should be reviewed and updated regularly.

IMPORTANCE OF ACADEMIC ADVISING

Research has demonstrated that one of the most powerful influences on student persistence in college is individual attention from faculty members. Students frequently judge the worth of their academic experience on the basis of their interactions with faculty members.

In a national survey, college presidents ranked academic advising as a leading factor in student retention, and improving academic advising has been one of the most frequently cited strategies to increase student retention in the past decade. Academic advising can positively influence the educational and personal development of students.

STANDARDS FOR ACADEMIC ADVISING

The National Academic Advising Association (NACADA) is a member of the Council for the Advancement of Standards. The following standards and guidelines for academic advising represent over six years of concerted effort by several hundred professionals in higher education.

- The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans which are compatible with their life goals. Academic advising should be viewed as a continuous process of clarification and evaluation.
- The ultimate responsibility for making informed decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and consequences of decisions.
- Institutional goals for academic advising may include:
 1. Clarification of life and career goals
 2. Development of suitable educational plans
 3. Selection of appropriate courses and other educational experiences
 4. Interpretation of institutional requirements
 5. Increasing student awareness of educational resources available
 6. Evaluation of student progress toward established goals
 7. Development of decision-making skills
 8. Reinforcement of student direction
 9. Referral to and use of other institutional and community support services
 10. Collecting and distributing student data regarding student needs, preferences, and performance for use in institutional policy-making

UMR ACADEMIC ADVISING GUIDELINES

A group of deans and vice-chancellors agreed that the academic advisor is to undertake the following responsibilities with regard to his/her advisees:

1. Endeavor to know his/her advisees well enough to be able to write a cogent letter of reference if requested to do so.

One factor frequently mentioned by students as being important to them in the advising process is whether or not an advisor shows concern for them as individuals. Students who feel that their advisor cares for them as persons are more likely to value their advisor's advice, and are more likely to return to their advisor when they are experiencing difficulties. Advisors can develop the relationship with their advisees by:

- Becoming familiar with the student's educational and career goals.
- Having some knowledge of the student's academic abilities, interests and background. You may use the student's folder material, transcripts, grade report.
- Obtaining a copy of the student's resume. You may need to help students draft one or refer them to the Career Opportunities Center .
- Asking about the student's progress and determining whether or not he/she needs assistance.
- Recording information in advisee's files which may be helpful in future advising sessions or for possible use by other advisors in case of referral or change of major.
- Being available to talk with students on a regular basis. Have a reasonable number of office hours and endeavor to be there during those hours. Provide students a campus phone number or other mechanism to reach you during working hours. Discussing expectations for the advising relationship.

2. Exhibit good listening and questioning skills in order to identify academic and/or personal problems which may affect academic performance.

While advising should not be equated with counseling, successful advisors need to understand and use some basic helping skills. These can include:

- Communicating interest in the student by maintaining direct eye contact, gesturing at appropriate times, and keeping an attentive body posture. Practicing active listening skills.
- Providing a non-judgmental atmosphere.
- Using open-ended questions to encourage the student to talk. Allowing silences for the student to talk.
- Providing feedback of what you heard by re-stating or paraphrasing what the student has said.

3. Discuss career options and interests as they may relate to the student being advised.

Advisors serve an important role in the career development of students. Advisors can assist students by:

- Being aware of the personal components involved in career decision making.
- Having information about the world work pertinent to your area of specialization.
- Providing accurate information about academic requirements to help the student achieve his/her career goals.

4. Assess the student's ability to successfully complete the proposed academic load and offer suggestions for modification when appropriate.

- Explain which courses are required and which are recommended.
- Be sure that the student has had adequate preparation for courses which are recommended. (If necessary, consult grade reports or CAPS reports.)
- Be alert to specific course sequences which are required in the student's major program. Help the student understand the complete degree program and how to plan courses. Keep a record of courses the student was advised to take, the courses the student finally selected, and other information from advising sessions.
- Assist each student in deciding how to choose elective courses to best meet his/her goals, taking into account the student's interests and abilities. Advisors should keep in mind that the choices belong to the student and that the advisor's responsibility is to give accurate information and advice.
- Understand and be able to interpret academically related measures like standardized test scores (ACT, SAT, ORE) and UMR placement tests. Communicate these results to the student in terms of both institutional and national norms.
- Understand and be able to interpret CAPS Report information to students.

5. Be aware of campus facilities and programs which are in place to assist students and be prepared to refer students to these programs when appropriate. Offer to assist in making appointments and follow up as appropriate.

Advisors are not expected to know everything. When faced with a situation which requires additional information or other campus resources, the advisor should be knowledgeable enough of the support services on campus to call or appropriately refer the student.

When it is determined that a referral is in order, the advisor:

- Helps the student understand why the referral is being made.
- Explains what kind of service is offered and what the student should expect from the referral service.
- Helps student to make the appointment. A phone call to set up the first appointment is the most effective way of ensuring that the student will make the all-important first contact with the referral service.
- Follows up with the student and referral source if confidentiality permits. This allows the advisor to evaluate how useful the referral service has been, and to determine what progress the student is making.

6. Be generally aware of campus rule and procedures relating to academic matters. Examples include, but are not limited to, add/drop procedures and deadlines, change of grading option, and probationary rules.

Advisors also need to:

- Be knowledgeable about registration procedures.
- Keep up to date about university academic regulations. Keep a current Undergraduate Catalog. Keep a current Manual of Information.

7. Be very familiar with the curriculum in which he/she is advising so that students can be assisted in a selection of courses resulting in a degree or other educational goal.

Remaining informed and current is a task that requires constant attention. From a student's point of view, receiving incorrect information is worse than not knowing at all. An advisor needs to be:

- Familiar with specific departmental program requirements.
- Knowledgeable about general graduation requirements, academic policies, and campus- wide academic procedures.
- Aware of other courses and academic programs offered at the University. Keep a record of student contacts and progress.

