

ADVISING HANDBOOK

FOR

PROFESSIONAL ADVISORS AND

ADVISING FACULTY

Thank you to the Student Services Office of the Kate Gleason College of Engineering which allowed us to use and modify their existing Faculty Advising Handbook.

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Section I

Definitions and Responsibilities

FACULTY ADVISOR – A DEFINITION

Foundational Principles for Best Practice Faculty Advising at RIT

RECOMMENDATIONS OF THE ACADEMIC ADVISING COUNCIL

March 2001

Preface

The Academic Advising Council of the Institute affirms the importance of effective faculty advising for student success at RIT. Substantial improvements in student retention (one measure of student success) is unlikely without the kind of continuous, constructive faculty-student interaction formalized through faculty advising.

The responsibility for developing and implementing effective faculty advising should rest with the individual colleges. At the same time, there must be wide-spread acceptance of the following set of principles that are foundational to best practice faculty advising.

Principles Of The Institute

1. The role of the faculty advisor is to facilitate the student's identification and achievement of "educational, career, and personal goals through the utilization of the full range of institutional and community resources." (Winston, 1984)
2. All matriculated undergraduate students will have a full-time faculty advisor from their major program of study.
3. Every faculty member is obligated, though not necessarily assigned, to advise competently as a condition of employment. Academic advising, where assigned, is considered part of a faculty member's normal responsibilities.
4. Faculty teaching first-year students will use an institute early alert system to prompt appropriate intervention by the student's faculty advisor and others. Faculty advisors will ensure that a recovery plan is created for each identified student.
5. Every department offering a minor will designate an individual faculty or staff member to serve as the minor advisor.
6. Each college dean shall designate an individual with faculty rank to have responsibility and authority for the quality of academic advising available to students in that college.

ADVISING EXPECTATIONS AND RESPONSIBILITIES

The advisor will

- know the requirements for the degrees in his/her department.
- be intimately familiar with his/her department's curriculum.
- be able to assess the student's ability to successfully complete the proposed academic load and offer suggestions for modification.
- exhibit good listening and questioning skills.
- be aware of college and Institute facilities and programs that can assist students.
- be prepared to refer students to the services appropriate to the circumstances and to follow-up on the referral.
- be aware of campus rules and procedures relating to academic matters.
- be able to discuss career options and interests in the student's discipline.
- be able to know his/her advisees well enough to be able to write a letter of reference.
- be able to use RIT'S Student Information System (SIS) and Faculty/Staff Information/Advising System which is part of SIS.
- have regular office hours posted for advisees outside his/her office door.

The advisor is expected to

- target students who are having academic difficulty and take action appropriate to the circumstances.
- meet with his/her advisees at least once a quarter. (Suggestion – meet with advisees as a group).
- have access to each advisee's department folder (usually located in the department office).
- create his/her own folder for each advisee. Include in the folder a copy of the student's Academic Advising Recorded (This can be printed from SIS through the Faculty/Advisor Box) and dated records of all actions and discussions of significance. Notes may be made in the folder of failure to appear for appointments, academic difficulties, referrals, vocational preferences or other appropriate comments. This folder should be regularly updated.
- be available to students on a regular basis.
- discuss general adjustment to college.
- help resolve academic difficulties. The Office of Student Services will be happy to provide any assistance or referral information you may need.
- know about and keep resource materials (such as the undergraduate catalogue, your department's curricular flowchart) on hand to answer questions about academic policies and courses. Other useful resources include the schedule of courses, the academic calendar, the RIT Policies and Procedure Handbook or website address.
- send occasional invitations via campus mail to advisees living in student housing encouraging them to come in for brief conversation to see how they are doing.
- help in the decision-making process in regard to course choice, vocational indecision, or personal problems.

The Advisor / Advisee Partnership

1. Student should..... contact and keep in touch with his/her advisor.
Advisor should.....post office hours.
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/pen, class schedule, process form, etc).
Advisor should..... have resource material on hand (The Undergraduate Bulletin, Schedule of Courses).
5. Student should.....ask about other sources of information.
Advisor should..... provide other relevant sources of information.
6. Student should.....be open concerning schoolwork, study habits, academic progress, etc.
Advisor should.....listen and help solve student problems, using appropriated referrals and follow-up.
7. Student should.....build a schedule being cognizant of prerequisites and free of conflicts in time.
Advisor should..... check student schedule for appropriate selection of courses.
8. Student should.....make decisions and accepts responsibility for decisions concerning careers, and course selection
Advisor should.....suggest options concerning careers, and selection of courses

Adapted from How You and Your Advisor Will Work Together by the Undergraduate Advising Center at the University of Iowa, July, 1981.

LIMITATIONS ON THE ROLE OF THE ADVISOR

Brown (1972) and Hardee (1959) point out that advisors cannot be all things to all advisees because of the differences among students. The advisor's core strengths are knowledge of the discipline, careers relating to the discipline, the rigor of the curriculum, and the best practices for students to succeed in their program of study. An advisor is expected to be knowledgeable of the full range of Institute resources available to maximize student success and refer students to specific resources appropriate to the circumstances. Advisors must recognize their limitations as counselors and some of the restrictions limiting their effectiveness. In particular,

1. An advisor cannot make decisions for an advisee but he/she can be a sympathetic listener and offer various possible solutions to the student's problem.
2. An advisor cannot increase the native ability of an advisee, but he/she can encourage the maximum use of the ability that the student has.
3. An advisor cannot reduce the academic or employment load of a floundering advisee, but he/she can make recommendations that such adjustments be made.
4. An advisor should not criticize a fellow staff member to a student, but he/she can make a friendly approach to any teacher if that teacher is involved in the student's problem.
5. An advisor should not betray a student's confidence on matters of a personal nature, but he/she can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972, pp 94-95)
6. An advisor should not attempt to handle cases of emotional disturbances which fall outside their area of expertise. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel and follow-up with the student.

(The American College Testing Program, 1979a, p 4.149, revised for all advisors)

The RIT Institute Policies and Procedures Manual has a page on the Policies on Academic Advising:

<http://www.rit.edu/~620www/Manual/sectionD/D9.html>

SECTION II

Advising Skills

ADVISING SKILLS

Students are more likely to follow the advice and value the information given to them by their advisor when they recognize the advisor's genuine interest and concern. The following information is intended to help you understand the importance of your interactions with your advisees and to suggest ways to improve relationship building and communication with them. Remember, advising is a skill and like all skills the more you practice the better you'll get.

Questioning

The questions you ask a student can be those that you use to seek information (closed-ended questions) and those that you use to build a relationship (open-ended questions). There is a place for both in the advising session. Closed-ended questions can be answered in a few words and can shut down communication. Open-ended questions encourage students to talk. To develop the skill of asking open-ended questions, ask yourself if the question can be answered in three words or less. If the answer is yes, it is a closed-ended question. One strategy to develop the skill of asking open-ended questions is to phrase the question in terms of the student's needs and desires. For example:

| Open | Closed |
|---|--|
| "What issues do you have about next quarter?" | "Did you register for next quarter?" |
| "How are things going in Writing and Lit?" | "Do you like Writing and Lit?" |
| "How do you feel about the time you spent on the exam?" | "How long did it take you to finish the exam?" |

Types of Questions: Most of us are familiar with factual questions (the who, what, where, when and how questions), but there are other types of questions that will help build a relationship. These include:

- *Explanatory questions* which help to get additional information.
How would you do that? How would that help?
- *Justifying questions* which help to get proof or challenge an idea.
What makes you say that? How do you know?
- *Leading questions* to introduce a thought of your own
Would this be a possible course of action? What do you think of this plan?

- *Hypothetical questions* which can be used to test assumptions
What do you think would happen if we did it this way?
- *Alternative questions* to get a decision or agreement
Which of these plans would work best?
- *Questions to develop common agreement* or to take action.
Do we agree that this is our next step?

Personalized Attention

An important part of successful advising is providing the student with personalized attention. Often the one-to-one relationship between the student and their advisor is the only opportunity a student has to build a personal link with RIT his/her college and department; it can have a profound effect on the student's academic career and on the student's satisfaction with their college experience. These are some simple methods to provide personalized attention:

1. Smile
2. Refer to the student by name. (Hint: The student's RIT student ID card has the student's picture on it. Make a copy of the card at the first meeting and periodically review them. If you can't remember the student's name, tell the student you need to refer to his/her course schedule or record and need his/her student ID number. You can use that number to access the file on SIS or STARS. The file will tell you the student's name.)
3. Maintain an attitude of acceptance and respect
4. Body language is an overlooked, but important way to communicate interest. Students can tell immediately whether you're listening or not by your non-verbal communication.
 - Position yourself at an appropriate distance
 - Face the student squarely
 - Maintain eye contact. This helps students feel that they have your undivided attention. It also helps you notice the student's body language; are they agitated, do they seem depressed or angry, etc.
5. Avoid the temptation to do other things when you're meeting with a student. Don't answer phone calls or shuffle papers during the session. Facing away from the student is a non-verbal clue that you are not interested.

Listening Skills

The most important element in effective advising is good listening skills.

- Pay careful attention when the student is speaking. Acknowledge what the student is saying through your verbal and non-verbal feedback. This can include saying, “I see”, “Yes”, nodding your head.
- Pay attention to the student’s body language (their tone of voice, gestures, expression, and posture).
- Wait for the student to finish before responding. Avoid the inclination to interrupt a student with solutions before the student has fully explained his/her ideas or problems. Don’t fall into the “savior mode”.
- Suspend judgment until you have heard the student.
- Clear your mind of distractions.
- Focus on the central idea—don’t get lost in details.

What is Active Listening? Active listening is a way of listening and responding to another person that improves mutual understanding. It helps to clarify what you believe the student is saying.

- Note the content of the student’s statement and feelings: paraphrase their statement back to them to make sure that you’ve heard correctly. Remember, you don’t have to agree with them, you are just checking to make sure you heard correctly.
- Communicate your understanding of their feelings, thoughts and behaviors from the student’s frame of reference.
- Ask leading or probing questions to be sure you understand the facts and feelings involved. (Example: “How do you feel about the professor’s comments in class?”)

Effective Speaking Skills

Another way to excel as an advisor is to practice effective speaking skills when meeting with students. Word your comments with the needs of the student in mind. For example:

“What I think I’m hearing is....”

“It seems you’re feeling a little....”

“I get the impression that...”

“I wonder if....”

“If I understand you....”

These behaviors tend to shut down communication. It is important to try to avoid them:

- Arguing
- Interrupting
- Judging, criticizing or diagnosing
- Ordering or moralizing
- Misinterpreting

Referral Skills - How To Make A Referral

The referral process has several steps:

1. Determine the student’s problem or issue by using both open and closed-ended questions. One problem advisors can unwittingly fall into is making a referral based on the advisor’s own feelings or views.
 - a. Determine whether or not you can help and /or are qualified to offer the assistance needed.
 - b. Determine the possible persons or agencies to whom the student may be referred.
2. Explain to the student in a clear and open manner why he/she should seek help from another source.
 - a. Be able to explain the qualifications of the people to whom the student is being referred and the capability of the resource to help meet the particular need. (e.g. “The LDC department has experts on time-management strategies).
 - b. Take into account the student’s emotional and psychological reaction to the referral.
3. The student and you should jointly determine which problems require assistance and jointly formulate a plan of action. Involving the student increases the likelihood that they will follow through on the referral.
 - a. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
 - b. Assist the student in formulating questions to ask or approaches to take.

4. When making a referral try to include the name, location, telephone number and email address of the contact person in the office to which the student is being referred. Give directions to the office if necessary.
5. If possible assist the student by making the call from your office or walk the student over to the appropriate office.
6. Shortly after the referral, follow up with the student to see if the appointment was kept, if their needs were met, if the referral was helpful or if another sources need to be consulted. You can schedule the follow-up appointment while the student is still in your office. In any event, the outcome of the referral can be discussed when you next meet with the student.

References

- "WPI Academic Advising Handbook", August 10, 2002, <<http://www.wpi.edu/Admin/OAA/Handbook>>. (16 June 2003)
- Charlie Nutt, "One-to One Advising", In Virginia Gordon and Wesley Habley (eds.), *Academic Advising: A Comprehensive Handbook*, Jossey-Bass Inc., 2000

THE CHECKLIST OF “DO’S” FOR ACADMIC ADVISORS

1. Appreciate the emotion behind your advisee’s words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).
3. Do not interrupt your advisee’s sentences. Let him/her tell his/her story first.
4. Fight off external distractions.
5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.
6. RELAX - try not to give the impression you want to jump right in and talk.
7. Establish good eye contact.
8. Use affirmative head nods and appropriate facial expressions.
9. Avoid nervous or bored gestures.
10. Intermittently respond to your advisee with “uh, huh,” “yes-s-s,” “I see,” etc.
11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they’re saying).
12. Face your advisee squarely. It says, “I’m available to you”.
13. Maintain an “open” (arms not crossed, lean slightly forward) posture. This is a sign that you are open to what the advisee has to say. It’s a non-defensive position.
14. Lean towards the other, another indication of availability or involvement.
15. Recognize the advisee’s non-verbal behavior. Examples are bodily movements, gestures, and facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphasis and pauses. This will enable you to respond to the advisee’s total message and not just the words.
16. Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the worlds the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.
17. Offer reflections on what the student is feeling, based on your observations. Example: “I sense you are kind of tense about this”.

18. Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor".
19. Offer reflections on what the student is saying. Example: "I hear you saying that you aren't completely sure this is the right major for you".
20. Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"
21. Direct leads help the student to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major".
22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is the most important for you to work on now?"
23. Asking questions using "what" or "how" can help the student give more than a "yes", "no", "because", or "I don't know" answers. Example: "What do you like about this major and what don't you like?"

(Crockett, 1988, pp.313-314)

THE DEVIL'S (ADVOCATE) LIST FOR GOOD-ADVISOR CHARACTERISTICS

The good advisor should be able to:

1. **COAX AND WHEDDLE** – “A student with your average (3.7) and breadth of interests should be exploring a variety of co-op options.”
2. **COERCE** – “If you want me to support your reinstatement request then you must schedule only these courses next quarter.”
3. **CONFRONT** – “But you really don't believe that I can tell you what major to choose, do you?”
4. **PERSUADE** – “The reading and study skills course that LDC offers can certainly help you improve your academic performance.”
5. **SUGGEST** – “You can decide whether it makes sense, but I think withdrawing this quarter is the best thing to do”.
6. **DENY** – “I know how you feel, but I cannot retroactively drop your last quarter's course just because you flunked it!”
7. **BACKSLIDE** – “Look, I know what the campus policy is, but given your situation, I'll make an exception”.

(Metz and Allan, 1981)

THE CHECKLIST OF “DON'TS” FOR ACADEMIC ADVISORS

1. **TALKING.** You can't listen while you're talking.
2. **NOT EMPATHIZING WITH THE OTHER PERSON.** Try to put yourself in your advisee's place so that you can see what he/she is trying to get at.
3. **NOT ASKING QUESTIONS.** Ask a question when you don't understand, when you need further clarification, when you want him/her to like you, when you want to show that you are listening. But don't ask questions that will embarrass him/her or show him/her up.
4. **GIVING UP TOO SOON.** Don't interrupt the other person; give your advisee time to say what he/she has to say.
5. **NOT CONCENTRATING ON WHAT THE ADVISEE IS SAYING.** Actively focus your attention on his/her words, ideas, and feelings related to the subject.
6. **NOT LOOKING AT THE OTHER PERSON.** His/her face, mouth, eyes, hands, will all help your advisee communicate with you. They will help you concentrate, too. Make him/her feel that you are listening.
7. **SMILING AND GRUNTING INAPPROPRIATELY.** Don't overdo it.
8. **SHOWING YOUR EMOTIONS.** Try to push your worries, your fears, and your problems outside the meeting room. They may prevent you from listening well.
9. **NOT CONTROLLING YOUR ANGER.** Try not to get angry at what your advisee is saying; your anger may prevent you from understanding his/her words or meaning.
10. **USING DISTRACTIONS.** Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.
11. **MISSING THE MAIN POINT.** Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.
12. **REACTING TO THE PERSON.** Don't let your reactions to the person influence your interpretation of what he/she says. Your advisee's ideas may be good even if you don't like him/her as a person or the way he/she looks.
13. **NOT SHARING RESPONSIBILITY FOR COMMUNICATON.** Only part of the responsibility rests with the speaker, you as the listener have an important part. Try to understand. If you don't, ask for clarification.
14. **ARGUING MENTALLY.** When you are trying to understand the other person, it is a handicap to argue with him/her mentally when he/she is speaking. This sets up a barrier between you and the speaker.