RELATIONSHIP BUILDING WITH STUDENTS

An important factor in the advising process for a student is having an advisor who shows concern for her/him as an individual. Students are more likely to value the information and follow the advice given to them when they feel the faculty advisor is genuinely interested and concerned. Research on this campus and at other universities has demonstrated that this relationship is especially important for women students. There is a major developmental difference between males and females. Females are socialized to value relationships whereas males are socialized to value independence. This difference is important to keep in mind when speaking with students because your interactions with female students have greater impact on their retention at UMR.

Developmental academic advising is a concept that has been proposed on college campuses to help students more fully utilize institutional resources to achieve their educational, career, and personal goals. The advisor has primary responsibility for initiating and establishing a relationship with the student. As the focal point for the integration of campus services, the advising process reflects strongly upon the student's total experience at the institution. Advisors are role models and the accumulation of personal advising contacts has a synergistic effect.

Most faculty advisors can quickly become qualified to help students select courses; however many faculty advisors struggle with building the interpersonal relationship that is important for truly effective academic advising. The effective academic advisor must be able to go beyond routine course scheduling to help students achieve their academic and career goals. This section was placed at the beginning of the handbook to help advisors understand the importance of their interactions with advisees and to suggest ways to enhance relationship building and communication with students.

Advisors sometimes wonder how much information to seek from students. As students vary in the amount of information they are comfortable sharing with a faculty advisor, a general rule is to limit your questioning/discussion to academic and career issues. Avoid asking personal questions. Some students feel uncomfortable talking about their personal lives.

Advisors frequently question how much responsibility to take in student problem solving. An advisor should assist students in making their own decisions and show them where they can get help. Avoid telling a student what to do or making decisions for students. Advisors should also avoid trying to solve all the student's problems. An initial discussion of faculty roles and student expectations can circumvent any misunderstanding by the advisee.

Some general suggestions for relationship building and communicating with students are provided. There are also some sample questions to ask students in the first and subsequent interviews.

SUGGESTIONS TO ENHANCE COMMUNICATION WITH STUDENTS

1. Provide the student personalized attention

- A. Smile
- B. Call him/her by name
- C. Maintain an attitude of acceptance and respect

2. Communicate interest in the student through non-verbal behaviors

- A. Position yourself at an appropriate distance -about 3-5 feet
- B. Maintain an open posture
- C. Face the speaker squarely
- D. Maintain comfortable eye contact

3. Use active listening to understand what the student is really saying

- A. Pay careful attention to what the student is saying
- B. Make "comprehension, "not" defense preparation" your goal
- C. Clear mind of distractions
- D. Suspend judgement
- E. Pay attention to non-verbal communication, i.e. tone of voice, posture, expression, eye contact
- F. Focus on central idea, don't get lost in details

4. Wait for speaker to finish before responding**5. Use the empathic listening response to clarify what you believe the student is saying**

- A. Note the content of speaker's message and feelings
- B. Communicate understanding of speaker's feelings, thoughts, and behaviors from his/her frame of reference
Example: "You seem to be very angry by the professor's comments in class."
- C. Other examples of communication stems to communicate understanding "Could it be that..." "I wonder if..."

"What I guess I'm hearing is..."

"It seems you're feeling a little..." "If I understand, you..."

"I get the impression that..."

6. Use open-ended question to encourage the student to talk

- A. Closed questions can be answered by a few words and hence shut down communication
Examples:
- 1) Open-ended: "Could you tell me a little about your English Class?"
Closed: "Do you attend English class?"
 - 2) Open-ended: "How do you feel about English class?" Closed: "Do you like English class?"
 - 3) Open-ended: "How do you feel about the time you spent on the test?"
Closed: "How long did it take you to finish the test?"

7. Try to avoid shutting down the speaker by:

- A. Arguing
- B. Interrupting
- C. Judging: criticizing, diagnosing
- D. Sending immediate solutions -ordering, moralizing, advising
- E. Playing down the concern by diverting or using logical argument

FIRST INTERVIEW SAMPLE STUDENT INFORMATION SHEET

The first interview should focus on getting to know the student and discussing expectations of you as an advisor. Some students will talk freely and readily provide the information when asked to tell a little about themselves. If the student says very little, you can use some of the following questions to obtain information and build rapport with the student.

1. What high school did you graduate from? How big was your high school graduating class?
2. Have you taken any departmental courses yet?
3. Is there a specific aspect of (name of major) that particularly interests you?
4. What led you to choose as a major?
5. Where are you in the math course sequence?
6. **Where do you live (Residence Hall, Fraternity, Off-campus)? What is your local address and phone number to put in my file?**
7. What kind of extra-curricular activities are you involved in?
8. Are you on any scholarships?
9. What is required for you to keep those scholarships?
10. What do you expect from me as your advisor?
This is an opportunity to clarify expectations and discuss discrepancies. See pages 10 and 11.
11. Suggest the student draft a resume. The student may need assistance from you and/or the Career Opportunities Center.

Feel free to adapt a copy or develop a form such as this to keep in the student's folder. It is also a good idea to ask students for a resume to keep on file.

SAMPLE QUESTIONS TO ASK IN SUBSEQUENT INTERVIEWS WITH YOUR ADVISERS

1. Have you had any problems recently with life on campus?
 - A) Do you know where to get help if you encounter any problems?

2. Tell me about each of your classes--how each one is going.
 - A) Do you know where to get help with your classes/academic concerns?
 - B) Do you know where to go if you have problems with an instructor?
 - C) Do you know the prerequisites of your classes?

3. In which student activities and professional organizations are you currently involved?
 - A) If the student is not involved in the Departmental professional organization, this is a good time to encourage his/her involvement.
 - B) Do you know where you can find out more about campus activities?

4. When do you plan to graduate? Will you be planning to do co-op or gather any related work experience before that time?

5. Let's review a copy of your most recent resume

RELATIONSHIP

This was adapted from University of Iowa's, How You and Your Advisor Will Work Together, and Houston Baptist University's, Advisor Handbook. These pages will appear in the new Student Handbook.