15. **NOT USING THE DIFFERENCE IN RATE.** You can listen faster than the student can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what the student is going to say, thinking back over what he/she has said, evaluating the student's development, etc. Rate differences: Speech rate is about 100 – 150 words per minute; thinking rate is about 250-500 words per minute.
16. **NOT LISTENING FOR WHAT IS NOT SAID.** Sometimes you can learn just as much by determining what the student leaves out or avoids in he/her talking as you can be listening to what the student says.
17. **NOT LISTENING TO HOW SOMETHING IS SAID.** We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he/she says in so many words.
18. **ANTAGONIZING THE SPEAKER.** You may cause the student to conceal his/her ideas, emotions, and attitudes by antagonizing him/her in any number of ways: Arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to the student. Ask for feedback on your behavior.
19. **NOT LISTENING FOR THE STUDENT'S PERSONALITY.** One of the best ways to find out information about a person is to listen to him/her talk. As the student talks, you can begin to find out what he/she likes and dislikes, what his/her motivations are, what his/her value system is, what he/she thinks about everything and anything that makes him/her tick.
20. **JUMPING TO ASSUMPTIONS.** They can get you into trouble in trying to understand the student. Don't assume that the student uses words in the same way you do; that the student didn't say what he/she meant; that the student is avoiding looking you in the eyes because he/she is telling a lie; that the student is trying to embarrass you by looking you in the eye; that he/she is distorting the truth because what he/she says doesn't agree with what you think; that the student is lying because he/she has interpreted the facts differently from you; that he/she is unethical because he/she is trying to win you over to his/her point of view; that the student is angry because he/she is enthusiastic in presenting his/her views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.
21. **CLASSIFYING THE SPEAKER.** It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he/she says into what makes sense coming from that type of person. He/she is a Republican. Therefore, our perceptions of what he/she says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.
22. **MAKING HASTY JUDGEMENTS.** Wait until all the facts are in before making any judgments.
23. **NOT ALLOWING RECOGNITION OF YOUR OWN PREJUDICE.** Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these prejudgments.
24. **NOT IDENTIFYING TYPE OF REASONS.** Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should make every effort to learn to spot faulty reasoning when he/she hears it.

25. NOT EVALUATING FACT AND EVIDENCE. As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument.

(Crockett, 1988, pp. 315-316)

THE ONE-TO-ONE ADVISING SESSION

Methodology:

Communicate with your advisees on a regular basis. It is the key to developing a meaningful and fruitful relationship. Contacts can be to congratulate students on an academic or personal success (did they make dean's list, finally pass a calculus exam, get on the soccer team), to check on their progress or to just keep in touch. Your goal is to establish an ongoing contact and relationship. You and your advisee can meet in places other than your office. Advisors have met with students at Java Wally's and the Crossroads, talking over a cup of coffee or lunch.

There are several factors that determine how often you will need to meet with a student. Typically freshmen will need to be seen more often than upper classmen. Students having academic difficulty or in the process of selecting a co-op may need to be seen more often than those experiencing academic success or on co-op.

Students, particularly freshmen, will not make the initial contact with their advisor. Having a faculty advisor is a new experience for them and they may feel intimidated. You will find that you need to be proactive and take the first step. Your initial student contact can be through email, a written note placed in the student's department mail folder or a telephone call. In that first message, introduce yourself, tell the student how you can help him/her, and arrange for a time to meet. A useful strategy is to suggest two or three times for the appointment that are convenient for you and have the student select and inform you of the one that best fits his/her schedule. If none of the times is convenient, have the student email you to arrange a mutually convenient time. Another strategy is to have established advising hours and to post them on or near your office door. While advising-in-the-hall does take place, students should be encouraged to make an appointment. This allows you time to prepare and encourages the student to come prepared for the meeting. In fact, in your hallway conversation you can tell the student what to bring to the meeting (perhaps a tentative schedule, etc), or what they can do prior to seeing you (e.g. look up current co-op opportunities on the web) so they can be active members at the meeting.

Before the meeting: Learn as much as you can about the student prior to your meeting.

- Every department has department folders for their students. Among other items, the folder should include the student's high school transcript. Look it over. Has the student had problems in mathematics courses? What level of the courses has the student taken (honors, AP)?
- Placement exam scores (SAT, ACT, TOEFL (an English language exam for international students) can be accessed on SIS under the "Placement Exam" tab in the student's record.
- The student's RIT course work can be viewed by clicking the "Academic Advisement Report" tab on their SIS record.
- An important source of information will be the on-going notes you keep about your advisees from previous sessions. They will remind you of issues discussed and what still needs to be covered. Your notes can serve as an agenda for the next meeting. Reviewing your notes should be done every time prior to seeing the student.

- The last stage in preparing for the advising session is to make sure that you have planned for uninterrupted time. Put the telephone on hold. Put your class planning aside. Devote your attention to the student in front of you. Make sure that you've allowed adequate time to speak with your advisee so that he/she and you don't feel rushed. Also allow time for you to write up your notes.

During the meeting: Once the appointment has been made and the preparation completed, it's time for the meeting. While it is best if the advisor and student both understand the purpose of the meeting and what will be discussed, this may not always be the case. Flexibility is a must. A suggested format for an advising meeting is:

1. Develop or reestablish rapport with the student. This is the first component of an advising session. Using the student's name and initially asking some general questions to help them feel comfortable can accomplish establishing rapport. You can ask about their family, classes, a sport they're interested in, or follow-up on a previous meeting. Students need to feel comfortable at each session if the advisor and student are to work as a team.
2. Take a few minutes to discuss the last meeting, any referrals, suggestions, or results of any actions taken.
3. Move on to the purpose of the present meeting. While focusing on the primary purpose, be aware of possibility secondary or underlying issues. While a student may be coming to speak with you about the effects of dropping a course, you may notice that they appear depressed or agitated and need to discuss the cause of that behavior as well. Some signs that a student is in trouble are low grades, isolation from the rest of the community and an unwillingness to seek help. Be prepared to discuss these issues and to make appropriate referrals. This is when your advising skills will be most useful.
4. At the end of the session, take time to review what has transpired. Restate any plans of action that you and the student have agreed to take. Establish a time line and make arrangements for a follow-up appointment if necessary.

Reference:

Charlie Nutt, "One-to One Advising", In Virginia Gordon and Wesley Habley (eds.), *Academic Advising: A Comprehensive Handbook*, Jossey-Bass Inc., 2000

TIMETABLE - WHEN TO MEET WITH YOUR ADVISEE

Freshman Year Advising Schedule

Weeks 1 and 2 Contact advisees and arrange for an initial appointment. Discuss the student's goals, their high school experience, answer any questions or concerns they may have. In quarters subsequent to the fall quarter, ask if they were satisfied with the results of their previous quarter at RIT. If not, why not and what changes they plan to make. Meet with students who have received "D" or "F" grades to discuss how this will affect their plan of study and what help they may need.

Weeks 3 – 6 Meet with students who have received early alerts. Discuss the situation and try to determine the cause of the problem. Make any referrals and develop an action plan. Arrange for a subsequent meeting to discuss the outcome of the referral. Inform the student of RIT's withdraw policy and the deadline for withdrawal. Withdrawing from a course and going below full-time status (12 credits) may affect the student's financial aid or visa status. Remind them to check with their financial aid advisor and, if they are international students with the Center for Student Transition and Support.

Weeks 6 – 10 Contact advisees to discuss how the quarter is progressing and course selection for next quarter. Freshmen are required to have their Winter and Spring quarter schedules approved by their faculty advisor and the "hold" lifted from their account. In the fall quarter, freshmen will be anxious about registration. Go over the registration process with them and remind them to have alternate course selections available in case courses are closed.

Sophomore – Senior Advising Schedule

Advisors should meet at least quarterly with their advisees. As their faculty advisor you should:

- A. Arrange an initial contact with all advisees early in the quarter. If at all possible this contact should occur before the end of the drop/add period. This allows students to make any necessary schedule changes. This is particularly important for students who are on academic warning, probation or waived suspension. The drop/add period is the first week of classes. The advisor's responsibilities include getting reacquainted, defining roles, and setting expectations.
- B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc. Review each advisee's grades from the previous quarter. This information can be found on the SIS system. Access is through the Faculty/Advisor box, the Faculty/Staff Information/Advising System. Define the course load and schedule of classes for the following quarter.
- C. Review the list of your advisees who are enrolled for the current quarter. Compare this list with your copy of the list from the previous quarter and try to make contact with any non-returning students. Also, make early contact with students having academic difficulty for specific advising and monitoring.

D. Review the list of your advisees who are on the early alert list, academic warning, probation or waived suspension. Please advise these students carefully and have frequent contacts with them.

Circumstances determine when a student should be seen more often. These include:

- A student planning to go on co-op
- A student receiving a “D” or “F” grade
- A student on probation or waived suspension
- A student who receives an early alert warning
- A student who has achieved a personal triumph (made dean’s list, won an award/scholarship, been inducted into Tau Beta Pi, done particularly well in their team sport, etc.)
- A distressed student referred by a faculty or staff member
- A senior who will be graduating this year to determine that all requirements have been met or will be met by graduation, and that the application for graduation has been filed.
- Any student showing markedly different behavior.

FREQUENTLY ASKED QUESTIONS

Advising Questions

Q: What do I have to do to change my program?

A: To change his/her program either internally or externally, the student will need to fill out and submit a Change of Program Application (A copy of the form is available in the department office or the Student Services Office 09/2125). The completed form should be returned to the student's home department office. In some departments, the student will need to meet with the department head (Check with your department staff assistant to see if this is required for your department.). Once the form is submitted, the student folder will be sent to the requested department for evaluation. It is recommended that the student discuss his/her change in plans with his/her faculty advisor prior to submitting the form.

NOTE: Advisors should consult the Recalculation of GPA under the Registration section of the advising manual to see if some courses can be eliminated from calculating the student's program GPA.

Q: How do I find out who my faculty advisor is?

A: Students can find out who their faculty advisor is by accessing the SIS system. The information is available by linking to "Academic Information" and then "Student Profile". Students can also ask the staff assistant in their department office.

Q: Can I change my faculty advisor?

A: Yes. A student can change faculty advisors by going to their department office and requesting a change.

Q: What is the difference between an advisor in the Student Services Office and my faculty advisor?

A: The Student Services advisor can advise you in selecting courses early in your program, advise you on policy, help find tutoring resources or support services and provide general information. A student's faculty advisor is available to help in the student's particular discipline. They suggest courses, make sure the student is on the right track, assist with co-op selection and answer questions about the student's career field.

Q: I need help in a course. Whom do I see?

A: The first person the student should touch base with is their instructor. He/she may be able to answer the question immediately. If the student needs additional help after they've spoken with their instructor, they should contact their faculty advisor or their department's professional advisor. These advisors can direct the student to the Academic Support Center, the Math or Physics Study Centers, or discuss other options that may be available.

Q: I've been suspended. How do I get reinstated?

A: The student must speak with the head of his/her department or his/her representative to have the suspension waived. The student can email or call the department for an appointment. He/She should also prepare a statement on why he/she feels the suspension should be waived, including what he/she will do differently to become a successful student. (A format for an appeal letter is in the Appendix.)

Q: Are minors available at RIT?

A: RIT offers minors in some liberal arts areas, engineering, mathematics, statistics, physics, astronomy and business. Students should speak with representatives of these departments to determine what courses would be most applicable. Minors are noted on the RIT transcript, but not on the RIT degree. (See section on minors in this manual for more details regarding minors).

Course Information

Q: When does a “D” grade mean, “done”?

A: For most courses at RIT, a “D” grade is the minimal passing grade and students can progress to the next level. If the student got a “D” in a course that is a prerequisite to another course, the student should carefully consider whether he/she has a strong enough foundation to continue and to be successful.

EXCEPTIONS: Students in the Department of Mathematics and Statistics calculus sequences must have earned a grade of “C” or better in the prerequisite course. In rare cases, a student’s home department may petition the Department of Mathematics and Statistics, in writing, to have this requirement waived. For more detailed information, see the “C” or Better Policy in the Mathematics section of the advising manual.

Some departments may require students to have at least a “C” grade in other courses before they progress to a higher level course. Please check with your department head for those courses.

Q: What do I do if I can’t get into a class that I need?

A: If a student cannot get into a class that they need they should fill out an “Unmet Needs” request on the SIS system. The Unmet Needs request is located in the Student box on SIS. This will trigger the department offering the course as well as the student’s home department that action is required.

If the student cannot get into the course, he/she should consult with his/her faculty advisor to see if a substitute is available or if there is a way to redesign their sequence of courses.

Q: If I am sick and unable to attend class, whom should I contact?

A: If a student is not feeling well and cannot attend class, they should contact their instructor immediately by email or telephone. The course syllabus will have the instructor’s email address and telephone number on it. The student should also contact another student in the class to get the class notes and assignments for any class missed.

Q: What is the difference between dropping a course and withdrawing from a course?

A: A student can only drop a course during the first six days of the quarter. When you drop a course, the course does not appear on your transcript. The student will need to complete an Drop/Add Form (available in the department office or the Student Services Office 09/2125) and get the proper signatures.

A student can withdraw from a course from the second to the sixth week of the quarter. When a student withdraws from a course, a grade of “W” will appear on the transcript as the grade for the course. The student will be required to fill out a Course Withdrawal form (available in their department office). A student cannot withdraw after the sixth week of the quarter, which means that student will **need to decide before the end of the sixth week so that they can get the appropriate signatures.** (Exceptions to the sixth week deadline can be made in extraordinary situations. Exceptions must be signed by the department head and approved by the college Dean or Associate Dean.)

Q: Can I withdraw from a class?

A: Withdrawing from a course is possible until the end of the sixth week of the quarter. Withdrawal forms are available in each department office. The student must get their instructor to sign the form. The form is then returned to the student’s department office. Some departments require that the student speak with department head before the student is permitted to withdraw. Most financial aid is based on the student being a full-time student (i.e., enrolled for 12 credits or more). If the student will be going under 12 credits, or is an international student, he/she should check with their financial aid counselor and the Office of Student Transition and Support to see how withdrawing from a course will influence his/her financial aid or visa status.

Q: I received an “F” in a course that I stopped going to after the first session. Why?

A: If a student doesn’t officially drop or withdraw from a course, but simply stops attending, the student’s name will appear on the instructor’s grade rooster and the student will get an “F” for the course. As the faculty advisor, you can contact the registrar to see if it is possible for them to remove the grade from the transcript. The registrar will need verification from the course instructor that the student never attended the class.

Q: I repeated a course, but both grades are being used to calculate my GPA. Why?

A: Both grades will be used to calculate a GPA until the student fills out and submits a “Request for Repeat of Grade” form. Once the form has been submitted, both grades will appear on the student’s transcript, but only the last grade will be used to calculate the GPA. The “Request for Repeat of Grade” form is available in the student’s department office.

Cooperative Education (Co-Op)

Q: How many quarters do I have to co-op?

A: That depends on your individual college program. Check with your advisor to see whether you need to co-op in order to graduate.

Q: How do I find a co-op position?

A: The Cooperative Education and Career Services Office keeps an ongoing file of co-op positions. Students can also find their own position by networking among family and friends and checking publications and newspapers. If the student develops a position this way, he/she must have it approved by one of the co-op advisors.

Bad Weather

Q: What is the Institute's policy on closing due to inclement weather?

A: The Provost makes the decision to close the Institute. If the weather is bad, students should listen to local radio or television stations for closing information. They can also call the closing and cancellations hotline at (585) 475-7075 or (585) 475-7076 TTY, or go online to www.rit.edu/~930www/News/open.shtml.

THE STUDENT AT RISK - IDENTIFICATION AND REFERRAL

The college years are known to be very stressful for many students. While most students cope with stress without becoming overwhelmed, increasing numbers of students find that stress becomes unmanageable and interferes with learning. In some cases, the resulting behaviors may even become disruptive to the learning of others.

Since many students initially seek assistance from faculty members, it is crucial that you learn how to identify and appropriately refer students in distress.

Some Signs and Symptoms Of A Student In Distress:

- Excessive procrastination and very poorly prepared work, especially if inconsistent with previous work
- Overtly expressed suicidal thoughts, e.g., in conversation, writing or art work
- High level of irritability, including unruly, aggressive, violent, or abrasive behavior expressed towards you or others
- Bizarre behavior which is obviously inappropriate for the situation, e.g., talking to invisible people
- Impaired speech or garbled and disjointed thoughts
- Listlessness, lack of energy, frequently falling asleep in class
- Infrequent class attendance with little or no work completed
- Repeated requests for special consideration, e.g., deadline extensions
- Dependency, e.g., the student who hangs around or makes excessive appointments during office hours
- Marked changes in personal hygiene
- Excessive weight gain or loss
- Normal emotions that are displayed to an extreme degree or for a prolonged period of time, e.g., tearfulness or nervousness
- Inability to make decisions despite your repeated efforts to clarify or encourage
- Expressed disinterest in or avoidance of required courses in major and/or coop

Guidelines for Interaction

- Talk to the student in private
- Express concern. Be as specific as possible in stating your observations and reasons for your concern
- Listen carefully to everything the student says and to what they don't say
- Observe facial expressions and body language
- Repeat the essence of what the student has told you so your attempts to understand are communicated
- Avoid criticizing or sounding judgmental
- Use your own best judgment in assessing whether you can address the student's concern or whether you want to use the Counseling Center as a resource and discuss referral with the student

How to Make a Referral to the Counseling Center

1. Suggest that the student call or come in to make an appointment. Give the Counseling Center phone number (475-2261 V/ 475-6897 TTY) and location at that time.
2. It is usually more effective to assist the student by calling for an appointment with the student present. When you reach the CC receptionist, identify yourself as a faculty member and ask for an Intake appointment for the student. Write down the appointment time, date, and location for the student.
3. If you feel that the situation is an emergency or urgent enough to require immediate attention, tell the receptionist after identifying yourself that "the student needs an appointment immediately" and ask to speak with an available counselor
4. It may be necessary for you to walk the student to the Counseling Center
5. If you are concerned about a student but unsure about the appropriateness of a referral, feel free to call a counselor for consultation.