Expectations of Student and Advisor

1. Student should . . . Contact and keep in touch with your advisor.
Advisor should . . . Post office hours and be available during these times.
2. Student should . . . Make and keep appointments or call if it is necessary to
change or cancel an appointment.
Advisor should . . . Keep appointments or call if it is necessary to change or cancel
an appointment.
3. Student should . . . Come with specific questions in mind.
Advisor should . . . Provide accurate and specific information.
4. Student should . . . Come with necessary materials (pencil, course schedule,
forms, at pre-registration time).
Advisor should . . . Have on hand Advisor's Handbook, Manual of Information, Undergraduate
Catalog, and CAPS report for pre-registration.
5. Student should . . . Provide information about his/her academic progress, study
habits, and problem areas. Be open to suggestions for improvement.
Advisor should . . . Listen, help solve problems, and suggest referral resources.
6. Student should . . . Build a schedule free of time conflicts.
Advisor should . . . Check schedule for appropriate selection of courses.
7. Student should . . . Make decisions concerning careers, choice of majors, and
selection of courses.
Advisor should . . . Discuss options concerning careers, choice of majors, and selection of
courses.

When to See the Advisor

1. To discuss problems which affect academic performance.
2. To select courses during pre-registration.
3. To add or drop courses.
4. To discuss academic progress.
5. To discuss career considerations.

Student Suggestions for How to See the Advisor

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call to make an appointment (or leave a note) rather than drop in unexpectedly.
3. If it is necessary to drop in without an appointment, try to come by during office hours.
4. Always knock and wait for a response if the door is closed. Even during office hours, do not enter the advisor's closed door without knocking.
5. Schedule longer conferences to discuss issues like possible majors and careers during off-peak advising times.
6. You may make a request for change in faculty advisor through the appropriate department office.

DESCRIPTION OF CAREER DEVELOPMENT

Career development encompasses or interfaces with all aspects of people's lives. For UMR students, career development involves more than the completion of a specified sequence of courses leading to a particular academic degree. Career planning must incorporate students' values, goals, interests, skills, and other individual variables. UMR students also need strong interpersonal communication skills to be professionally successful in the constantly changing world of work.

Comprehensive career development services are available at UMR to prepare students for the work environments of the future. All components of the campus must work together to help students achieve their professional goals. Offices in Student Affairs provide a wide range of services related to career development. Academic advisors have regular contact with students and serve as their mentors and professional role models. In some cases, the academic advisors are the primary career planning resource, and in other cases, their role is to identify student needs and refer them to the appropriate resources.

Student career development encompasses three broad areas: self-awareness, world of work knowledge, and educational awareness. The major components of these areas are outlined on the following pages. Advisors need to be familiar with all these components even though students may be referred to other offices for specific information or assistance. Counseling and Career Development provides many services in the self-awareness component. Advisors, however, still need to be prepared to discuss these issues with students, understand the importance of self-awareness in career planning, and identify students that could benefit from further assistance. While advisors need to be knowledgeable about the general world of work area, the Career Opportunities Center is a strong resource and students themselves will have to research particular jobs. The component of educational awareness clearly falls in the domain of academic advising.

The overall career development process is illustrated on the next page. The following pages include a more in-depth description of the areas of self-awareness, world of work, and academic awareness. Student issues that academic advisors may encounter are listed on the left side of each page while Student Affairs resources are noted on the right side.

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SELF AWARENESS

Self-awareness is a critical component of the career development process. Students must be aware of who they are in terms of personal values, interests, strengths and weaknesses, goals, motivations and personality characteristics. By selecting a career which is compatible with personal wants and needs, students are likely to feel higher motivation and greater personal satisfaction from a chosen occupation.

(Source: Career Guidance and Counseling Through the Life Span, by E.L. Herr & S. H. Cramer, Scott, Foresman and Co., Glenview, IL, 3rd edition, 1988, p. 313)

ACADEMIC ADVISOR ISSUES	STUDENT AFFAIRS RESOURCES
<p>POTENTIAL STUDENT ISSUES:</p> <ul style="list-style-type: none"> Interests Values/Lifestyle Preferences Personality Characteristics Abilities/Skills Personal Resources/Constraints Motivation 	<p>COUNSELING & CAREER DEVELOPMENT</p> <p>Interests:</p> <ul style="list-style-type: none"> Self-Directed Search Strong Campbell Interest Inventory Purdue Interest Questionnaire Special Interests <p>Values:</p> <ul style="list-style-type: none"> Values Clarification <p>Personality Characteristics:</p> <ul style="list-style-type: none"> Myers Briggs Type Indicator <p>Abilities:</p> <ul style="list-style-type: none"> Previous academic performance Previous achievements Previous job performance Self-assessment of skills Campbell Interest and Skills Survey <p>Personal Resources:</p> <ul style="list-style-type: none"> Time Money Energy, Motivation Family support Geographic mobility Other commitments Preferences Dreams, Goals
<p>BE AWARE:</p> <p>Advisor's own interests, values, and abilities can affect how she/he assesses student aspirations.</p> <p>Advisors are in a unique position to observe student behavior and assist student with issues (especially through referral) that may impede the student's career development.</p>	

WORLD OF WORK

World of work knowledge addresses the very practical components of occupational placement. This knowledge will help prepare students in making the transition from student life to the professional work world. Students need to know which majors lead to which specific positions, the supply and demand trends for particular fields, the academic and personal requirements of specific positions, and how to effectively interview for desired professional positions.

ACADEMIC ADVISOR ISSUES	STUDENT AFFAIRS RESOURCES
<p>FACULTY EXPERTISE:</p> <p>Career path options Work functions, responsibilities and activities Places of employment Geographic limitations Working conditions, hours, risks Education, training, licensing requirements Earnings, benefits and upward mobility Realities of the job market Relevant professional organizations & journals Diversity issues</p>	<p><i>COUNSELING & CAREER DEVELOPMENT:</i></p> <p>Counselors</p> <p>Resource Center Materials:</p> <p>Occupational Outlook Handbook Peterson's Guides Dictionary of Occupational Titles Missouri View Self-Directed Search Career Reference Books</p> <p>Academic Skill Building Programs</p>
	<p>CAREER OPPORTUNITIES CENTER:</p> <p>Co-operative Training Positions Video Tapes Employer Information Bulletins Job Search Workshops Resume Writing Workshops Interviewing Workshops</p>
	<p>INTERNATIONAL STUDENTS & PROGRAMS:</p> <p>Resources for Non-U.S. Citizens Information About Employment Outside U.S.</p>

ACADEMIC AWARENESS

To maximize students' academic success at UMR, they need to receive information regarding university procedures, departmental requirements, and professional and student organizations. Students can make use of self-help materials and workshops, get work experience, become involved in student organizations, and gain research experience. These types of experiences and knowledge will assist students in making informed and educated decisions about their academic goals and career paths.

ACADEMIC ADVISOR ISSUES	STUDENT AFFAIRS RESOURCES
<p style="text-align: center;">ACADEMIC DEPARTMENTAL CURRICULUM REQUIREMENTS:</p> <p>Graduation requirements Course sequencing and pre-requisites Course descriptions, difficulty level Divisional honors courses</p>	<p style="text-align: center;">COUNSELING & CAREER DEVELOPMENT:</p> <p>Resource Center Counselors Personal Resource Development Program</p>
<p style="text-align: center;">UNIVERSITY POLICIES AND PROCEDURES:</p> <p>Add-drop procedures Intent to graduate form Transfer equivalence regulations</p>	<p style="text-align: center;">ACADEMIC ENHANCEMENT CENTER:</p> <p>Self-help materials Files Consultation Presentation Series</p>
<p style="text-align: center;">SPECIAL ACADEMIC PROGRAMS:</p> <p>General Honors Program Undergraduate Research Program Arts & Sciences EXCEL Program</p>	<p style="text-align: center;">CAREER OPPORTUNITIES CENTER:</p> <p>Co-operative Training Program Summer jobs/Internships Full-time positions</p>
<p style="text-align: center;">PROFESSIONAL DEVELOPMENT:</p> <p>Professional organizations Social organizations Departmental Organizations Networking</p>	<p style="text-align: center;">STUDENT ACTIVITIES:</p> <p>Student Organizations Leadership Development Program Community Involvement Part-time Job Listing</p>

STUDENT PROBLEM REFERRAL RESOURCES

Academic Performance Problems

Academic Enhancement Center – TJ Rooms G7 & 8

Center for Personal & Professional Development 341-4211
204 Norwood Hall

Departmental Tutors

Personal Resource Development Program 341-4211
Workshops by Counseling Staff

Campus Complaint Line

Student referral network for complaints not covered elsewhere on this list stuco@umrvma (email account)

Career Concerns

Center for Personal & Professional Development 341-4211
204 Norwood Hall

Career Opportunities Center 341-4343
304 Norwood Hall

Student Professional Organizations

Communication Skills

English Department 341-4681
236 H-SS Building

International Students and Programs 341-4285
108 Norwood Hall

Personal Resource Development Programs 341-4211
Workshops by Counseling Staff

Toasmasters International (Student Club)

Computer Center

E-Mail Services 341-4841

Help Desk 341-4357

Self-Paced Computer Training 341-4357

Short Courses 341-4841

Financial Support (Jobs, Loans, Grants)

Academic Departments – Scholarships, Student Assistants

Placement Office – Summer, Co-op, and Permanent Employment 341-4343
304 Norwood Hall

Student Activities – Part Time Employment Listing 341-4239
113 University Center-West

Student Financial Aid – Loans, Scholarships and Work Study 341-4282
G-1 Parker Hall

Missouri Division of Employment Security (Job Service) 368-2211
Community Employment – 1810 East Tenth St.

Rolla Daily News (Jobs listed in Classified section)

Handicapped/Disabled Student Assistance

Student Affairs 341-4292
106 Norwood Hall

Instructor Conflict

Instructor Involved (Start with the instructor)

Appropriate Department Chair

Center for Personal & Professional Development 341-4211
204 Norwood Hall

Vice Chancellor for Student Affairs 341-4292
106 Norwood Hall

Lack of Involvement, Friends, Activities and Recreation

Community Organizations – e.g. Big Brothers/Sisters, L.O.V.E.

Center for Personal & Professional Development 341-4211
204 Norwood Hall

Department Professional Organizations

Religious Student Groups

Residence Hall Staff

Student Activities 341-4993
113 University Center-West

Library and Learning Resources

Interlibrary Loan 341-4006

Reference Materials 341-4007

Living Environment/Roommate Conflicts

Center for Personal & Professional Development 341-4211
204 Norwood Hall

Pledge Trainer or House President

Residence Hall Staff (Start with RA)

Physical Activity

University Multi-Purpose Building

Student Activities 341-4239
113 University Center-West

Community Health Clubs

Relationship Issues

Center for Personal & Professional Development 341-4211
204 Norwood Hall

Safety and Crime Reporting

University Police 341-4300
H.I.S. Building, 14th and Highway 63

Rolla City Police 364-1213
204 E. 8th Street

Student Affairs 341-4292
106 Norwood Hall

Sexual Assault

University Police 341-4300
H.I.S. Building, 14th and Highway 63

Phelps County Regional Medical Center 364-8899
1000 W. 10th Street

Residence Hall Staff or Greek Life Advisor

Center for Personal & Professional Development 341-4211
204 Norwood Hall

Sexual/Racial Harassment

Equality Aides

Office of Affirmative Action 341-6314
312 Library

Vice Chancellor for Student Affairs 341-4292
106 Norwood Hall

Sexually Transmitted Diseases, Contraceptives, and Pregnancy

Student Health Service H.I.S. Building	341-4284
Planned Parenthood 1032-B Kingshighway	364-1509
Birthright, Inc. (pregnancy) 215 W. 8 th St.	364-0066