STUDENTS ON ACADEMIC PROBATION OR IN ACADEMIC DIFFICULTY

The Role of the Advisor

University personnel who work with students on probation have found that those who are academically suspended later make relatively common errors in judgment. Many of these students could have stayed in college if they had made different decisions while on probation. Below are some of the common errors students make, the logic students use to make these mistaken judgments and some basic information to help you intercede and show the student his/her mistakes in judgment.

ERROR 1 **ENROLL IN TOO MANY CREDIT HOURS.** Students think they can “get it all back” through one heroic try and so attempt to make the entire grade-point-average improvements in a single quarter.

ASSISTANCE: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one quarter usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time student classification (12 hours). A student who earns more average grades makes less grade-point-improvements than the student who earns fewer, but higher grades.

ERROR 2 **AVOID REPEATING COURSES IN WHICH THEY EARN BELOW-AVERAGE GRADES.** Students fear repeating courses they earned below-average grades in and, instead, hope to make up the difference in other courses.

ASSISTANCE: Students who earned below-average grades in courses should discuss with their faculty advisor if and when they should repeat the courses. If a course is significant to the student’s major it usually should be repeated as soon as possible. At RIT repeated grades replace original grades taken at RIT in calculating the grade-point-average. The student **must file a Request for Repeat of Grade** form, which can be obtained in the department office or the Student Services Office. For example, a student who repeats an “F” course and receives a “C” has improved his/her GPA as much as earning an “A” in another course, because the repeated grade replaces the original in calculations. Most students do improve a grade when they repeat a course because prior exposure to the course makes them aware of expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he/she usually should repeat the course to improve his/her grade-point-average and to remove the failure symbolically, from his/her record.

- ERROR 3** **ATTEMPT TO DROP A COURSE AFTER THE DEADLINE FOR WITHDRAWALS.**
Students believe they will receive special consideration because of their situation and expect to withdraw to protect their grade-point-average.
- ASSISTANCE:** An advisor should emphasize that a student cannot withdraw from courses past the established deadline. The last day to drop a course with a “W” at RIT is at the end of the sixth week of classes for the quarter. In extraordinary circumstances, a student may withdraw after that date with the proper signatures (signatures from the department head and the associate dean.) For the specific withdraw date consult the RIT calendar in the Schedule of Courses or contact your department office.
- ERROR 4** **FAIL TO RESOLVE INCOMPLETE GRADES WITHIN THE TIME LIMIT.**
Students hope that they can do nothing and have RIT officials ignore their incomplete grades. Sometimes they fear completion of the grade (i.e. replacement grade for the incomplete) will hurt their chances for continuing at RIT.
- ASSISTANCE:** Students who do not resolve incomplete grades usually suffer more serious consequences than if they resolved the incomplete grades routinely. At RIT, incomplete grades change to failures after two quarters. Advisors should inform student of the significance of resolved incomplete grades compared even to mediocre compliance. Students can ask the instructor of the incomplete course for an extension. The instructor must fill out and submit the Extension of Incomplete Form.
- ERROR 5** **TAKE ADVANCED COURSES WITH A WEAK OR INADEQUATE BACKGROUND.**
Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.
- ASSISTANCE:** Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. In some rigorous majors, students should repeat some courses, even when they earn passing grades, if they are weak or ill prepared to continue the sequence. Often students refuse to take a short delay in completing a sequence, which, in turn, may cause a much greater delay if they are suspended from school. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before proceeding. Advisors should help students plan their program so that they repeat courses if necessary.
- ERROR 6** **TAKING COURSES ON THE ADVICE OF A FRIEND.** Students often are “advised” by friends to take courses simply because someone else found these courses met his/her need.
- ASSISTANCE:** Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and appropriate for some, but difficult and inappropriate for others. The student on probation should place limited faith in the course selections of friends.

ERROR 7 **SEEK ACADEMIC OR PERSONAL HELP LATE IN THE QUARTER.** Students want to succeed on their own and hesitate seeking help until the problem is difficult or too late to address.

ASSISTANCE: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent they are somehow unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

The exact advice given to an individual student depends on that student's unique situation. Nevertheless, advisors who discuss the above problems with probationary students will likely point out many errors the students are making. Reducing these common errors should reduce the attrition of students who, with proper academic advising, will go on to complete the program.

(Russell, 1981, pp. 56-58).

RIT's Academic Probation and Suspension policy can be found at <http://www.rit.edu/~620www/Manual/> or in this manual's policy section.

Section III

Advising Resources

GOALS OF ADVISORS

OUR GOALS

- To work with faculty, staff and students to promote student learning and student success
- To help all students develop a solid foundation and family in our college
- To be a place for students to “drop in” with questions or concerns
- To help with personal issues outside of class

SERVICES WE OFFER

- Support to faculty and staff with student advising issues and questions
- Provide resources to faculty and students to assist in solving academic issues.
- Provide an alternative resource for students' academic questions; career exploration

WHEN FACULTY SHOULD CONTACT THEIR STUDENT SERVICES OFFICE OR PROFESSIONAL ADVISORS IN THEIR DEPARTMENT

It has been said that ten percent of your advisees take up ninety percent of your time.

1. After talking to a student you observe that he has more problems than just academic ones. This usually comes out in a casual discussion of “How are things going?” “What did you do over the weekend?” “How are things with your roommate?” “What do you think is causing the low grade?”
2. The student shows up weekly (or daily) at your office to talk about his problems and after a few weeks, nothing is getting better.
3. The student seems dirty, unwashed, smells badly, acts depressed, and cries. These students can be brought down to our office, or directly to the Counseling Center if you feel there is an immediate need.
4. The student is unhappy with the current program and wants to discuss a change to another program that you are not familiar with.
5. A student has received two or more Early Alert warnings and will not respond to your emails, phone calls, or trying to catch them after a class.
6. A student is on probation from the previous quarter and again will not respond to your trying to contact him. (See Academic Probation and Suspension Policy located in the policy section.)

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Course Descriptions

You may want to show a student course descriptions during an advising session. Descriptions can be accessed at:

- Course descriptions for all RIT courses can be accessed from the following site http://www.rit.edu/~932www/ugrad_bulletin/courses/
- On the SIS system, link to the open and closed classes in the public block. Click on the course and section numbers of the desired course and the description will pop up along with interpreter, note taker and tutor information.
- Hard copies of the Undergraduate and Graduate Bulletins have course descriptions. Copies of these bulletins are available at the different department offices.

Advanced Placement

What It Is: The College Board's Advanced Placement (AP) Program allows high school students to test their proficiency by taking an exam which covers college level material. AP examinations are offered in more than 14,000 high schools in the United States, Canada, and 63 other countries. A score of 3 or higher (on a grading scale of 1 to 5) can be considered for credit at RIT.

How It Works: An official transcript must be submitted to RIT from the College Testing Center to receive credit for the course. Once AP credit is granted, a grade of "X" (Credit by Exam) will appear on the student's transcript. AP credit is not averaged into the grade point average at RIT.

Chart of AP Transfer Credit:: See the following page

For More Information: General information about the AP program and policies can be found at <http://www.collegeboard.com/ap/students/index.html> and by writing to

The Advanced Placement Program
The College Board
45 Columbus Avenue
New York, NY 10023-6992
E-mail: apexams@info.collegeboard.org
Telephone: (888)CALL-4-AP or (609)771-7300
Fax: (609) 530-0482

College Level Examination Program (CLEP)

What It Is: CLEP is a nation wide system of credit by examination offered by The College Board. Any person entering college, presently attending college or out of college may take CLEP examinations and seek credit by submitting the test results to RIT for evaluation. Credit recommendations for CLEP vary depending on the subject and examination results. CLEP examinations are offered through the [RIT Counseling Center](#). To determine which examination will fulfill Liberal Arts course requirements, a student should consult with an advisor in the College of Liberal Arts. If the student is contemplating taking examinations in the math and science areas (calculus, biology), he/she should consult with his/her department advisor in the College of Engineering.

How It Works: Students consult an advisor regarding which examinations are appropriate for their major and fulfill program requirements. Upon completion of the exam, official copies of the results are sent to the RIT registrar. The registrar will forward these results to the proper departments for transfer evaluation.

Available Examinations: Currently, there are CLEP examinations in the following areas: (A description of the exam contents can be found at http://www.collegeboard.com/student/testing/clep/ex_ail.html or by using the links below.)

- [American Literature](#)
- [Analyzing and Interpreting Literature](#)
- [English Composition](#)
- [English Composition with Essay \(see above description\)](#)
- [English Literature](#)
- [Freshman College Composition](#)
- [Humanities](#)

Foreign Languages

- [College-Level French Language \(2 and 4 semesters\)](#)
- [College-Level German Language \(2 and 4 semesters\)](#)
- [College-Level Spanish Language \(2 and 4 semesters\)](#)

History and Social Science

- [American Government](#)
- [Human Growth and Development](#)
- [Introduction to Educational Psychology](#)
- [Principles of Macroeconomics](#)
- [Principles of Microeconomics](#)
- [Introductory Psychology](#)
- [Introductory Sociology](#)

- [Social Sciences and History](#)
- [U.S. History I](#)
- [U.S. History II](#)
- [Western Civilization I: Ancient Near East to 1648](#)
- [Western Civilization II: 1648 to the Present](#)

Science and Mathematics

- [Calculus](#)
- [College Algebra](#)
- [College Algebra-Trigonometry](#)
- [Trigonometry](#)
- [College Mathematics](#)
- [Biology](#)
- [Chemistry](#)
- [Natural Sciences](#)

Business

- [Information Systems and Computer Applications](#)
- [Principles of Management](#)
- [Principles of Accounting](#)
- [Introductory Business Law](#)
- [Principles of Marketing](#)

International Baccalaureate Degree (IB)

What it is: The IB diploma program is a rigorous pre-university course of study that meets the needs of highly motivated secondary school students between the ages of 16 and 19. An IB degree can help students to earn admission to selective universities around the world, and some colleges offer advanced standing or courses to students graduating with strong IB examination evaluation results. RIT recognizes IB level work. IB Diploma holders may be granted up to a full year of academic credit. In addition, credit may be awarded for higher level examinations completed with a grade of 5 or better. Credit is awarded on a course-by-course basis and in context with the student's intended program at RIT. Each department will determine the specific amount of credit to be awarded. Students are requested to forward IB transcripts to the RIT Office of Admissions.

How it works: The student submits their IB transcript to the admissions department upon application.

The College of Liberal Arts offers credit as follows if the student earns a grade of 5 or above.

| Subject | Score | Credit |
|---------------------------------------|------------------------------|--|
| English | Subsidiary (B) Higher (A) | No credit 4 credits for Literature |
| French Spanish German | Subsidiary Higher | No credit 4 credits for LA elective or concentration |
| History | Subsidiary Higher | No credit 4 credits for Modern European History |
| Economics | Subsidiary Higher | No credit 4 credits Economics II |
| Philosophy | Subsidiary Higher | No credit 4 credits for LA elective |
| Psychology | Subsidiary Higher | No credit 4 credits for Into to Psychology |
| Social Anthropology | Subsidiary Higher | No credit 4 credits for LA elective |
| | | |
| Environmental Systems | Subsidiary Higher | No credit 4 credits for Intro. to Environmental Studies |
| Latin | Subsidiary Higher | No credit 4 credits for LA elective |
| Science, Technology and Social Change | Subsidiary Higher | No credit 4 credits for Science, Tech and Values |
| Theory of Knowledge | | No credit |
| Extended Essay | Score of 0 - +1 | No credit |

RLD 12/98 Per Vickie Aspirdy, Registrar's Office

For more information contact Mike Tomalty, Assistant Registrar at 475-2870 or <http://www.rit.edu>

Transfer Credit

Courses taken at a regionally accredited college or university **may** be eligible for transfer credit to RIT. Students must have earned a “C” grade or better in the course and the course and grade must appear on an official transcript. Students are required to send an official transcript to the RIT registrar at:

Rochester Institute of Technology
Office of the Registrar
Attn: Records Department
George Eastman Building
27 Lomb Memorial Drive
Rochester, NY 14623-5603

A student considering taking courses at another college or university and transferring that course to RIT, should get prior confirmation that the course will be acceptable and fit into his/her program. The Liberal Arts Student Services Office, on the second floor of the Liberal Arts Building, confirms Liberal Arts courses. The student’s home department approves math, science, and department courses.

Financial Aid

The financial aid office is located on the second floor of the Bausch and Lomb building, The office is open Monday-Friday form 8:30-4:30. Their website address is www.rit.edu/financialaid. The KGCOE college liaison is Kara Rogers. She is available to answer general questions. Her contact information is kmrsfa@rit.edu and her phone number is 475-2989. Students are assigned a financial aid counselor according to the first letter of the student's last name. The alphabet breakdown is as follows:

| Breakdown | Counselor | e-mail address |
|-----------|------------------|--|
| A – B | Carol Barcomb | cxbsfa@rit.edu |
| C – D | Melissa Everetts | mkesfa@rit.edu |
| E – H | Troy Robinson | tersfa@rit.edu |
| I – L | Carolyn Serron | cvssfafa@rit.edu |
| M | Rachel Shuman | rrssfafa@rit.edu |
| N – R | Kara Rogers | kmrsfa@rit.edu |
| S | Corinne Franklin | clbsfa@rit.edu |
| T – Z | Cathy Kubitz | cekbur@rit.edu |
| NTID | Gail Brown | gabsfa@rit.edu |

Freshmen

EARLY ALERT SYSTEM

The Early Alert system was implemented in the fall of 2002 as a way for faculty to notify a student how he or she is performing in class. Early intervention may help the student's success in class and improve the student's ability to remain in his/her academic program. The system should be used for all students but the primary focus is for freshmen. Faculty are encouraged to send some form of evaluation to students by the third week of a quarter. This means that some type of gradable evaluation must be given before then (i.e: quizzes, tests, projects, papers, labs).

How it works: All students have a faculty or academic advisor assigned by their department. The name of the faculty advisor is automatically on the form as is the FYE coach and the NTID advisor. Often the department head is there also. When a faculty member sends a student an Early Alert (by email), the other people listed on the form are also sent a copy.

Academic Advisor's Role: There are several actions associated with an academic advisor receiving a copy of his/her advisee's early alert

1. Meet with the student to determine appropriate action. This meeting should take place as quickly as possible so that the student has an opportunity to implement a recovery plan prior to the last day to withdraw (the 6th week of classes). Send the invitation to meet by email and put a copy in the student's department mail folder. (See sample email note below)
2. Refer student to the appropriate support services
3. Assist the student in coordinating recovery efforts
4. Keep track of students' problems and progress
5. Print a copy of the alert and the your response for the student's academic file. Add the information to a data base if the department keeps one.
6. Inform the instructor issuing the early alert and the student's FYE instructor (if the student is a freshman) that you have sent a follow-up email to the student. This can be done with a short email to the instructors or by copying them on the email to the student.

Timeline: Alerts should be sent out at the end of the 3rd, 6th and 8th week of the quarter. This allows you to meet with the students in the 4th week and if necessary, refer them to the LDC or to their FYE coach or to KGCOE Office of Student Services.

When a student is referred to the Early Alert System, it may be too late to salvage their grade. It is NOT too late to salvage the student. The Early Alert System helps students become better students.

SAMPLE EARLY ALERT LETTER / EMAIL

Dear _____,

I have received an early alert warning for you from Professor _____ your _____ instructor. I would like to speak with you about the alert, appropriate resources and develop a plan of action that would help you become successful in this course. Below are three possible times we can meet. Please select one and let me know which one you have chosen. If the appointment times below are not convenient, please suggest three times that are suitable for you and I will select a mutually convenient time.

My office number is _____ and my phone number is _____

It's not too late to succeed if we work on this right away!

OR

Suggested Format for Advisor's Early Alert Follow-up Email

Paragraph #1 Tell the student that you received an early alert and identify the course and the instructor who sent it. If the alert is sent early in the quarter, emphasize that the student still has a chance to be successful.

Paragraph #2 Outline the actions the student should take. This may include:

1. Seeing the instructor who sent the EA.
2. Seeing you, the advisor.

State your desire to see the student strongly, e.g., "You need to make an appointment to see me" instead of "Please make an appointment to see me." Suggest two or three specific times that fit into the student's schedule and ask them to select a time. If you have Outlook, a delayed appointment reminder can be set up when the student confirms the meeting time. This increases the likelihood that the student will keep the appointment.

3. Accessing available tutoring resources.

Include the schedules as attachments or provide links to the schedules. Tutoring schedules can be found at the KGCOE website or www.rit.edu/tutoring

4. Accessing other resources as appropriate:
TRIO Student Services www.rit.edu/~triosss
Academic Support Center www.rit.edu/sa/asc
Department Resources
Study Groups

Paragraph #3 Remind the student of the withdrawal date.

Many advisors wait until a second alert for the course is received before sending this information.