Substance Abuse Concerns

Substance Abuse Prevention Program Peer Educators – TECHS 106 Norwood Hall	341-4292
Center for Personal & Professional Development 204 Norwood Hall	341-4211
Alcoholics Anonymous/Adult Children of Alcoholics	364-5154

Test Information

Credit by Examination Admissions & Student Financial Aid 102 Parker Hall	341-4165
Correspondence Tests and National Exams (CLEP, GRE) Center for Personal & Professional Development 204 Norwood Hall	341-4222

Voter Registration

Associated Students of the University of Missouri (ASUM) 212 University Center-East	341-4970
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POLICY ON STUDENT CATALOG YEAR

Approved by Academic Council
October 29, 1992

Students are responsible for knowing and meeting degree requirements stated in the current Undergraduate Bulletin at the time of their initial enrollment as freshmen. A student whose initial enrollment is in the summer semester will use the catalog current in the following fall semester. A student whose initial enrollment is in the winter semester will use the catalog from the previous fall semester.

Because of the rapid changes in the world today, the Faculty may feel it is in the best interest of the University's students to make changes in their degree requirements. In the event of such changes after a student enters UMR, that student will be required to satisfy the new degree requirements, provided the following conditions are met:

- 1) The total hours required to graduate cannot be increased for a continuously enrolled student, without that student's permission.

- 2) The total number of semesters needed to graduate cannot be increased for a continuously enrolled student, without that student's permission.

- 3) A new course cannot be substituted for an old course which a continuously enrolled student has already satisfactorily completed, without that student's permission.

Transfer students from community colleges or other universities will complete the UMR degree requirements in effect at the times of initial enrollments at their community colleges or universities. If there are changes in UMR degree requirements after such students' initial enrollments at their community colleges or universities, the rules stated above apply.

Students who interrupt their enrollment for two consecutive semesters, excluding summer sessions, must meet the degree requirements in effect at the time of readmission. Students who interrupt their enrollment for extenuating circumstances may appeal this regulation to the chair of the degree granting department. The chair will notify the Registrar's Office if the student's original catalog of graduation is reinstated.

Non-enrolled students who intend to complete the degree requirements by transferring work from another institution or through correspondence courses must do so within a year of leaving UMR. Otherwise, students who exceed this time limitation must meet the degree requirements in effect at the time of graduation. The student may appeal to the chair of the degree granting department to reinstate the catalog in effect during the last term enrolled.

**AUTHORIZATION TO CHANGE UNDERGRADUATE CATALOG YEAR
UNIVERSITY OF MISSOURI-ROLLA
OFFICE OF THE REGISTRAR**

NAME: _____ STUDENT ID # _____
ADDRESS: _____

MAJOR _____

MAJOR ANTICIPATED TERM OF GRADUATION DEGREE CATALOG YEAR AT LAST ENROLLMENT

CHECK EITHER (A) OR (B) AND SIGN IN THE APPROPRIATE SPACE

_____ (A) AUTHORIZATION TO CHANGE TO A NEWER CATALOG YEAR

I UNDERSTAND THAT-THE ACTION OF THE UMR ACADEMIC COUNCIL ON APRIL 26, 1990 PERMITS ME TO COMPLETE DEGREE REQUIREMENTS IN EFFECT AT THE TIME OF MY INITIAL ENROLLMENT AT A UNIVERSITY OR COMMUNITY COLLEGE. ALSO, I UNDERSTAND THAT I MAY ELECT TO GRADUATE UNDER A MORE RECENT CATALOG YEAR. I AM EXERCISING MY OPTION TO CHANGE TO A NEWER CATALOG YEAR FOR MY GRADUATION REQUIREMENTS.

CHANGE CATALOG YEAR FROM _____ TO _____

STUDENT SIGNATURE DATE

_____ (B) PETITION TO REMAIN UNDER THE ORIGINAL CATALOG YEAR

STUDENTS READMITTED AFTER AN INTERRUPTION OF ENROLLMENT OF TWO CONSECUTIVE SEMESTERS MUST MEET THE DEGREE REQUIREMENTS IN EFFECT AT THE TIME OF READMISSION. IN ADDITION, NON-ENROLLED STUDENTS WHO INTEND TO COMPLETE THE DEGREE REQUIREMENTS BY TRANSFERRING WORK FROM ANOTHER INSTITUTION OR THROUGH CORRESPONDENCE COURSES MUST DO SO WITHIN A YEAR OF LEAVING UMR. STUDENTS WHO EXCEED THIS TIME LIMITATION MUST MEET THE DEGREE REQUIREMENTS IN EFFECT AT THE TIME OF GRADUATION. AS PERMITTED BY ACADEMIC COUNCIL REGULATIONS, I AM PETITIONING THE DEPARTMENT CHAIRMAN TO CONTINUE WITH THE CATALOG IN EFFECT AT THE TIME OF MY LAST ENROLLMENT ON THE BASIS OF EXTENUATING CIRCUMSTANCES.

REASONS: _____

[Part B ONLY] _____

STUDENT SIGNATURE DATE

_____ APPROVED _____ DATE

_____ DENIED DEPARTMENT CHAIR SIGNATURE [REQUIRED FOR PART (B) ONLY] DATE

**UNIVERSITY OF MISSOURI-ROLLA
REQUEST TO TRANSFER PART OF THE LAST 60 HOURS FOR A DEGREE**

FROM THE UMR STUDENT MANUAL OF INFORMATION: "An undergraduate student may be granted an earned degree only if he or she completes the last 60 hours toward the degree in residence at UMR. A student may, with departmental approval, take up to 15 hours of this 60 hours off campus. If the student wishes to exceed 15 hours taken off campus, it must be approved by the Dean of the student's school or college upon recommendation of the student's department chairman."

I hereby request permission to take the following course(s) at _____ during the _____ semester. _____

Reason: _____

NOTE: Please attached a catalog, description of the course(s) you plan to take if not covered by a model transfer agreement between UMR and the other institution.