Paragraph#4 Conclude with a statement to take action and an offer to provide assistance, e.g., "Now is the time to address any issues you may be having in the course. The sooner you identify and correct problems, the more likely you are to succeed."

Sample Early Alert Follow-up Email

Dear _____ (*student*):

I received an early alert from (*course instructor's name*) regarding your current performance in (*course name*). You still have time to do well in the course and I urge you to take action to improve your grades. In particular, you should take the following steps immediately:

1. See your instructor. This is EXTREMELY important. Your instructor can help you to determine the problem and possible solutions.
2. Make an appointment to see me by (date). I am holding 1:00 to 2:00 pm on January 9th and 10-11 on January 10th as possible times for us to meet. Please let me know which time is most convenient for you. If neither of these times is acceptable, select three times that are good for you and I will try to select one that is mutually convenient. At our meeting we can develop a plan to help you succeed in the course.
3. Access tutoring resources for (*course name*) are available at the Bates Center in the College of Science's Gosnell Foyer. Tutoring is available on a walk-in basis and the setting is informal. I've attached the tutoring schedule and hard copies are available in the bin across from the Office of Student Services. Physics tutoring is also available M-R from 6:00 to 8:00 pm in the Engineering Learning Center (ELC). This is also done on a walk-in basis.
4. Form a study group with other students in your course. This is a great way to help each other master the material.

Now is the time for you to address any issues you may have in physics. The sooner you identify the problem and take action to correct it, the more likely you are to succeed. As your advisor, I'm here to support and guide you and will help in any way possible.

(*Advisor's name*)

If the student does not respond, call them to set up the appointment.

GRADES

“Regular” Grades: A = Excellent
B = Good
C = Satisfactory
D = Minimum Passing
F = Failure

Other grade designations:

R Registered – usually given for thesis work

I Incomplete – a temporary grade given when there are conditions beyond the control of the student such as a death in the family or a sudden illness, where the student cannot complete the course. The student must complete the required work within the due date (not to exceed two quarters) agreed upon by the instructor. If the work is not completed within two quarters, the grade will automatically become an “F.” A grade of “I” should never be given if a student is failing at the end of the course and needs to repeat it. A special form found in each department office must be completed.

W Withdrawal – this is the official grade when a student withdraws from a course following the Add/Drop period. This is normally assigned through week 6 of a quarter and a special form found in each department office must be completed.

Z Audit – this indicated a student has audited a course. A student must have permission from the instructor to be allowed to audit a course.

S Satisfactory – this is a grade only given upon acceptable completion of cooperative work experience.

X Credit by Examination – assigned for successful completion of internal or external examinations. Courses with these grades do not affect GPA calculations.

WAIVED Waived Courses – these courses are eliminated from the list of courses a student is required to take for graduation. A course of equal credit is usually required as a substitute.

If an error has been made after the final grades have been submitted, the faculty member giving the original grade is the **only** person able to change the grade. This can be done by completing the ‘Change of Grade’ form found in each department office.

ACADEMIC PROBATION AND SUSPENSION POLICY

<http://www.rit.edu/~620www/Manual/>

Matriculated undergraduate full-time and part-time degree students will be placed on probation or suspended from the Institute according to the criteria enumerated below. All actions are taken at the end of the quarter; however, a student may petition the dean of the college for reconsideration of probation or suspension should removal of an incomplete grade ("I") raise the appropriate Grade Point Average above those stated below. Each matriculated undergraduate student will generate three different grade point averages. The Institute average reflects all course work completed at RIT. The Program average reflects course work completed at RIT applicable to graduation in a student's current academic program. The current academic program refers to Institute and college degree course requirements specified by the degree granting college and noted in the Institute catalog. The third average, in the Principal Field of Study, reflects course work completed in a student's specialized field of study.

- a. Any student whose Program Quarterly Grade Point Average (see C. above) falls below a 2.00 (C average) or whose Grade Point Average in the principal field of study (based upon at least 20 credit hours attempted in the principal field at RIT) falls below 2.00 will be placed on probation. The principal field of study is for undergraduate students only and is generally defined to be all courses within the college offering the program.
- b. Any student who has been placed on probation according to 1a. above is removed from probation for achievement of both a 2.00 Program Quarterly Grade Point Average and a 2.00 Cumulative Grade Point Average in the principal field of study, based upon at least 20 credit hours attempted in the principal field at RIT.
- c. Any student who is on probation according to 1a. above and who is not removed from probation in the two succeeding periods of study in which credit is earned will be suspended from RIT for a period of not less than one quarter.
- d. Any student who has been placed on probation after having been removed from probation and whose Program Cumulative Grade Point average is below 2.00 will be suspended. Any student who has been placed on probation after having been removed from probation and whose Program Cumulative Grade Point Average is 2.00 or above will be granted one quarter to be removed from probation before suspension from RIT.
- e. Any student whose Program Quarterly Grade Point Average falls below 1.00 will be suspended from RIT.
- f. Students who have been readmitted to their original program, after having been suspended, and then go on probation will be suspended from RIT.
- g. A suspended student may not enroll in any academic course at the Institute while on suspension. When there is evidence that the student's scholastic problems are the result of inappropriate program choice, or other extenuating circumstances, the suspension may be waived or the student may be admitted to another program or allowed to take courses on a

non-matriculated basis if it is approved by the dean of the college in which the enrollment is requested.

In evaluating the request for waiver of suspension, the dean may seek the recommendation of the Counseling Center as to the appropriateness of the program for the career goals of the student under consideration.

- h. Students may apply to the director of admissions for re-admission at the end of their suspension. Such re-admission must be approved by the dean of the college they wish to attend upon return (this may be the original college or another).

Checklist for Students on Academic Suspension

Upon Suspension:

- _____ Contact Housing Operations (475-2572) as soon as possible if you reside in RIT Housing.
- _____ International Students should contact the International Student Services Office (475-6943) or go to their office in the SAU – 2330 immediately.
- _____ Contact Student Employment (475-6164) if you are currently working on campus, to be sure that your final paycheck is mailed to the appropriate address.
- _____ Return any library books to the Wallace Library before leaving campus.
- _____ Contact Financial Aid (475-2186) to learn how this suspension may impact current or future financial aid, as well as how it may impact any student loans, grants or scholarships.
- _____ Make alternative plans for when your RIT computer account is cancelled. To find out when your RIT account will be disabled contact the ITS Help Desk (475-HELP).
- _____ Check with the Bursar's Office (475-6186) to see whether any extra Flex money is owed to you.

Returning to RIT after Your Suspension:

- _____ If you plan to return to your original department, contact that department at least a quarter before you plan to return to discuss reinstatement procedures and requirements.
- _____ If you do **not** plan to return to your original department, contact the department of interest at least a quarter before you plan to return to discuss requirements and procedures.
- _____ Contact Housing Operations (475-2572) prior to the quarter that you plan to return. You will need to re-apply for housing and meet all deadlines related to inclusion in the on-campus housing selection process.
- _____ Contact the Financial Aid Office (475-2186) in order to resume financial aid disbursements and payment of tuition and other student fees.
- _____ If you are planning to return to RIT after your suspension AND you are an International Student, you need to resolve your Visa and other concerns BEFORE returning to the United States. Contact the International Student Services Office (475-6943) for assistance.

_____ Request transcripts from any schools where you took courses during your suspension and have them sent to: RIT Office of Admissions, 60 Lomb Memorial Drive, Rochester, NY 14623-5604.

_____ Check with your department to see whether a meaningful work experience can be counted as co-op “Credit by Experience.”

Tips on how to write a suspension appeal letter and a suggested format for an appeal letter can be found in the Appendix.

CHANGE OF GRADE POLICY

<http://www.rit.edu/~620www/Manual/sectionD/D5.html>

If an error has been made after the final grades have been submitted, the faculty member giving the original grade is the **only** person able to change the grade. The instructor can change the grade by completing the ‘Change of Grade’ form found in each department office.

Dean’s List Policy

<http://www.rit.edu/~620www/Manual/sectionD/D5.html>

A matriculated undergraduate student will be placed on the dean’s list if their Program Quarterly GPA is at least equal to 3.40 or higher; they do not have any grades of “Incomplete”, “F”, “E”, or “D” (including physical education, orientation classes and any other non-credit but required courses); they have registered for, and completed at least 12 quarter credit hours per quarter; they are not on probation due to a low cumulative grade point average in their principal field of study.

Exception: Matriculated undergraduate students who are primarily part-time need to meet a different set of conditions. Please consult the RIT Policies and Procedure Manual, Section D5.0/D or <http://www.rit.edu/~620www/Manual/sectionD/D5.html>

GPA Recalculation

Advising Guidelines for GPA Recalculation

May 1, 2004

Implementation Process:

- Beginning May 3, 2004, matriculated undergraduate students (Bachelor's and Associate's programs) who have changed or are changing RIT programs may elect to 1) exclude from calculation of their cumulative GPA any courses not required for graduation from the new program; and 2) include any non-required courses from an earlier program as free electives in the new program.
- While students may file for exclusions beginning May 3, exclusions will not be posted on transcripts until September 1, 2004.
- An "Institute GPA" will be available on STARS and will be calculated on the basis of *all* courses taken during a student's undergraduate career at RIT.
- Only the following grades can be excluded from the new GPA: 1) those not required by the program from which the student ultimately graduates; and 2) those that were not calculated as part of the final GPA of an earlier completed credential (certificate, diploma, associates degree, bachelors degree).
- Students changing programs will initiate the process with the *new* program; those who have previously changed programs will work with their *current* program. Upon agreement between the student and the advisor about which grades to exclude, the advisor will complete a "Request for Grade Exclusion" form, which will be signed by the advisor, the department chair or program coordinator, and the student. Grade exclusion can be requested at any point before graduation but will only apply to students who have changed programs.

Process: The "Request for Grade Exclusion" form is to be used to exclude courses or remove previous exclusions by matriculated undergraduate students enrolled in Associate or Bachelor degree programs who have been accepted to a new RIT program. Grade exclusions can be requested at any point before graduation, but will only apply to students who have changed programs. The following grades can be excluded from the GPA: 1) those not required by the program from which the student graduates; and 2) those that were not part of an earlier completed program (certificate, diploma, associates degree, bachelors degree).

Please check to make certain that the student understands the implications to removing grades. For example:

- * All grades will remain on the transcript, academic advising report, and the Student Records System.
- * The transcript will include a notation next to each excluded course.
- * All quarterly GPA (Grade Point Averages) will remain the same.

1. The advisor from the new department and the student agree which grades will be excluded or which exclusions should be removed.
2. The advisor completes the form.
3. The student, advisor and department head or program coordinator sign the form.
4. Any student wishing to exclude grades in courses totaling more than 24 credits must have the Acting Vice President for Student Retention sign this form.
5. The department forwards the form to the Registrar's Office for processing. Processed forms will be returned to the department for distribution.

GUIDE TO RELEASE OF RECORDS

In this day and age, privacy of personal information is paramount on the minds of many people. RIT takes the protection of students and their records very seriously, and will go above and beyond the law, if necessary, in order to serve their best interest. Below please find an outline of the RIT privacy policy as it pertains to student records. If you have questions or need clarification please direct them to the Office of the Registrar at 475-2821.

GUIDE TO RELEASE OF STUDENT INFORMATION

RIT utilizes the highest standards of reasonableness both in providing students access to records being kept on them and in assuring the confidentiality of these records in terms of their release to third parties. College students' rights of privacy and access regarding their educational records are articulated in the Family Educational Rights and Privacy Act of 1974 (FERPA), commonly known as the Buckley Amendment. The Act helps protect the privacy of student records by requiring that institutions limit disclosure of information from these materials to third persons, and to notify students (or their parents if dependency has been established) of the right to review and to seek correction of information contained in the student educational records.

We have both a moral and a legal obligation to protect the integrity, security, and confidentiality of student educational records. This pertains not only to written records (for example, department folders or reports generated by the Registrar's or Institutional Research offices), but also to student information that many of you access electronically particularly via STARS, or through the faculty/staff advising web site. Departments are advised to keep any personal records separate from educational records. Faculty must not display student scores or grades publicly in association with names or student identification numbers and should not request information from the educational record without a legitimate educational interest.

1. Directory Information

RIT may release directory information; however, it is not obligated to do so. Those with access should exercise discretion in determining if the recipient of such information has a legitimate educational interest. Address information is a good example where care should be taken to avoid providing home or local address to a party that has no educational interest in the information.

The Office of the Registrar is responsible for verifying enrollment and degrees to employers, banks, and other financial aid loan agencies. Records are kept and a contact for the recipient established in case there are questions. Please refer any inquiries of this nature to the Registrar's Office.

Directory information includes:

- Name
- Program
- Local Address
- Home Address
- Local Telephone Number
- Place of Birth

- Dates of Attendance at RIT
- Degrees and Awards or Honors Received
- Most Recent Previous Educational Institution Attended by the Student

2. Release of Restricted Information

In most cases, student educational records are considered restricted information and may be viewed by the individual student to whom they pertain, but will not be released to a third party without written release from the student specifying which records are to be released, and to whom. Copies of transcripts, grade reports, and academic advising reports are included in this category. Care must be taken to protect restricted information. Compliance with federal law requires protection of student data and security of the information rests with the individual user. Failure to comply could result in serious financial loss of federal funds to RIT. If you should have questions as to what can be released and to whom, staff members in the Registrars Office are available to assist you.

Restricted Information Includes:

- Social Security Number
- Birth date
- Courses elected
- Schedule of courses
- Grades or other academic evaluations, i.e., GPA, number of credits earned
- Transcript
- Other information not specified as "Directory Information"

There are eight circumstances under which the Institute may release educational records without the written consent of the student:

1. in compliance with judicial orders or lawful subpoenas, but a good faith attempt will be undertaken to notify the student of such lawful order or subpoena before the records are released;
2. to parties who have been determined by RIT to have a legitimate educational interest in the records, and who give assurance that the records will be used in an ethical and professional manner;
3. to parents of a dependent student. RIT will assume that all students under the age of 21 are financial dependents of their parents. If a student wishes to claim financial emancipation and thereby prevent a parent or guardian from accessing RIT records, he/she must file a declaration of emancipation in the Registrar's Office. This declaration requires that students under 21 years of age provide copies of their parents' income tax records to prove that they have not been claimed as a financial dependent for the previous year;
4. in cases of emergency where information is necessary or will assist in protecting the health or safety of the student or other persons;
5. to officials of schools in which a student seeks enrollment or intends to enroll, but the student will be notified of the release, receive a copy of the records if s/he so desires, and have an opportunity for a hearing to challenge the records before they are released;
6. in connection with a student's application for or receipt of financial aid;
7. to authorized federal or state educational authorities in compliance with state or federal laws;
8. to accrediting agencies and organizations conducting studies relating to testing, student aid programs or improving instruction, provided the records released do not permit personal identification of students or their parents and the information is destroyed when no longer needed for the specific

study for which it was released.

3. Privileged Information

Denied to students.

Letters submitted in confidence and statements or letters of recommendation placed in educational records prior to January 1, 1975.

4. More Information

Additional information on RIT's policy on the release of records can be accessed by going to www.rit.edu/~620www/manual/sectionD/D15.html or by consulting the Institute Policies and Procedures Manual.

Any questions concerning the Buckley Amendment as it applies at RIT or concerning RIT's policies on records should be directed to the Office of the Registrar at 475-2821.

LIBERAL ARTS WRITING QUALIFYING PLACEMENT

All students (except those students who achieved a 560 or better on their SAT Verbal or have taken *only* the ACT and achieved an English score of 23) must take the Qualifying Exam in order to register for Writing and Literature I. Students are given the opportunity to take the Qualifying Exam at orientation. Students who did not take the exam at orientation can call 475-2444 or stop by the Liberal Arts Office of Student Services to find out when future examinations will be offered. A fuller explanation of the policy can be found below.

From: Katherine Schumacher, Writing Director, College of Liberal Arts
Date: August 6, 2003
Subject: Explanation for Qualifying Exam and guidelines for registering for Writing and Literature I

The purpose of the Qualifying Exam is to determine whether students may register directly for Writing and Literature I or need to take Basic Writing before taking Writing and Literature I. The Qualifying Exam is a writing test in which the student is asked to write an essay of four to five paragraphs. Students may have (50) minutes to write the essay. Based on an evaluation of the essay, the student may need to register for Basic Writing before taking Writing and Literature I. Students may take the Qualifying Exam **only once**, so they should endeavor to do their best on the exam. Results of the Qualifying Exam may be found in the student's home department or in the Language and Literature office of the College of Liberal Arts. Students who took college-level Literature or Composition before matriculating at RIT and earned a grade of "C" or better or took an equivalent Advanced Placement course and earned "3" or better may receive credit for Writing and Literature II. Even if they are receiving credit for Writing and Literature II, students with a Verbal SAT score of 550 or below need to take the Qualifying Exam in order to register for Writing and Literature I. Students who took college-level Composition at another college or university after they matriculated at RIT and earned a grade of "C" or better must take and pass the RIT Transfer Test in order for the course credit to be accepted by RIT.

As in the past, students whose SAT verbal score is 560 or above will be exempt from taking the Qualifying Exam as a prerequisite for registering for Writing and Literature I. Students whose SAT verbal score is below 560 will be required to take the Qualifying Exam, which will determine the student's writing level, shown on the SCORES screen as the English Comp. level.