DATE: _____ **SIGNED:** _____
PRINT NAME _____ **STUDENT #** _____ **STUDENT #** _____

SCHOLASTIC RECORD TO DATE
" F" grades in _____

Previous substitutions and waivers _____

UMR Credit Hours Attempted _____

UMR GPA _____

Recommended by Advisor _____

Date _____

Approved by Major Department Chairman _____

Date _____

Approved by School of College Dean _____

Date _____

***NECESSARY ONLY IF MORE THAN 15 HOURS WILL BE TRANSFERRED**
PLEASE RETURN TO OFFICE OF THE REGISTRAR

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SUBSTITUTIONS & WAIVERS

(UNDERGRADUATE DEGREE PROGRAMS)
UNIVERSITY OF MISSOURI - ROLLA
OFFICE OF THE REGISTRAR

NAME
ADDRESS

STUDENT ID #

DATE

MAJOR
ANTICIPATED TERM OF GRADUATION

DEGREE

CATALOG YEAR

THE FOLLOWING EXCEPTIONS ARE ONLY VALID FOR THE REASON SHOWN ABOVE

COURSE SUBSTITUTION FOR A REQUIRED COURSE (SPECIAL RECREATIONAL CONTENT)

USE	COURSE TAKEN	FOR	COURSE REQUIRED
USE	(CURRICULUM) (COURSE NO.	FOR	(CURRICULUM) (COURSE NO.)
		(HRS)	
		(HRS)	

SEMESTER(S)/YEAR(S) TAKEN - CAPS LOCATION: REQUIREMENT SUBREQUIREMENT
EXPLAIN HOW TO MAINTAIN TOTAL DEGREE HOURS IF THE REQUIRED COURSE HAS GREATER CREDIT
HOUR VALUE

.. COURSE SUBSTITUTION IN RE ELECTIVE FINDER

USE THE COURSE - FOR SUBREQ IN REQ _
FOR - SUBREQ - IN REQ
(CURRICULUM) (COURSE NO.) (REQ/SUBREQ TITLE)

EXAMPLE: USE THE COURSE (ENGL 301) FOR (UPPER DIV HUM/SOC)

UNIVERSITY (NOT TO INCLUDE TOTAL DEGREE HOURS OR GPR REQUIREMENTS)

WAIVE IN SUBREQUIREMENT OF REQUIREMENT

EXAMPLE: WAIVE (THE FOREIGN LANGUAGE REQ)

**SPECIFY HOW TO MAINTAIN TOTAL DEGREE HOURS
@@ OTHER (SPECIFY)
JUSTIFICATION:**

ADVISOR APPROVAL: DATE

APPROVED			APPROVED		
DENIED	DEPARTMENT	CHAIR	DATE	DENIED	DEAN OF COLLEGE OR
SCHOOL	DATE				

COPIES TO: WHITE-REGISTRAR BLUE-STUDENT PINK-DEPARTMENT (REV 11-90)

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UNDERGRADUATE STUDENT APPLICATION FOR GRADUATION

UNIVERSITY OF MISSOURI - ROLLA
OFFICE OF THE REGISTRAR

NAME STUDENT ID
LOCAL ADDRESS DATE

PRIMARY MAJOR DEGREE(CIRCLE ONE) as BA
SECOND MAJOR DEGREE(CIRCLE ONE) BS SA

MINOR DEGREE MINORS WILL ONLY BE AWARDED WITH THE COMPLETION OF A BS OR SA

REQUIREMENTS WILL BE COMPLETED IN (CIRCLE ONE): FS(DEC) WS(MAY) SS(AUG) SPECIFY YEAR

WILL CORRESPONDENCE COURSES OR TRANSFER CREDIT BE USED IN THE LAST TERM TO COMPLETE YOUR DEGREE? YES *NO*
IF YES, STATE WHICH COURSES YOU ARE TAKING BY CORRESPONDENCE
ALL CORRESPONDENCE COURSES MUST BE COMPLETED BY COMMENCEMENT

IF TRANSFER CREDIT IS TO BE USED LIST CREDIT AND INSTITUTION
L114R RESIDENCY REGULATIONS REQUIRE THAT THE LAST 60 CREDIT HOURS MUST BE ON CAMPUS. HAVE YOU FILED THE
APPROPRIATE WAIVER OF THIS REGULATION WITH THE REGISTRAR'S OFFICE? YES NO (CIRCLE ONE) FAILURE
TO OBTAIN PRIOR- APPROVAL FROM THE PROPER OFFICES MAY INVALIDATE THE USE OF THESE COURSES IN SATISFYING YOUR
DEGREE .

NAME TO BE USED ON THE DIPLOMA - FULL LEGAL NAME IS RECOMMENDED (PRINT CLEARLY)

FIRST **NAME** MIDDLE **NAME** LAST **NAME**

ADDRESS FOR MAILING DIPLOMA AFTER GRADUATION (PRINT CLEARLY):
STREET ADDRESS CITY STATE ZIP

YOUR DIPLOMA WILL BE MAILED TO YOU AT THE ABOVE ADDRESS WITHIN 4 WEEKS FROM COMMENCEMENT

IMPORTANT NOTE: DIPLOMAS ARE ORDERED! ONLY APPLY FOR THE TERM IN WHICH ALL COURSEWORK (INCLUDING
CORRESPONDENCE COURSES) WILL BE COMPLETED PRIOR TO COMMENCEMENT TO ENSURE THAT THE PROPER
DIPLOMA IS ORDERED - DIPLOMAS ARE ORDERED 8 WEEKS PRIOR TO COMMENCEMENT - APPLICATIONS AFTER
THAT DATE MAY DELAY THE ISSUANCE OF THE DIPLOMA - DEGREE CHECKS ARE ONLY MADE FOR THE TERM
SPECIFIED IN THIS APPLICATION. IF IT IS NECESSARY TO EXTEND YOUR GRADUATION DATE, PLEASE RE-APPLY
SO THAT THE PROPER DIPLOMA CAN BE ORDERED AND DEGREE REQUIREMENTS CAN BE RE-CHECKED!