Level Key

Level 0 the student has not yet taken the Qualifying Exam and must do so.

Level 1 will continue to mean that the student must take Basic Writing before taking Writing and Literature I

Level 2 will continue to mean that the student may register directly for Writing and Literature I

Level 3 indicates that the student has an SAT verbal score of 560 or above and is exempt from taking the Qualifying Exam

Admissions will enter a 3 as the writing level for new students whose SAT verbal score is 560 or above, and thereafter they will enter a 3, as appropriate, for new students on a quarterly basis.

Although most incoming first-year students have taken the SAT, some have taken the ACT; a relatively small number of students have taken both tests. **If a student has taken the ACT, the student will be exempt from taking the Qualifying Exam if he or she has an ACT English score of 23 or above.** An ACT English score of 22 or below will mean that the student must take the Qualifying Exam. When students have taken both the SAT and ACT, either test may be used to determine whether they need to take the Qualifying Exam. Students who have not taken either the SAT or ACT must take the Qualifying Exam.

Incoming students who enter RIT at the beginning of the fall quarter and who need to take the Qualifying Exam must do so at the Fall Orientation. Orientation personnel will notify those students who need to take the Qualifying Exam that they must do so during orientation. Students who have been registered by their department but who did not take the Qualifying Exam and should have will be dropped from Writing and Literature I during enrollment control. Further, students who took the Qualifying Exam and scored a 1 will be removed from Writing and Literature I and placed in a section of Basic Writing.

The Qualifying Exam will also be offered once a month, September through May, in the College of Liberal Arts. The schedule for those dates will be distributed before the fall quarter.

As a reminder, Writing and Literature I is a prerequisite for Writing and Literature II, and Writing and Literature I and II are prerequisites for all upper division writing and literature courses. Any questions may be directed to me at 5-2461.

Liberal Arts Requirements

RIT recognizes and confirms the importance of a well-rounded education. Moreover, potential employers look for graduates who are able to write and speak in a cohesive, constructive manner and who can think and judge critically from a range of intellectual perspectives. The courses within the liberal arts curriculum at RIT are developed to equip students with the necessary knowledge as well as the skills to solve human and work-related problems in a professional manner.

For all RIT colleges, the liberal arts requirement consists of a total of 36 quarter credit hours: Writing, four core (or foundation) courses usually taken in the first two years, Arts of Expression, and three advanced-level concentration courses usually taken after the completion of the core courses. Students who entered RIT prior to 20043 may still be using the old Liberal Arts curriculum and will be guided by the old requirements.

The Liberal Arts website is <http://www.rit.edu/%7E690www/>.

John Smithgall, Director of Liberal Arts Student Services can be reached at 475-2440 or jssgla@rit.edu.

Mathematics Courses - Policy on Placement

1. All students who intend to register for any of the courses listed below and who have not passed the appropriate RIT prerequisite course with a grade of C or better must take the placement exam. The courses and their prerequisites are listed in the table below.

| Calculus Course | Prerequisite Course |
|--|--|
| 1016-214 Elementary Calculus I | 1016-204 College Algebra and Trigonometry |
| 1016-226 Calculus for Management Science | 1016-225 Algebra for Management Science |
| 1016-231 Calculus for Engineering Technology I | 016-261 Calculus with Foundations |
| 1016-271 Calculus A | 016-261 Calculus with Foundations |
| 1016-281 Project Based Calculus I | 016-261 Calculus with Foundations with a B or better |

2. Based upon placement exam scores, the Department of Mathematics & Statistics will provide a recommendation to students' home departments for appropriate placement. If you have any questions regarding your placement, please contact your home department.

Questions can be answered at the website for the Department of Mathematics and Statistics:

<http://www.math.rit.edu/1Academics/calculus.html>

DEPARTMENT OF MATHEMATICS AND STATISTICS

PLACEMENT OF STUDENTS IN CALCULUS SEQUENCES

“C” OR BETTER POLICY

Policy: Students in the Department of Mathematics and Statistics calculus sequences must have earned a grade of C or better in the prerequisite course. In rare cases, a student’s home department may petition the Department of Mathematics and Statistics, in writing, to have this requirement waived.

Implementation of the Policy: (See Tables below)

1. Students with a grade of "W" or "F" in the prerequisite course will be automatically dropped from the class list of the subsequent course. These students will **not** be notified directly by our department. The home department of students affected by this **will** be notified of our action.

2. Students with a grade of "D" in the prerequisite course, along with their home departments, will be alerted of our intention to drop them from the class list of the subsequent course. Our aim is at sending out this alert as early as we learn of the situation. A home department will have until the end of the add/drop period to petition, on behalf of each of its affected students, for a waiver of the grade requirement. If no such petition is forthcoming, then the student will be dropped from the class list at the end of the add/drop period. The department will consult with the instructor who will have the final decision concerning whether the student will be allowed in the course.

Both common sense and experience point to adequate preparation as an important element in student success. Particularly when courses are in sequence, demonstrated competence in one course provides the best foundation for success in the next.

Students who have taken a calculus course from one of the following sequences will be eligible to take the next course of the sequence based on their grade. This will be implemented as follows:

Science and Engineering Sequence

| Course | Grade Received | Course Placement |
|---------------------------------------|----------------|---|
| Project-Based Calculus I: (1016-281) | “C” or better | Project-Based Calculus II: (1016-282) |
| Project-Based Calculus I: (1016-281), | “D” or “F” | Project-Based Calculus I (1016-281) OR Calculus-A: (1016-271) |
| Project-Based Calculus | “C” or better | Project-Based Calculus III: |

| | | |
|--|---------------|---|
| II: (1016-282) | | (1016-283) |
| Project-Based Calculus II: (1016-282), | "D" or "F" | Project-Based Calculus II: (1016-282) OR Calculus-B: (1016-272) |
| Calculus-A: (1016-271) | "C" or better | Calculus-B: (1016-272) |
| Calculus-A: (1016-271) | "D" or "F" | Calculus-A: (1016-271) OR Calculus with Foundations I: (1016-261) |
| Calculus-B: (1016-272) | "C" or better | Calculus-C: (1016-273) |
| Calculus-B: (1016-272) | "D" or "F" | Calculus-B: (1016-272) |
| Calculus-C: (1016-273) | "C" or better | Calculus-D: (1016-274) |
| Calculus-C: (1016-273) | "D" or "F" | Calculus-C: (1016-273) |
| Calculus-A&B&C: (1016-271-272-273) | "A" or "B" | Project-Based Calculus III: (1016-283) |

**DEPARTMENT OF MATHEMATICS AND STATISTICS
POLICY ON TRANSFERRING FROM THE CALCULUS (A through D) SEQUENCE
TO THE PROJECT-BASED CALCULUS (I through III) SEQUENCE AND VISE VERSA**

MATHEMATICS MOBILITY POLICY

A. Transferring from the Calculus-A (1016-271) Sequence to the Project-based Calculus (1016-281) Sequence

A.1. During the Quarter: In cases where a student has been incorrectly placed, or has performed extremely well early in the quarter, it is possible up to the END OF THE SECOND WEEK OF THE QUARTER, for a student to switch from the Calculus-A (1016-271) sequence to the Project-based Calculus (1016-281) sequence. The prospect of switching sequences is not automatic. Such a move will depend on availability of seats, and it must be done only after careful advising and consulting with faculty in both courses. The instructor of the Calculus-A course must forward the student's grades, up to the date of the transfer, to the instructor of the Project-based Calculus course.

A.2. At the End of the Quarter: If a student earned a grade of "A" in Calculus-A (1016-271) and feels that he or she has been placed in the wrong sequence, it is possible for a student to switch from the Calculus-A (1016-271) sequence to the Project-based Calculus sequence. The student

can register for the Project-based Calculus-II (1016-282) course in the succeeding quarter. Such a move must be done only after giving the student a diagnostic set of questions. The set of questions will be on the specific topics that are part of Project-based Calculus-I (1016-281) but not part of Calculus-A (1016-271). Such topics are:

- a. Exponential and Logarithmic Functions
- b. Derivatives of Exponential and Logarithmic Functions
- c. Derivatives of Trigonometric Functions
- d. How Derivatives Affect the Shape of a Curve
- e. Indeterminate Forms and L'Hopital's Rule
- f. Derivatives and Curve Sketching

To guarantee a seat in a Project-based Calculus-II (1016-282) course, the student must take the Diagnostic Test NO LATER THAN THE 2ND DAY OF THE ADD/DROP WEEK.

B. Transferring from the Project-based Calculus (1016-281) Sequence to the Calculus-A (1016-271) Sequence

In cases where a student has been incorrectly placed, or has performed extremely poorly early in the quarter, it is possible up to the end of the third week of the quarter, for a student to switch from the Project-based Calculus (1016-281) sequence to the Calculus-A (1016-271) sequence. The prospect of switching sequences is not automatic. It will depend on availability of seats, and it will be done only after consulting with faculty in both courses. The instructor of the Project-based Calculus course will forward the student's grades, up to the date of the transfer, to the instructor of the Calculus-A course.

MINORS

A minor at RIT is defined as a thematically related set of academic courses (consisting of no fewer than 20 credit hours) leading to a formal designation on the student's baccalaureate transcript. (NOTE: Minor designation does not appear on the student's diploma.)

The purpose of the minor is to broaden a student's college education. Unlike program concentrations, which allow students to focus on an area within or closely related to their programs of study, a minor must be in a discipline or disciplines distinct from the home program.

In order to complete the minor, engineering students may have to exceed the number of credits in their program.

A list of available minors with links to more information on each minor can be found at <http://www.rit.edu/programs-minors.php3>

POLICIES – INSTITUTE LEVEL

All Institute policies and procedures can be found in *RIT Institute Policies and Procedures Manual*. An indexed on-line version of the manual can be found at <http://www.rit.edu/~620www/Manual>.

ACADEMIC HONESTY

<http://www.rit.edu/~620www/Manual/sectionD/D8.html>

Academic Dishonesty falls into three basic areas: cheating, duplicate submission and plagiarism.

1. Cheating

Cheating is any form of fraudulent or deceptive academic act, including falsifying of data, possessing, providing, or using unapproved materials, sources, or tools for a work submitted for faculty evaluation.

2. Duplicate Submission

Duplicate submission is the submitting of the same or similar work for credit in more than one course without prior approval of the instructors for those same courses.

3. Plagiarism

Plagiarism is the representation of others' ideas as one's own without giving proper credit to the original author or authors. Plagiarism occurs when a student copies direct phrases from a text (e.g. books, journals, internet) and does not provide quotation marks, or paraphrases or summarizes those ideas without giving credit to the author or authors. In all cases, if such information is not properly and accurately documented with appropriate credit given, then the student is guilty of plagiarism.

Consequences of Academic Dishonesty

Any act of Academic Dishonesty will incur the following possible consequences. After notifying and presenting the student with evidence of such misconduct, the instructor has the full prerogative to assign an "F" for the offense, or to assign an "F" for the entire course. The instructor will inform and, if possible, meet with the student concerning the decision reached on the "F" for the offense, or the "F" for the entire course. A student may be brought before the Academic Conduct Committee of the College in which the alleged offense occurred, and may face academic suspension or dismissal from the Institute. (See D17.0, "Academic Conduct and Appeals Procedures," and D18.0, "RIT Student Conduct Process.")

NOTES

ⁱ The policy for faculty ethical behavior is contained in C2.0 of the Institute Policies and Procedures Manual.

ⁱⁱ On occasion student work may be in the form of a group project assigned and sanctioned by an instructor or group of instructors.

The KGC OE Academic Honesty policy reads as follows:

Rochester Institute of Technology does not condone any form of academic dishonesty. Any act of improperly representing another person's work as one's own is construed as an act of academic dishonesty. These acts include but are not limited to plagiarism in any form, including the use of all or parts of computer programs created by others, or the use of information and materials not authorized by the instructor during an examination.

If a faculty member judges a student to be guilty of some form of academic dishonesty, the student may be given a failing grade for that piece of work or for the course, depending upon the severity of the misconduct.

If the student believes the action taken by the instructor to be incorrect or the penalty too severe, appeal may be made to the Academic Conduct Committee of the college in which the course is offered.

FINAL EXAM POLICIES

<http://www.rit.edu/~620www/Manual/sectionD/D11.html>

1. If a student has two finals scheduled at the same time, the service course exam takes precedence over the home department exam. The student is required to talk to the course instructor of his departmental class as soon as the exam schedule is made available, so an alternate date can be scheduled.
2. A student does not have to take three exams in one day if they are scheduled all on the same day. Again, the service course exam takes precedence over the home department exam. The student is required to talk to the course instructor of his department class as soon as the exam schedule is made available, so an alternate date can be scheduled

POLICY PROHIBITING DISCRIMINATION AND HARASSMENT

<http://www.rit.edu/~620www/Manual/sectionC/C6.html>

RIT prohibits discrimination and harassment on campus, or at any RIT activities off campus, by its administrators, faculty, staff, students and student organizations, and external organizations and individuals in their operations with RIT.

RIT defines harassment as conduct, communication, or physical contact which is unwelcome and has the purpose or effect of:

- Unreasonably interfering with an employee's or student's work, academic activities, or residential life at RIT, or participation in RIT sponsored programs or events or
- Creating an intimidating, hostile or abusive environment for an employee or student at RIT or in RIT sponsored programs or events.

ROTC CREDIT

All colleges use the ROTC Physical Training to satisfy RIT's physical education requirement.

Additional credit is available in accordance with Dr. McKenzie's memo noted below, and administered through the department. Consult with your department head to determine where the credit can be applied.

TO: All Deans, Directors, and Department Heads

FROM: Stanley D. McKenzie
Provost and Vice-President of Academic Affairs

DATE: April 5, 1996

SUBJECT: Credit for Air Force ROTC Courses

In 1986, the Dean's Council approved the award of credit by RIT baccalaureate programs for courses taken as requirements of the Air Force ROTC program. This recommendation was made because many RIT programs do not have sufficient free electives available where this credit might be applied. Our Air Force ROTC students are taking legitimate courses for which RIT is granting credit; therefore, these students must have, a consistent mechanism through which their ROTC courses can be credited towards their degree requirements.

The memorandum outlining this approval is now almost ten years old and many current administrators do not have access to it. This results in differential award of credit depending on which college advisor is counseling the AFROTC students. I am recommending to you that the 1986 Dean's Council agreement be honored as written to ensure our ROTC students are receiving the necessary credits for their required courses.

The following is my understanding of the policy and process as outlined by the Dean's Council for programmatic credit for Air Force ROTC courses:

1. Air Force ROTC freshman academic courses, Air Force Today I, II, III, do not receive any effective credit at RIT.
2. Leadership Lab courses receive effective credit in the sense that they may be used to meet RIT's physical education requirements.
3. Air Force ROTC sophomore courses, The Air Force Way (History of Air Power) I, II, III, receive effective credit as a single Liberal Art core course for engineering students and as a single liberal Arts elective for all other students.
4. It has been agreed by the Dean's Council that academic majors having less than 8 quarter credit hours of free (Institute) electives will make available one or two professional or technical electives for AFROTC use such that all majors have a minimum of 8 quarter credits usable towards

AFROTC junior and senior level courses (Air Force Leadership and Management, and National Security Policy).

5. For cadets majoring in the College of Engineering, one cooperative education quarter may be waived in lieu of the AFROTC Summer Field Training assignment. This will be determined on an individual, as-needed basis, and will affect only cadets who are out of academic sequence.

Overall, honoring the 1986 Dean's Council agreement on effective credit for AFROTC courses as outlined will serve to clarify our effective credit policy and result in more efficient academic advisement for our students. I appreciate your assistance in this matter,

c: L. Kuk
F Bleiler

Registration

Schedule Overloads

In order to graduate on time, students need to take the equivalent of 16-17 credit hours each quarter. This is usually four courses and possibly a lab. More than 20 credit hours is an overload and students will be charged the applicable rate for each credit hour over 20. First and second year students and those students with a GPA of 3.1 or lower need permission from their department head to register for over 18 credits

Effective Winter 2005 (20052), Students in year level 3 or above will be permitted to register for up to 20 credit hours without permission if they have a cumulative GPA of 3.2 OR ABOVE.

All other students, including those below year level 3, MUST HAVE THE permission of their home department to register for more than 18 credit hours.

Other than students in the Honors Program, matriculated students registering for over 20 credit hours will be charged full-time tuition plus the applicable credit hour rate for each credit hour over 20.

Unmet Needs

www.rit.edu/sis

If a student is not able to schedule all of the courses he/she needs to maintain progress toward completion of his/her degree, he /she will be able to notify the Institute of the courses he/she could not obtain by going to the "Unmet Needs" link in the Student block of the SIS system (<http://www.rit.edu/~webtools/infocenter/>). At this site the student can identify up to two courses they **NEED** to complete their degree. The list is monitored by staff from each college who works with the student and/or their advisor to help resolve the issue.