WHITE COPY - REGISTRAR'S OFFICE BLUE COPY - DEPARTMENT PINK COPY - STUDENT

A

ACADEMIC REGULATIONS

1. **Admission to Classes:** A student is not considered registered until his/her fees for the semester have been paid. No student should be admitted to any class until the instructor in charge of the class has received notification that registration is complete from the Registrar.
2. **Late Registration:** A late registration fee equal to one credit hour of undergraduate educational fees will be assessed for students registering later than the designated day.
3. **Registration as a Hearer:** A student must secure the permission of the instructor to register as a hearer. There will be no credit for the course, and none of the work will be graded. The regular credit hours for the course are used in determining whether the maximum schedule has been exceeded by students limited to certain maximum loads.

If a student registers in a course for credit and later wishes to change to a 'hearer" status, the student must drop the course for credit and add it as a hearer.

4. **Registration in 400-Level Courses:** In general, undergraduates are not permitted to enroll for 400-level courses. However, undergraduates may earn credit toward the bachelor's degree for courses normally taken by first-year graduate students (400-level courses) if the student is enrolled in an honors program, or has a cumulative grade point average of 3.50 or better and has the necessary prerequisites for the course to be taken.
5. **Registration Under Pass/Fail Grading Option:** No student shall apply the pass/fail option to more than one course in any one semester or more than 20 percent of the credit hours toward graduation.

The term "pass/fail elective shall mean any course to be used toward graduation which a student's department specified by an hourly requirement only and is not specified to come from a specific discipline (i.e., requirements such as '4 hours of a modern language,' "3 hours of social sciences' could be pass/fail electives; '3 hours of mathematics,' '6 hours of English" could not be pass/fail electives). More restrictive rules apply in certain departments.

Any course not used for credit toward graduation may be taken pass/fail.

A student may register for a course under the pass/fail option by placing the notation "P/F" in the "remarks" column of his/her schedule card opposite the course, and having his/her advisor approve the notation by initialing it.

When a course is taken pass/fail, a grade of A, B, C, or D shall be recorded as an 'S' by the instructor. An F grade shall be recorded as a 'U' by the instructor.

After the end of the second week of a semester (one week during summer session) no student shall change the grading option of any course.

Credit for courses taken under the pass/fail option will not be used in calculating grade point averages.

6. **Adding Courses:** A course may be added during the first two weeks (first week of an eight-week summer session) of a semester with the permission of the advisor and course instructor. After two weeks of a semester (one week of an eight-week summer session) permission must be granted by the advisor, the course instructor, the chair of the department teaching the course and the dean of the school responsible for the course. The appropriate paperwork must be obtained from and processed through the Registrar's Office.

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7. **Dropping Courses:** Courses dropped during the first six weeks of a semester (three weeks of an eight-week summer session) will not be recorded on the transcript. If a course is dropped after six weeks of a semester, but prior to the last three weeks of classes (fifteen class days), a WD (Withdrawal) will be recorded on the permanent record by the Registrar.

A course may not be dropped during the last three weeks of class (fifteen class days) or during final examination week.

A change from credit to hearer status requires the student to drop the course for credit and add it as a hearer. The change can only be made in the first six weeks of a semester (three weeks during Summer Session). A copy of the ADD/DROP form is returned to the advisor by the Registrar's Office after the drop slip is processed. Permission to drop a course will not be given until all laboratory or other equipment has been checked in to appropriate persons, and until lockers and other storage space have been vacated.

8. **Students Dropped by Instructors:** A student may be dropped from a course by the instructor because of excessive absences or unsatisfactory work. No transcript record will be made if dropped during the first six weeks of a semester (three weeks of an eight-week summer session). If dropped after six weeks of a semester (three weeks of an eight-week summer session), a WD (withdrawal) will be recorded on the transcript. A student may not be dropped during the last three weeks of class (fifteen class days) or during final examination week.

A student **may** be dropped from a course by the instructor if he/she does not have prerequisites for the course and has not obtained permission to waive the prerequisites from the chair of the department concerned and his/her academic advisor. (Waiver of prerequisite forms are available in the Registrar's Office). In all such cases the instructor shall notify the Registrar in writing.

9. **Withdrawals:** Withdrawals from school must be completed three weeks (fifteen class days) prior to the last day of class. The student must process a specified form in the Registrar's Office.

If a student withdraws **prior to two weeks past mid-semester** (one week during summer session) he/she will receive no grades for that semester.

If a student withdraws **after two weeks past mid-semester**, he/she may receive credit for courses which have actually been completed at the time of withdrawal. In other courses, no grades shall be recorded.

The student will have the same academic status at the beginning of the semester in which he/she withdrew. However, students on academic deficiency must reapply for admission.

10. **Incompletes:** The purpose of the "I" grade is to allow a student to complete a course when, due to illness or unavoidable absence within the last three weeks of classes plus finals week (last week and a half plus the final exam period of a Summer Session), he or she would otherwise be unable to do so. The intent is to provide a means for completing a course without having to retake the entire subject for lack of fulfillment of one or two requirements of the course.

The grade of 'I' will be given only at the end of a semester, if the student had been prevented from completing a course by sickness or unavoidable absence during the above described time frame and if the student had a passing grade in the course up to the time of such sickness or unavoidable absence.

A form, obtained from the Registrar's office, must be completed, signed by the instructor of the course and approved by the chair of the department responsible for teaching the course before the grade of "I" can be given. This approved form is retained in the departmental office.

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For the purpose of determining scholastic standing, the grade of "I" will not be used.

All work must be completed before the end of the tenth week of the next semester (or end of the fifth week of the summer session) in which the student is enrolled at UMR. Failure to do so will result in a grade of 'F.' A student may not enroll in a course in which they have a grade of "I" on file. For rules regarding "I" grades encumbered prior to the fall semester 1992, consult the Manual of Information.

11. **Unsatisfactory Academic Performance:** A student is considered to be scholastically deficient and action is taken in the following circumstances:

- 1) The student is dropped from the University if the record includes one or more F's or U's and no credit hour grade higher than D.
- 2) The student is placed on scholastic probation if his/her semester or cumulative GPA is less than 2.00,
- 3) but not if present semester GPA is above 2.20.