Year Level Classification

4 Year Programs

| | |
|--------------|----------------------------|
| Year Level 1 | 0-39 credit hours |
| Year Level 2 | 40-83 credit hours |
| Year Level 3 | 84-127 credit hours |
| Year Level 4 | 128 and above credit hours |

5 Year Programs

| | |
|--------------|----------------------------------|
| Year Level 1 | 0-39 quarter credit hours |
| Year Level 2 | 40-83 quarter credit hours |
| Year Level 3 | 84-113 quarter credit hours |
| Year Level 4 | 114-143 quarter credit hours |
| Year Level 5 | 144 & above quarter credit hours |

Tigers Track (RIT Degree Audit System)

What is Tiger Tracks?

Tiger Tracks is a web-based academic advising and degree audit system. It has been designed to be a stand-alone advising tool that uses student information taken from the Student Information System (SIS). The degree audit compares the students course information (transferred, completed, in-progress and pre-registered) against the RIT catalog and displays a summary of the students record.

Tiger Tracks includes online academic advising capabilities for faculty and advisors, a “what if” planning mode to assist students considering different academic programs, and tools that allow authorized users to note exceptions and substitutions to academic requirements.

The system is currently being piloted with undergraduate students that entered RIT since the Fall of 2003, in the College of Business and the Kate Gleason College of Engineering.

How do I login to Tiger Tracks?

Go to **TigerTracks.rit.edu**. Login using your RIT computer account username and password.

(Note: If your user id has changed it may take up to 48 hours before you will be able to access Tiger Tracks under your new ID.)

Whom do I contact if I have problems or questions?

Contact your department office or the Registrar's Office.

How often is the data on the audit updated?

The courses the student has registered for, the grades received, minors the student has declared and other changes to his/her program of study are updated each night and a new audit is generated.

Transfer credit isn't showing on the student's audit. Why is that?

If the student just entered RIT, the academic department may still be waiting for final transcripts before transfer credit can be awarded. If the student has submitted all transcripts and is still missing credit, please discuss this with the academic department personal listed above. Please keep in mind that data entry for incoming Fall students is not normally complete until November due to the large amount of processing required. For other quarters, depending on the review process, it may take up to a month to have transfer credit posted. If the student is not new to RIT and is missing transfer credit, it may be that the transfer credit has yet to be converted into the new “Tiger Tracks” format. Discuss this with your academic department contact person.

There are courses showing in the “Additional Coursework” section of the student's audit that should be used elsewhere.

The “Additional Coursework” section includes all courses that are not currently being used to complete requirements for the student's academic program. If you believe that some of these courses should be used to complete a specific course or credit hour requirement please contact your academic department contact listed above.

The student has repeated a course but both occurrences are used in the audit.

If the student has repeated a course, he/she and the department must complete the “Request for Repeat of Grade” form. The submission of this form will remove the first instance of the course from the calculation of earned hours and from the student's GPA. Once this is done Tiger Tracks will move the first occurrence of the course to the “Insufficient” section of the audit with an “/RE” after the grade.

What is “What If” used for?

The “What If” button will permit the student to investigate changing a major, minor, a liberal arts concentration, or a catalog year. To run a “What If” audit do the following:

1. Click on the “What If” button.
2. Change the catalog year if desired.
3. Select the current or new potential program.
4. Select the current or new potential concentration
(This refers to a liberal arts concentration only.)
5. Select the current and/or new potential additional liberal arts minor
6. Click on the “Process New” button.

More information about Tiger Tracks can be found at

<https://tigertracks.rit.edu/tigertracks.pdf>

SECTION IV

Student Resources

Academic Support Center Quick Reference Guide

| | | Phone | Email | Room |
|---|-------------------|----------|--|-----------------|
| Academic Support and Special Program | | | | |
| Interim Coordinator | Susan Donovan | 475-694 | ssldc@rit.edu | 01-2323 |
| Administrative Assistant | Janet Helmuth | 475-6938 | jshldc@rit.edu | 01-2309 |
| Academic Support Center | | | | |
| Program Director | Wick Smith | 475-6941 | jwsldc@rit.edu | 01-2343 |
| Administrative Assistant | Joette Hartman | 475-5536 | jmhldc@rit.edu | 01-2309 |
| Academic Accommodations Office | | | | |
| | Bernadette Lynch | 475-5538 | bdlldc@rit.edu | 01-2310 |
| Academic Assessment Program | | | | |
| | Rhonda Laskoski | 475-2487 | rjlldc@rit.edu | 01-2359 |
| | Enid Stevenson | 475-7312 | essldc@rit.edu | 01-2304 |
| College Restoration Program | | | | |
| | Belinda Bryce | 475-7818 | bsbldc@rit.edu | 01-2353 |
| | Brian Barry | 475-2401 | bpbgss@rit.edu | 01-3242 |
| | Maureen Barry | 475-6848 | mxbldc@rit.edu | 01-2358 |
| | Diane Ercolano | 475-6670 | dmeast@rit.edu | 01-2304 |
| | Melissa Everetts | 475-7012 | mkesfa@rit.edu | 77-2120 |
| | Maggie Everhart | 475-6670 | mregsl@rit.edu | 01-2304 |
| | Lynne Mazadoorian | 475-7449 | lcmldc@rit.edu | 01-2361 |
| | Pat Sanborn | 475-6670 | pesldc@rit.edu | 01-2304 |
| | Enid Stevenson | 475-7312 | essldc@rit.edu | 01-2304 |
| | Jo Ann Ward | 475-6682 | jward8@rochester.rr.com | 01-2304 |
| Institute Testing Service | | | | |
| | Linda Garfinkel | 475-5728 | lagldc@rit.edu | 01-2304 |
| Learning Support Services | | | | |
| | Lisa Fraser | 475-5296 | lafldc@rit.edu | 01-2355 |
| | Martha Cousins | 475-6682 | mmscnss@rit.edu | 01-2304 |
| | Diane Ercolano | 475-6670 | dmeast@rit.edu | 01-2304 |
| | Maggie Everhart | 475-6670 | mregsl@rit.edu | 01-2304 |
| | Doug Noble | 475-6670 | | 01-2304 |
| | Pat Sanborn | 475-6670 | pesldc@rit.edu | 01-2304 |
| Mathematics Department | | | | |
| | Ruth Jones | 475-6940 | rhjldc@rit.edu | 01-2345 |
| | Birgit Coffey | 475-6944 | bmcldc@rit.edu | 01-2341 |
| Reading and Writing Department | | | | |
| | Sora Sachs | 475-6945 | srscad@rit.edu | 01-2351 |
| | Maureen Barry | 475-6848 | mxbldc@rit.edu | 01-2358 |
| | Maggie Everhart | 475-6682 | mregsl@rit.edu | 01-2304 |
| | Lauren Launer | 475-5727 | lmlipk@rit.edu | 01-2358 |
| | Lynne Mazadoorian | 475-7449 | lcmldc@rit.edu | 01-2361 |
| | Lorna Mittelman | 475-6672 | ljmnge@rit.edu | 01-2304/14-2317 |
| | Andrew Perry | 475-4619 | awpgsl@rit.edu | 01-2358 |
| | Laurie Snyder | 475-6682 | lauriesnyder@frontiernet.net | 01-2358 |
| | Enid Stevenson | 475-7312 | essldc@rit.edu | 01-2304 |
| | Gina Wilson | 475-6682 | cwilson6@rochester.rr.com | 01-2358 |
| Study Skills Department | | | | |
| | Jane Munt | 475-6947 | jamlc@rit.edu | 01-2363 |
| | Lynne Mazadoorian | 475-7449 | lcmlc@rit.edu | 01-2361 |
| | Pat Sanborn | 475-6670 | pesldc@rit.edu | 01-2304 |

Tutor Training Coordinator

Julie Cammeron

475-6467

jjcnla@rit.edu

01-2155

The Academic Support Center

1 **Academic Support Center** (01/2309) <http://www.rit.edu/~369www/>

This area offers instruction labs in reading, writing, mathematics and study skills. This area also provides academic services such as assessment of academic needs, tutoring labs and special services. Under the ASC umbrella are several other offices:

Academic Accommodations Office www.rit.edu/~369www/academic_accommodations

This office provides extended testing, notetaking, etc for students with accommodations approved by the Disabilities Services Coordinator (475-5538, Bernadette Lynch, bdlldc@rit.edu, 2310 Eastman)

Academic Assessment http://www.rit.edu/~369www/college_programs/aap.html

This program assists students in determining why their academic performance is not what they, or others, would like it to be. Students can be self-referred or referred by a faculty or staff member. A variety of factors may be interfering with academic performance including personal problems, interpersonal problems, unclear choice of career path, ineffective study skills or inadequate academic skills (475-2487, Rhonda Laskoski, rjlldc@rit.edu, 2359 Eastman). This office can screen the student and let them know if they should pursue getting a full leaning disability assessment.

College Restoration Program (CRP)

http://www.rit.edu/~369www/college_programs/CRP/index.html

This is a one-quarter academic intervention program for students on academic suspension or probation. The program combines academic skill development and personal management with one or two credit courses. A referral form to enter the program form must be filled out by department. The referral forms can be found in your department or at this website http://www.rit.edu/~369www/college_programs/CRP/form.php3. The student must also fill out an application.

(475-7818, Belinda Bryce, bsblcdc@rit.edu, 2361 Eastman)

Institute Testing Services

The Institute Testing Service (ITS) is the unit of the Academic Support Center dedicated to providing the design, implementation, and administration of group testing programs for ASC students, RIT students and community groups.

Institute Testing Service works closely with both ASC faculty and other RIT faculty to determine how we can best provide testing support for decisions regarding admissions, placement, research, or further assessment. Testing programs designed for HEOP, and the College Restoration Program are examples of annual, ongoing test programs which ITS administers. Any faculty member may call upon Institute Testing Service for consultation regarding the design/administration of testing programs for special projects. For additional information contact Linda Garfinkel at 475-5728, lagldc@rit.edu, 2304 Eastman)

Learning Support Services http://www.rit.edu/~369www/college_programs/lss.html

The Learning Support Services Department offers a fee-based program called Structured Monitoring. In Structured Monitoring, a Learning Specialist monitors students' academic progress throughout the quarter. Students who request this additional academic support may sign up for structured monitoring on a quarterly basis (once a week, twice a week, or daily). Throughout the quarter, students are encouraged to become aware of their own strengths, to find ways to compensate for their weaknesses, and become increasingly independent at the college level. (475-5296, Lisa Fraser, lafldc@rit.edu, 2355 Eastman)

Mathematics Department http://www.rit.edu/%7E369www/college_programs/math.html

The Mathematics Department offers direct support for RIT math courses, assessment and diagnosis of skills, mathematics instruction, and tutor training. This support includes math review packets and summary sheets, individualized classes, assessment and diagnosis, and the Math Lab. (2371 Eastman) (ASC Math Department contact – 475-6944, Eastman) (Math Lab contact – 475-6940, Ruth Jones, rhjldc@rit.edu, 2341 Eastman)

Reading and Writing Department

http://www.rit.edu/~369www/college_programs/reading.html

The Reading and Writing Department offers assessment and instruction in college reading and writing. Several instructors are proficient in ASL sign language for the convenience of cross-registered deaf students. This department also sponsors the Writing Lab. Students come to the lab to seek help writing papers, research projects, or cover letters. Instructors will not work with take-home exams. A computer terminal is available for students working with an LDC writing instructor. This is a "drop-in" lab; no appointments or referrals are necessary. (2358 Eastman)

(Reading contact – 475-6683, Latty Goodwin, llgic@rit.edu, 2353 Eastman)

(Writing contact - 475-6945, Sora Sachs, srscad@rit.edu, 2351 Eastman)

Study Skills

http://www.rit.edu/~369www/college_programs/study.html

The Study Skills Department focuses on the development of good study skills and habits to promote academic success. Study skills refer to all necessary skills for academic achievement. Learning Power On-Line

http://www.rit.edu/~369www/college_programs/lng_pwr/index.htm is a self-directed on-line instruction series on time management, lecture notetaking, text reading and test taking with additional links to other resources.

(475-6947, Jane Munt, jamlcdc@rit.edu, 2363 Eastman)

Academic Support Center Related Programs

Disability Services www.rit.edu/%7E371www/index_flash.html

This office reviews requests for disability accommodations and coordinates services (475-6988, Susan Ackerman, smacst@rit.edu, 2342 Eastman)

English Language Center The English Language Center offers opportunities for one-on-one language instruction with an international student (usually a charge for this service). For non-native speakers there is both full- and part-time study of English. Class offerings include conversation, grammar, writing, vocabulary, reading, pronunciation, presentation skills, business communication and TOEFL preparation. The Bridge to Writing and Literature course prepares students for College of Liberal Arts courses. For more information about the center's program offerings contact Rhona Genzel, 475-6684I, rbgelc@rit.edu or visit the English Language Center (1301 Eastman

International Student Services

The work of the International Student Services staff provides a solid foundation for RIT's commitment to international education, assisting individuals from more than 90 countries. We advise students, faculty, clubs and departments on immigration, cultural, academic and personal matters. Our staff works closely with the Global Union, and International House, the special-interest house in the residence halls for both international and American students. Off-campus hospitality is coordinated with the Rochester International Council (RIC). For more information contact Jeffrey Cox at 475-7433, jwccst@rit.edu, 2330 Union.

Higher Education Opportunity Program (HEOP) <http://www.rit.edu/~305www/>

This is a New York State funded program providing tutoring, counseling, academic, financial and personal support for HEOP students; students are admitted to HEOP upon admission (475-2221, Linda Meyer, llmheo@rit.edu, 2190 August)

Trio Student Support Services <http://www.rit.edu/~specserv/>

This is a federally funded program that provides tutoring, counseling, academic and personal support. Students must meet the qualifying criteria in one area: disabilities, first generation college student, returning adult, or income guidelines. (Intake – 475-2832, David Watson, dlwspr@rit.edu, 2388 Eastman) (Director - 475-2832, Marie Giardino, magspr@rit.edu, 2386 Eastman). If the student doesn't qualify, they will try to direct the student to other services.

2. **Campus Safety** <http://finweb.rit.edu/CampusSafety/> (Grace Watson Hall, #25): This department is open 24/7 and provides escort service, lost and found, vehicle registration, medical/handicap parking permits and public safety programs. There are times when an emergency has occurred and the student must be found and notified, and Campus Safety does this also. They are notified when an accident has occurred, a theft had occurred, or a very unruly student needs restraining. (475-2853 for non-emergencies, 475-3333 for emergencies)
3. **Changing Programs – Institute Advising Office** (A 130, Bausch & Lomb building). Students interested in exploring the possibility of transferring into another RIT program or a program at another college can get assistance through the Institute Advising Office. Students should contact Ms. Joli Blaha at 475-7024 or joli.blaha@rit.edu to schedule an appointment
4. **Counseling Center** <http://www.rit.edu/~361www/> (23A/2100, August Center, opposite Student Life Center). This center offers many services among which are personal and career counseling, alcohol and drug assessment, referral and educational services, rape counseling, eating disorders counseling. (475-2261 to make an appointment). There is immediate walk-in service for emergencies. See “How to Make a Referral”, Section II Advising Skills)
5. **Financial Aid Office** www.rit.edu/financialaid (2nd floor, Bausch and Lomb building, 475-2186). The financial aid office can assist students in filling out their FASA form. Students should see their financial aid counsel when dropping courses to see how it will affect their financial aid package. Students are assigned a counselor based on the first letter of their last name. The counselors are:

| Breakdown | Counselor | e-mail address |
|-----------|------------------|--|
| A – B | Carol Barcomb | cxbsfa@rit.edu |
| C – D | Melissa Everetts | mkesfa@rit.edu |
| E – H | Troy Robinson | tersfa@rit.edu |
| I – L | Carolyn Serron | cvssfa@rit.edu |
| M | Rachel Shuman | rrssfa@rit.edu |
| N – R | Mindy Class | macsfa@rit.edu |
| S | Corinne Franklin | clbsfa@rit.edu |
| T – Z | Cathy Kubitz | cekbur@rit.edu |
| NTID | Gail Brown | gabsfa@rit.edu |

6. **First Year Enrichment** Each freshman student takes FYE and the instructor of each section is a coach/mentor to the students. The FYE instructors can be contacted to help find a student when he/she is not responding to your calls and email, or to offer advice when dealing with a problem student. FYE meets weekly during the fall and winter quarter. To find out whom the FYE instructor is, access the SIS system and click the student’s course schedule

7. **International Students** The International Student Services office (2330 Union) at Center for Student Transition and Support offers assistance to international students. The office can assist with visa information, provide financial information and offer support. One contact person is Lilli Holdgard Jensen, Program Coordinator, International Programs, at 475-5540 or lhjnscs@rit.edu

8. **North Star Center** <http://www.rit.edu/~nscenter/> (04/2300 in the SAU): This program provides services and develops initiatives to enhance the student experience of Latino, African and Native American RIT students. The North Star Center provides personal advising, advocacy, leadership development opportunities, diversity education, cultural programming and a connection to campus and community resources Some of their services include CSTEP, Student Programming and Scholarship/Fund. (475-4704).

9. **NTID Support Services** (09/1115). NTID Support offers a wide variety of services for deaf and hard of hearing engineering students. These include: notetaking, tutoring, career counseling, personal counseling, and assistance in requesting interpreting. (475-4962, Lissa Schaefer, ljsnge@rit.edu).

10. **Student Health Center** <http://www.rit.edu/~333www/> (August Center, A23): This area is staffed by physicians, nurse practitioners, registered nurses, an interpreter for the deaf, and a health educator. It provides primary medical care on an out-patient basis in such areas as: women's and men's health concerns, psychiatric services, eating disorders, allergy injections, medications and acupuncture treatments. (475-2255)

11. **Student Problem Resolution Office** (Ombudsman) (1110 Union) <http://www.rit.edu/~620www/Manual/sectionD/D19.html> The two responsibilities of the Student Problem Resolution Office are to help students in the process of resolving problems within RIT and to identify areas where problems seem to recur, and communicate that information to appropriate personnel who can remedy the problem

12. **Study Abroad** RIT encourages all students in all majors to consider the possibility of adding an international dimension to their education and at the same time fulfill some Liberal Arts course requirements. Through a variety of arrangements, RIT students have the opportunity to study at various locations. The total cost of participating in the study abroad program is frequently just about the same as RIT room, board and tuition - sometimes less. For more information link to <https://www.rit.edu/~aep/studyabroad/index.html>. The contact for the study abroad programs is Catherine Winnie, Bauch & Lomb Building A130, 475-7634. Email studyabroad@mail.rit.edu. The Liberal Arts Student Services Office (building 6, 2nd floor) can help a students determine how courses will transfer into their program.

13. Tutoring Services

- **Bates Study Center** –_Math and Physics (08/1200) This first floor area of the College of Science (similar to our Erdle Commons) offers study help and tutoring in mathematics, physics and chemistry. Tutoring is done in an open, walk-in, informal setting. A quarterly schedule is available on the Engineering website, <http://www.rit.edu/~630www/> . Link to” Advising/Student Services” on the left to access the tutoring schedule.
- **Chemistry Tutoring** The chemistry department offers tutoring services at various locations. The current schedule and locations of tutoring services can be found on the Engineering home page <http://www.rit.edu/~630www/>. Link to” Advising/Student Services” on the left to access the tutoring schedule.
- **Engineering Learning Center** (09/1000). Free tutoring is provided by engineering faculty and students for most engineering, calculus, physics and chemistry courses in the first two year of the curriculum. Hours are posted each quarter outside the door and on the Engineering website, <http://www.rit.edu/~630www/>. Link to” Advising/Student Services” on the left to access the tutoring schedule.
- **Academic Support Center** (01/2309) Each quarter the ASC offers a “Lunch and Learn” series. The series covers basic study skills and time management issues (test taking, note taking, stress management). The quarterly schedule can be accessed from the Engineering homepage (<http://www.rit.edu/~630www/>). Link to” Advising/Student Services” on the left to access the tutoring schedule.
- **Math Lab** The Math Lab provides individualized walk-in tutoring for students having difficulty with mathematics. Lab hours are changed quarterly. A current scheduled can be accessed from the Engineering homepage <http://www.rit.edu/~630www/>. Link to” Advising/Student Services” on the left to access the tutoring schedule.
- **Mentoring Lab** (70/1670) This lab exists to help students from Computer Engineering and Software Engineering with their programming courses. Tutoring is done on an informal walk-in basis. Lab hours change quarterly. The current schedule can be found on the Engineering home page <http://www.rit.edu/~630www/>. Link to” Advising/Student Services” on the left to access the tutoring schedule.
- **Writing Lab** The Learning Development Center provides assistance to students having difficulty with writing. The staff will instruct on research techniques, grammar, spelling and editing. A current schedule can be accessed from the Engineering homepage <http://www.rit.edu/~630www/>. Link to” Advising/Student Services” on the left to access the tutoring schedule. A schedule is also available at the LDC office at 01/2309 (Eastman Building)

APPENDIX

Handouts

ACADEMIC DIFFICULTY ANALYSIS FORM

Factors which, in the judgment of the student, are contributing to scholastic difficulty in specific subjects. Please indicate subject (history, calculus, physics, etc.) and check the appropriate items.

| | Subject | Subject | Subject |
|---------------------------------------|---------|---------|---------|
| Do not study | _____ | _____ | _____ |
| Have reading problem | _____ | _____ | _____ |
| Do not hand work in on time | _____ | _____ | _____ |
| Am excessively absent | _____ | _____ | _____ |
| Am frequently late to class | _____ | _____ | _____ |
| Do not spend enough time on lessons | _____ | _____ | _____ |
| Have health or other personal problem | _____ | _____ | _____ |
| Do not seek help from teacher | _____ | _____ | _____ |
| Have poor background for subject | _____ | _____ | _____ |
| Am not interested in subject | _____ | _____ | _____ |
| Am working too much outside school | _____ | _____ | _____ |
| Have too many outside activities | _____ | _____ | _____ |
| Other | _____ | _____ | _____ |
| Other | _____ | _____ | _____ |
| Cause unknown | _____ | _____ | _____ |

In conference, the student and I affected the following actions relating to the above:

Student

Advisor

Date

(Brown, 1972, p. 265)

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

| FOLLOWING THE RULES IN HIGH SCHOOL | CHOOSING RESPONSIBLY IN COLLEGE |
|--|---|
| □ | |
| * High school is <i>mandatory</i> and usually <i>free</i> . | * College is <i>voluntary</i> and <i>expensive</i> . |
| * Your time is structured by others. | * You manage your own time. |
| * You need permission to participate in extracurricular activities | * You must decide whether to participate in co-curricular activities. |
| * You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities. | * <i>You</i> must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before. |
| * Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class. | * You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class |
| * Most of your classes are arranged for you. | * You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are. |
| * You are not responsible for knowing what it takes to graduate. | * Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you. |
| * Guiding principle: You will usually be told what to do and corrected if your behavior is out of line. | * Guiding principle: You're are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions. |
| □ | |
| GOING TO HIGH SCHOOL CLASSES | SUCCEEDING IN COLLEGE CLASSES |
| □ | |
| * The school year is 36 weeks long; some classes extend over both semesters and some don't. | * The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams. |

| | |
|--|--|
| * Classes generally have no more than 35 students. | * Classes may number 100 students or more. |
| * You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation. | * You need to study at least 2 to 3 hours outside of class for each hour in class. |
| * You seldom need to read anything more than once, and sometimes listening in class is enough. | * You need to review class notes and text material regularly. |
| * You are expected to read short assignments that are then discussed, and often re-taught, in class. | * You are assigned substantial amounts of reading and writing which may not be directly addressed in class. |
| * Guiding principle: You will usually be told in class what you need to learn from assigned readings. | * Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so. |
|  | |
| HIGH SCHOOL TEACHERS | COLLEGE PROFESSORS |
|  | |
| * Teachers check your completed homework. | * Professors may not always check completed homework, but they will assume you can perform the same tasks on tests. |
| * Teachers remind you of your incomplete work. | * Professors may not remind you of incomplete work. |
| * Teachers approach you if they believe you need assistance. | * Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. |
| * Teachers are often available for conversation before, during, or after class. | * Professors expect and want you to attend their scheduled office hours. |
| * Teachers have been trained in teaching methods to assist in imparting knowledge to students. | * Professors have been trained as experts in their particular areas of research. |
| * Teachers provide you with information you missed when you were absent. | * Professors expect you to get from classmates any notes from classes you missed. |
| * Teachers present material to help you understand the material in the textbook. | * Professors may not follow the textbook. Instead, to amplify the text, they may give |

| | |
|---|---|
| | illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect <i>you</i> to relate the classes to the textbook readings. |
| * Teachers often write information on the board to be copied in your notes. | * Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must. |
| * Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process. | * Professors expect you to think about and synthesize seemingly unrelated topics. |
| * Teachers often take time to remind you of assignments and due dates. | * Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded. |
| * Teachers carefully monitor class attendance. | * Professors may not formally take roll, but they are still likely to know whether or not you attended. |
| * Guiding principle: High school is a teaching environment in which you acquire facts and skills. | * Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned. |
|  | |
| TESTS IN HIGH SCHOOL | TESTS IN COLLEGE |
|  | |
| * Testing is frequent and covers small amounts of material. | * Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester. |
| * Makeup tests are often available. | * Makeup tests are seldom an option; if they are, you need to request them. |
| * Teachers frequently rearrange test dates to avoid conflict with school events. | * Professors in different courses usually schedule tests without regard to the demands of other courses or outside |

| | |
|---|--|
| | activities. |
| * Teachers frequently conduct review sessions, pointing out the most important concepts. | * Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions. |
| * Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve. | * Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems. |
|  | |
| GRADES IN HIGH SCHOOL | GRADES IN COLLEGE |
|  |  |
| □ | |
| * Grades are given for most assigned work. | * Grades may not be provided for all assigned work. |
| * Consistently good homework grades may raise your overall grade when test grades are low. | * Grades on tests and major papers usually provide most of the course grade. |
| * Extra credit projects are often available to help you raise your grade. | * Extra credit projects cannot, generally speaking, be used to raise a grade in a college course. |
| * Initial test grades, especially when they are low, may not have an adverse effect on your final grade. | * Watch out for your <i>first</i> tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. |
| * You may graduate as long as you have passed all required courses with a grade of D or higher. | * You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C. |
| * Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort." | * Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process. |

HOW TO MAKE THE TRANSITION TO COLLEGE

- **Take control of your own education: think of yourself as a scholar.**
- **Get to know your professors; they are your single greatest resource.**
- **Be assertive. Create your own support systems, and seek help when you realize you may need it.**
- **Take control of your time. Plan ahead to satisfy academic obligations and make room for everything else.**
- **Stretch yourself: enroll in at least one course that really challenges you.**
- **Make thoughtful decisions: don't take a course just to satisfy a requirement, and don't drop any course too quickly.**
- **Think beyond the moment: set goals for the semester, the year, your college career.**

(Southern Methodist University)

Early Alert Best Practices and Sample Early Alert Letters

Professional Advisors Best Practices for Early Alerts

A subcommittee of the Professional Advisors Group volunteered to review the best practices associated with the Early Alert System. Not surprisingly, we found that there is little consistency among RIT's various colleges. Indeed, different departments, and even different advisors within the same department, handle early alerts in dissimilar ways. In addition, the issuing of early alerts by faculty varies as well.

Below is a list of best practices. We recognize that individual colleges/ departments have different needs and different caseloads. Colleges and departments will need to make best practice choices and modifications based on their particular circumstances.

Early Alert Best Practices

1. Upon receiving an early alert for a student, advisors should send the student a follow-up email. The tone and content of the message should be encouraging, helpful, and informative.
2. Print a copy of the alert and the advisor's response for the student's academic file. Add the information to a data base if the department keeps one.
3. Inform the instructor issuing the early alert and the student's FYE instructor (if the student is a freshman) that you have sent a follow-up email to the student. This can be done with a short email to the instructors or by copying them on the email to the student.
4. At the discretion of the department, for first year students who have received two or more EA's and have not responded to their advisor, an outreach to the parents may be helpful. Advisors should first check SIS to make sure that the release of information to parents/guardian is permitted. The communication to parents can be in the form of a letter or phone call.

Suggested Format for Advisor's Early Alert Follow-up Email

Paragraph #1 Tell the student that you received an early alert and identify the course and the instructor who sent it. If the alert is sent early in the quarter, emphasize that the student still has a chance to be successful.

Paragraph #2 Outline the actions the student should take. This may include:

4. Seeing the instructor who sent the EA.
5. Seeing you, the advisor.

State your desire to see the student strongly, e.g., "You need to make an appointment to see me" instead of "Please make an appointment to see me." Suggest two or three specific times that fit into the student's schedule and ask them to select a time. If you have Outlook, a delayed appointment reminder can be set up when the student confirms the meeting time. This increases the likelihood that the student will keep the appointment.

6. Accessing available tutoring resources.

Include the schedules as attachments or provide links to the schedules. Tutoring schedules can be found at www.rit.edu/tutoring.

4. Accessing other resources as appropriate:

TRIO Student Services www.rit.edu/~triosss
Academic Support Center www.rit.edu/sa/asc
Department Resources
Study Groups

Paragraph #3 Remind the student of the withdrawal date.

Many advisors wait until a second alert for the course is received before sending this information.

Paragraph#4 Conclude with a statement to take action and an offer to provide assistance, e.g., "Now is the time to address any issues you may be having in the course. The sooner you identify and correct problems, the more likely you are to succeed."

Sample Early Alert Follow-up Email

Dear _____ (*student*):

I received an early alert from (*course instructor's name*) regarding your current performance in (*course name*). You still have time to do well in the course and I urge you to take action to improve your grades. In particular, you should take the following steps immediately:

1. See your instructor. This is EXTREMELY important. Your instructor can help you to determine the problem and possible solutions.

2. Make an appointment to see me by (date). I am holding 1:00 to 2:00 pm on January 9th and 10-11 on January 10th as possible times for us to meet. Please let me know which time is most convenient for you. If neither of these times is acceptable, select three times that are good for you and I will try to select one that is mutually convenient. At our meeting we can develop a plan to help you succeed in the course.

3. Access tutoring resources for (*course name*) are available at the Bates Center in the College of Science's Gosnell Foyer. Tutoring is available on a walk-in basis and the setting is informal. I've attached the tutoring schedule and hard copies are available in the bin across from the Office of Student Services. Physics tutoring is also available M-R from 6:00 to 8:00 pm in the Engineering Learning Center (ELC). This is also done on a walk-in basis.

4. Form a study group with other students in your course. This is a great way to help each other master the material.

Now is the time for you to address any issues you may have in physics. The sooner you identify the problem and take action to correct it, the more likely you are to succeed. As your advisor, I'm here to support and guide you and will help in any way possible.

(*Advisor's name*)

OR

Dear _____,

I have received an early alert warning for you from Professor _____ your _____ Instructor. I would like to speak with you about the alert, appropriate resources and develop a plan of action that would help you become successful in this course. Below are three possible times we can meet. Please select one and let me know which one you have chosen. If the appointment times below are not convenient, please suggest three times that are suitable for you and I will select a mutually convenient time.

My office number is _____ and my phone number is _____

It's not too late to succeed if we work on this right away!

If the student does not respond, call them to set up the appointment.

Learning Style Self-Assessment: How I prefer to learn

Downing, S. *On Course: Strategies for Creating Success in College and in Life*. 3rd Edition, Houghton Mifflin Company, 2001.

Before reading on, take a self-assessment that will give you some insight into how your brain prefers to gather and process experiences and information.

In each group below, rank all four answers (A, B, C, D) from the *least* true of you to the *most* true of you. Give each possible answer a different score. Obviously there are no right or wrong answers; your opinion is all that matters. Remember, items that are MOST TRUE OF YOU get a 4.

Least true of you -1 2 3 4 – Most true of you

1. I would prefer to take a college course in

- A. group dynamics.
- B. business management.
- C. science.
- D. an independent study and I design.

2. I solve problems by

- A. leaping in and doing what feels right at the time.
- B. doing something practical and seeing how it works.
- C. standing back, thinking, and analyzing what is wrong.
- D. trusting my intuition.

3. Career groups that appeal to me are

- A. teacher, social worker, physical therapist.
- B. administrator, city manager, military officer.
- C. engineer, researcher, financial planner.
- D. entrepreneur, artist, inventor.

4. Before I make a decision, I need to be sure that

- A. I know how my decision will affect others.
- B. I'm confident my solution will work.
- C. I understand all of the relevant ideas and facts.
- D. I haven't overlooked a more creative solution.

5. I would like to meet a person who believes that

- A. life must be lived with enthusiasm and passion.
- B. life rewards the practical, hard-working, down-to-earth person.
- C. life today needs more logical thinking and less emotion.
- D. life, like music, is best composed by creative inspiration, not by rules.

6. I would enjoy reading a book entitled

- A. *The Keys to Developing Better Relationships*
- B. *How to Organize Your Life and Accomplish More*
- C. *Great Theories and Ideas of the 20th Century*
- D. *Tapping into Your Creative Genius*

7. I believe the most valuable information for making decisions comes from

- ___ A. gut feelings.
- ___ B. what has worked in the past.
- ___ C. logical analysis of facts.
- ___ D. my imagination.

8. I am persuaded by an argument that

- ___ A. is passionately presented by someone I admire.
- ___ B. presents the findings of recognized experts.
- ___ C. offers statistical or factual proof.
- ___ D. explores innovative possibilities for future change.

9. I prefer a teacher who

- ___ A. stimulates exciting class discussion and group projects.
- ___ B. provides practical, step-by-step, hands-on activities with clear learning objectives.
- ___ C. lectures knowledgeably about the important facts and theories of the subject.
- ___ D. challenges me to think for myself and explore the subject in my own way.

10. People who know me would describe me as

- ___ A. emotional.
- ___ B. practical.
- ___ C. logical.
- ___ D. creative.

Total your scores for each letter and record them below:

- | | | | | | | | | | | |
|-------------------|------|------|------|------|------|------|------|------|------|-------|
| ___ A. FEELING | 1___ | 2___ | 3___ | 4___ | 5___ | 6___ | 7___ | 8___ | 9___ | 10___ |
| ___ B. DOING | 1___ | 2___ | 3___ | 4___ | 5___ | 6___ | 7___ | 8___ | 9___ | 10___ |
| ___ C. THINKING | 1___ | 2___ | 3___ | 4___ | 5___ | 6___ | 7___ | 8___ | 9___ | 10___ |
| ___ D. INNOVATING | 1___ | 2___ | 3___ | 4___ | 5___ | 6___ | 7___ | 8___ | 9___ | 10___ |

Meaning of your scores:

30-40= You have a strong preference to learn this way.