This item provides for cases in which the academic record is below normal, but where improved current performance warrants special consideration.

Restrictions for students on scholastic probation:

- ◆ They are limited to a maximum schedule of 13 hours for the next semester in school (6 hours for summer session).

Limited Participation in Student Organizations:

- ◆ A student may not hold office in any student organization.
- ◆ The student is not required to resign from organizations in which he/she is already a member, but may not pledge, be initiated, or join any other organization.

The student may appeal the regulation concerning holding an office in student organizations in the Student Activities Office. The appeal must be submitted within 10 school days following notification of the probationary status or the appeal is automatically denied.

After two semesters of scholastic probation, the student is scholastically deficient. The action will be reported to the dean of the school/college who decides whether the student may be readmitted and under what circumstances.

12. **Disciplinary Probation:** A student placed on disciplinary probation is ineligible to participate in any student activity for the period of probation. They are not required to resign from student organizations in which they are already a member, but may not hold office in any student organization, nor may they join any other student organizations. The student may not represent the institution in any way, nor are they permitted to maintain an automobile on campus during the period of probation. Additional restrictions may be imposed by the authority imposing the probation.

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13. **Grade Appeal Procedure:** The grade appeal procedure is **available only for review of alleged capricious grading**, and not for review of the judgment of instructors in assessing the quality of students' work; or for questioning the stated grading criteria selected by the instructor. Only a student who alleges he or she was subjected to capricious grading may use the grade appeal procedure. Capricious grading consists of any of the following:

- 1) The assignment of a semester grade to a particular student on some basis other than those related to academic performance in the section;
- 2) The assignment of a semester grade to a particular student by more exacting or demanding criteria than were applied to other students in the same section. (NOTE: Additional and/or different grading criteria may be applied to graduate students enrolled for credit in a course numbered below the 400 level);
- 3) The assignment of a semester grade by criteria that represents a substantial departure from the instructor's previously announced criteria.

The grade appeal procedure shall consist of the following steps:

- 1) The initial step in the grade appeal procedure shall be for the student to review with the section instructor the semester grade, the stated grading criteria, and how the stated grading criteria were applied to determine the student's semester grade. This step must be initiated within 30 days after the first class day of the succeeding regular academic semester. If the student and the instructor fail to reach a mutually satisfactory decision during this discussion, then the student may proceed to step 2.
- 2) The student shall contact the chairperson of the instructor's department and request his/her service as a mediator during a discussion between the student and the instructor. If the student and instructor fail to reach a mutually satisfactory decision during this discussion, then the student may proceed to step 3.
- 3) The student shall inform the Vice Chancellor for Student Affairs at this point that a grade appeal is in progress. The student shall request, in writing, that the department chairperson inform the instructor and convene an ad hoc review group composed of the following: the chairperson (or designated representative) of the instructor's department, the dean (or the dean's designated representative) of the instructor's school or college,

and a third member to be appointed by this dean from his or her faculty. The student and instructor shall be allowed to appear before the ad hoc review group. The decision reached by the ad hoc review group on the question of alleged capricious grading shall be binding and final on both the student and the instructor.

If capricious grading is substantiated by the ad hoc review group, the student shall be assigned a grade consistent with the stated grading criteria. A report of the ad hoc review group, with the student's semester grade, shall be forwarded by the department chairperson to the Registrar's Office.

**LISTING OF MAJOR AND MINOR DEGREES
For BS, MS, DE, PHD AND MINORS (MI)
As of 4/26/93**

(Y Program Currently Active; D Program Discontinued)

Degree Program	BS	BA	MS	DE	PHD	MI
Aerospace Engineering	Y		Y		Y	Y
Applied Mathematics	Y		Y			Y
Ceramic Engineering	Y		Y	Y	Y	
Chemical Engineering	Y		Y	Y	Y	
Chemistry	Y		Y		Y	
Civil Engineering	Y		Y	Y	Y	
Communications						Y
Computer Science	Y		Y		Y	Y
Economics	Y	Y				Y
Electrical Engineering	Y		Y	Y	Y	
Engineering Management	Y		Y		Y	
Engineering Mechanics	D		Y		Y	
English		Y				D
Environmental and Planning Engineering			Y			
Foreign Languages						Y
Geological Engineering	Y		Y	Y	Y	
Geology	D		D		D	Y
Geology and Geophysics	Y		Y		Y	
History		Y				Y
Life Sciences	Y					Y
Literature						Y
Management Systems	Y					

Mathematics				Y	Y
Mechanical Engineering	Y		Y	Y	
Metallurgical Engineering	Y		Y	D	Y
Mining Engineering	Y		Y	Y	
Music					Y
Nuclear Engineering	Y		Y	Y	Y
Petroleum Engineering	Y		Y	Y	
Philosophy		Y			Y
Physics	Y		Y		Y
Political Science					Y
Psychology	Y	Y			Y
Sociology					Y
Technical Writing					Y
Writing					Y

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OTHER PERTINENT WRITTEN DOCUMENTS

UNDERGRADUATE CATALOG

May be obtained from the Registrar's Office, 103 Parker Hall

GRADUATE CATALOG

May be obtained from the **Registrar's** Office, 103 Parker Hall

GENERAL HONORS PROGRAM BROCHURE

May be obtained from Dr. Wayne Cogell's Office, G-4 H-SS

CATALOG FOR INDEPENDENT STUDY

May be obtained from Admissions & Student Financial Aid Office, 106 Parker Hall

CREDIT BY EXAMINATION BROCHURE

May be obtained from Admissions & Student Financial Aid Office, 106 Parker Hall

SEXUAL AND RACIAL HARASSMENT BROCHURE

May be obtained from the Affirmative Action Office, 312 Library

STUDENT FINANCIAL AID BROCHURE

May be obtained from the Student Financial Aid Office, G-1 Parker Hall