20-29= You are capable of learning this way when necessary.

10-19= You avoid learning this way.

Recent discoveries about learning styles can further help us maximize what we learn. These discoveries suggest that each person develops a preferred way of learning, a style that requires less effort from our brain and that produces more learning than a less preferred style of learning.

For a quick understanding of the significance of learning preferences, try signing your name twice, once with each hand. Notice that your preferred hand allows you to write quickly, easily, effectively, much as your preferred learning style allows you to learn. Your non-preferred hand usually writes more slowly, painstakingly, ineffectively, much the way you learn with your less preferred style(s) of learning.

The evolution of learning styles theory owes a great debt to psychologist Carl Jung, whose ideas were later embraced by Katharine Briggs and her daughter Isabel Briggs Myers. They created the Myers-Briggs Type Inventory (MBTI), an assessment tool that measures sixteen psychological types. More recently, David Keirsey and Marilyn Bates created an inventory that measure for temperaments. Others, including David Kolb, Bernice McCarthy, and Ned Herrmann, have further refined assessment methods that illuminate how each individual prefers to learn. If you want an in-depth understanding of learning style, you may wish to take one or more of the learning styles inventories listed in the bibliography.

Although there is no best way for everyone to learn, there is a best way for *you* to learn, and the self-assessment you just took begins your understanding of what that way is. Your scores indicate your order of preferences for four different learning styles: FEELING, DOING, THINKING, and INNOVATING. More specifically, your scores suggest what types of questions motivate you, how you prefer to gather relevant information, and how you prefer to discover meaningful answers.

Traditional college teaching-characterized by lectures and textbook assignments-typically favors the learning styles of the THINKERS, and, to somewhat lesser degree, DOERS. As more instructors discover the importance of individual learning styles, however, they are adapting their teaching styles to help all learner maximize their academic potential. Regardless of your learning style or your instructor's teaching style, many strategies exist to help you achieve academic success.

If you encounter an instructor who doesn't teach the way you prefer to learn, take responsibility for you learning and experiment with some of the suggestions below. Perhaps most important of all is developing flexibility in how you learn. The more choices you have, the richer will be your learning experience.

In the following paragraphs, you'll discover the kinds of inquiry that motivate each learning style, the methods each style prefers for gathering relevant information, and each style's favored way for discovering meaningful answers. You may want to read about your preferred learning style first. There you'll find many options to use when your instructor doesn't teach as you prefer to learn. By

looking at the other learning styles as well, you'll see additional ways to expand your menu of learning strategies.

A. Feeling Learners

Motivating questions: **Feeling** learners are energized by questions that begin with "Why?" or "Who?" *Why do I want or need to know this subject? Who is going to teach me? Who is going to learn this with me? Why do they want to know this information? Who here cares about me? Who here do I care about?*

Preferred ways of gathering information: **Feeling** learners enjoy personal connections and an emotionally supportive environment. They learn well from instructors who are warm and caring; who value feelings as well as thoughts; and who create a safe, accepting classroom atmosphere with activities like group work, role-playing, and sharing of individual experiences. Feeling learners benefit from an opportunity to relate personally with both their instructors and classmates.

Preferred ways of discovering meaningful answers: **Feeling** learners honor their emotions and seek answers that are personally meaningful. They are uncomfortable with answers based on abstract theories and dispassionate facts. They excel at responding to emotional currents in groups, empathizing with others, considering others' feelings in making decisions, and using empathy and gut feelings to arrive at nonlinear, subjective answers. Feeling learners are right-brained learners.

When your instructor doesn't teach to your preferred style:

What you can do:

- ❖ Construct important "Who?" and "Why?" questions and search for their answers.
- ❖ Construct and answer other types of questions your instructor might ask: What? How? What if?
- ❖ Discover the value of this subject for you personally.
- ❖ Organize your notes and study materials using concept maps.
- ❖ Practice using the course information or skills will people in your life.
- ❖ Make friends with classmates and discuss the subject with them outside of class.
- ❖ Tape-record classes and listen to them during free time.
- ❖ Study with classmates who have different preferred ways of learning from your own.

Ask your instructor to do the following:

- ❖ Answer your important "Who?" and "Why?" questions in class or in a conference.
- ❖ Explain how you might make a personal application of the course information.
- ❖ Meet with you outside of class so you can get to know one another better and feel more comfortable in his or her class.
- ❖ Let you do some of the course work with a partner or in a group.

B. Doing Learners

Motivating questions: Doing learners are energized by questions that begin with "How?" *How does this work? How can I apply this? How did this work in the past? How can I do this more effectively? How do experts do this?*

Preferred ways of gathering information: Doers enjoy taking action. They learn well from instructors who present factual information and practical skills in a step-by-step, logical manner; who then present models or examples from experts in the field; and who finally allow students to do hands-on work in guided labs or practice applications. Doers benefit from the opportunity to dive right in and do the work.

Preferred ways of discovering empowering answers: Doers honor objective testing of an idea, whether their own or an expert's. They are uncomfortable with answers based on abstract theories, emotion, personal considerations, or intuition. They excel at being unbiased, taking action and observing outcomes, following procedures, and using confirmed facts to arrive at linear, reasoned answers. Doers, like thinkers, are left-brained learners.

When your instructor doesn't teach to your preferred style:

What you can do:

- ❖ Construct important "How?" questions and search for their answers.
- ❖ Construct and answer other types of questions your instructor might ask: What? Who? Why? What if?
- ❖ Practice using the course information or skill outside of class.
- ❖ Organize your reading and lecture notes in a step-by-step fashion, using outlines and study charts whenever appropriate.
- ❖ Study with classmates who have different preferred ways of learning from your own.

Ask your instructor to do the following:

- ❖ Answer your important "How?" questions in class or in a conference.
- ❖ Explain practical applications for theories taught in the course.
- ❖ List important steps on the blackboard or on handouts.
- ❖ Demonstrate the information or skill in a step-by-step manner.
- ❖ Observe and give corrective feedback as you demonstrate your hands-on understanding of the subject.

C. Thinking Learners

Motivating questions: Thinking learners are energized by questions that begin with "What?" *What theory supports that claim? What does a statistical analysis show? What is the logic here? What facts do you have? What experts have written about this?*

Preferred ways of gathering information: Thinkers enjoy pondering facts and theories. They learn well from instructors who present information with lectures, visual aids, problem solving by the instructor, textbook readings, independent library research, and activities that call upon logical skills, such as debates. Thinkers benefit from time to reflect on what they are learning.

Preferred ways of discovering meaningful answers: Thinkers respect logical argument and facts. They are uncomfortable with answers that depend on tradition, emotion, personal considerations, or intuition. They excel at analyzing, dissecting, figuring out, and using logic to arrive at linear, reasoned answers. Thinkers are left-brained learners.

When your instructor doesn't teach to your preferred style:

What you can do:

- Construct important "What?" questions and search for their answers.
- Construct and answer other types of questions your instructor might ask: How? Who? Why? What if?
- Read all of your textbook assignments carefully.
- Organize your lecture and reading notes in a logical fashion, using outlines and study charts wherever appropriate.
- Study with classmates who have different preferred ways of learning from your own.

Ask your instructor to do the following:

- Answer your important "What?" questions in class or in a conference.
- List important points on the blackboard or on handouts.
- Suggest additional readings in the subject.

D. Innovating Learners

Motivating questions: Innovating learners are energized by questions that begin with "What if?" or "What else?" *What if I tried doing this another way? What else could I do with this? What if the situation were different?*

Preferred ways of gathering information: Innovators enjoy seeking new possibilities, imagining unseen futures. They learn well from instructors who encourage students to discover new and innovative applications; who allow students to use their intuition to create something new; and who use approaches such as independent projects, flexible rules and deadlines, a menu of optional assignments, metaphors, art projects, and visual aids. Innovators benefit from the freedom to work independently and let their imaginations run free.

Preferred ways of discovering meaningful answers: Innovators honor personal imagination and intuition. They are uncomfortable with answers based on abstract theories, cold facts, emotions, or personal considerations. They excel at trusting their inner vision, their intuitive sense of exciting future possibilities, and their imaginations. Innovators are right-brained learners.

When your instructor doesn't teach to your preferred style:

What you can do:

- ❖ Construct important "What if?" and "What else?" questions and search for their answers.
- ❖ Construct and answer other types of questions your instructor might ask: What? How? Who? Why?
- ❖ Organize your notes and study materials using concept maps and personally meaningful symbols or pictures.
- ❖ Study with classmates who have different preferred ways of learning from your own.

Ask your instructor to do the following:

- ❖ Answer important "What if?" and "What else?" questions in class or in a conference.
- ❖ Let you design some of your own assignments for the course.
- ❖ Use visual aids to explain concepts in class.
- ❖ Recommend a book for you to read by the most innovative or rebellious thinker in the field.
- ❖ Evaluate you with essays and independent projects rather than with objective tests.

Successful students take responsibility for not only *what* they learn in every class but also *how* they learn it. To discover how to maximize their learning regardless of the subject or the way the instructor teaches.

Roommate Agreement

This is an agreement between roommates to ensure that basic needs have been discussed. Roommates should discuss each topic and come up with guidelines both can live with. Feel free to add any items necessary.

Communication Preferences: How will we discuss issues that bother us? When should we involve the RA/HM? When will we revise our roommate agreement?

Study Time: When? Noise tolerance? Lights on at night? Visitors?

Cleaning the Room: Which areas? How frequently?

Use of your Possessions: What can be shared? Which items are not to be used by anyone but you? (Furniture, stereo, computer, TV, video games, food, clothing, etc)

Phone Usage: Can other people use the phone? Where will messages be posted? How will messages be communicated? (IM, e-mail, message board....)?

Shared expenses: How will the bills be paid? (Rentals, refrigerator, cable, etc.)

Safety Concerns: How will you ensure each other's safety? (Locking the room, staying out all night, etc.)

Visitors: How often? How many? Advance warning? Opposite sex? When can guests visit? Can they use the TV/computer/phone (No more than 3 consecutive nights per RIT Housing Policy)?

Smoker's rights/Non-smokers rights for the academic year: If one of you starts to smoke occasionally what happens?

Sleeping/waking arrangements: Light/heavy sleeper? Early/late nights? Lights on/off? Stereo/TV on/off? Window open/closed?

Additional Topics:

Roommate Signature

Date

Roommate Signature

Date

45 Study Skills to Study By

Becoming a Master Student. Sixth Edition. 1991. College Survival Inc.
Downing, Skip. 1999. 2nd Edition. On Course: Strategies for Success in College and in Life. Houghton Mifflin
Gardner/ Jewler. Your College Experience: Strategies for Success. Third Edition. 1997.

1. **Set your priorities!** Remember why you came to college as well as what means the most in your life!
2. In high school you spent 30-35 hours a week in class and MAYBE 10-15 hours a week studying at home. To succeed and survive in college you do the opposite you must study at least 30-35 hours studying and only 15 hours (1 credit is an hour) in classes weekly.
3. **Know when you are most alert**, study then. Try to make this a regular habit.
4. **Never spend more than two consecutive hours** studying for one topic. Your mind will not be able to keep more than that in its long-term memory.
5. Do not cram. Studying too much all at once will only make you tired. You will only remember the first and last hour of your studying. You are better off getting sleep and getting up early to review the information. Think of the times you see a word or question on the exam that is familiar to you, yet you can't think of the answer...you only recognize it, you don't know it. This is often a result of cramming.
6. **Use your waiting time to study**. While you are waiting in line or waiting to meet with someone, this is a good time to review notes or index cards to refresh your memory.
7. **Study as soon after the class time as possible!** Nearly 50% of the information you learned in class is gone 20 minutes after class! Review your notes as soon as possible to increase the amount of information you remember. Doing all of your studying later in the evening may cause you to spend twice the time or more to learn the information you need to know.
8. **Use good time management**. Set up a schedule and stick to it. You will be surprised what you can fit into your week, and still have time for fun!
9. **Go to every class** and arrive early or at least on time. You will miss important information if you are late or do not go to class.
10. **Listen to what the professor** says in class. Professors will tend to accent the important information.
11. **Talk to your professors** often and outside of class.
12. **While studying**, if you get stuck on one subject, move on to another, and then go back to it later. Remember that studying is like training your brain. You want to study daily, not all at once.
13. **Read all of your assignments** prior to the class they will be discussed. Pay attention to the vocabulary, graphs, and summary, to help you understand the material better.
14. **Write down questions** you have from your reading and bring them to class. This will help you remember to ask them, and will help you to recognize the difficulties you are having with the topics you are studying.
15. **Learn where your campus resources are** and use them (see your student handbook)!
16. **See a tutor** and/or go to **help sessions**

17. **Meet with your academic advisor and your academic counselor.** They are two different people. Meet them both!
18. **Study difficult subjects first.** It is important to study your most difficult courses while you are most alert. This will also help prevent procrastination.
19. **Write down notes** from your reading assignments in the margins of your textbook.
20. **Make sure you pay attention** and understand the vocabulary in your textbooks.
21. **Make sure you understand** the relationship(s) between the different topics covered in your textbook. Ask yourself, "How are _____ and _____ similar? Different? Are they connected in some way? Why? Why not?"
22. **Keep up with your reading**, and use good reading habits (see our reading packet)
23. **Keep all of the materials** you will need to study with/near you when you study, i.e., textbook(s), dictionary, notes, and articles.
24. **Start writing projects** with lists of ideas or brief outlines instead of blank pieces of paper.
25. **Use good memorization techniques.** (Mnemonics, abbreviations, acronyms, repetition etc.). You may have heard people tell you not to memorize information, but memorizing is a form of learning, and is an important part of good study skills. (See the Memory & Remembering).
26. **Quiz yourself** by summarizing your notes in your own words. If you cannot write them in your own words, then you do not fully understand the information. Go back and review the information again.
27. **Take practice tests and answer questions** at the end of each section or chapter of your texts.
28. **Study in groups.** This will allow you to discuss the material and increase your long-term memory in the topic, as well as allow you to get different viewpoints. This will also help bridge any information gaps you have. These may be pre-arranged, or you can arrange them yourself.
29. **Use index cards.** Index cards allow you to shuffle information and sort the information easily. They are portable and are a great study resource.
30. **Keep away from as many distractions** as possible; learn to say no. (i.e., socializing, email, etc.)
31. **Study in an area where you are comfortable**, but not too comfortable
32. **Avoid studying on your bed.** Studying on your bed can interfere with your sleep at night, and can distract you from your studies because it will be too easy to take a nap.
33. **Make an outline**
34. **Do all assigned homework.** This will improve your grades and increase your learning. It will also help you to find the difficulties you have with the material to allow you time to get the help necessary to do well in the class.
35. **Reread your notes, chapters, previous quizzes and tests.** This will help reinforce the information you have learned. Remember how quickly you forget information. The more often you are able to review information, the more you will remember. This will also give you an opportunity to correct mistakes on prior quizzes and exams to learn the correct information rather than remembering the wrong information.

36. **Ask more questions.** The more you learn, the more questions you have. The more questions you ask, the more you will learn etc.
37. **Eat healthy,** and eat three meals daily. Do not study or go to class hungry! This is a big distraction. Eating will help you to be alert and have energy.
38. **Take care of yourself emotionally.** Sometimes things happen in your life that affects your studies. Make sure you have people you can talk to: friends, family, and/or counselor.)
39. **Take care of yourself physically.** See a doctor if you are sick, and exercise. Exercise has mental benefits; it helps to reduce anxiety and stress.
40. **Keep yourself organized** and stay organized, i.e., time management, notebooks, notes, assignments and their due dates, etc. so you can enjoy free time on a regular basis.
41. **Be involved with extra curricular activities.** It isn't good to study all of the time. A well-rounded student is happier and performs better academically.
42. **Think positive! Eliminate the negative!** You'd be surprised how this works. It can really make you more successful!!
43. **Get a good night's sleep!** (8-10 hours every night) If you are tired your brain will not process information as quickly. It is important to be alert for your classes and when you are studying. Try to go to bed at the same time every night!
44. **Do not work more than 15 hours weekly.** More than that will often have a negative effect on your grades.
45. **Try to use as many of these** as possible for the best results. Think about which suggestions you did use, as well as those suggestions you wish you had used.

STUDY TIPS – TIME PLANNING

Each of us has at his/her command the same amount of time for each week ---exactly 168 hours, no more and no less. It is not the amount of time, but WHAT YOU DO WITH YOUR TIME, that counts the most and can lead to success.

The secret of more effective use of time lies in organizing and planning. Each person will plan his/her own 168 hours to match his/her inclinations, requirements and interests. Wise planning for the use of your time will provide more time for the things that you are interested in doing. Each thirty minutes that you save through planning can be redirected into something that will make your life richer and better.

There is no magic formula to time planning. A time management plan can be a valuable asset to anyone who has the self-discipline to carry it through. To make it work for you, you cannot give up and quit after a half-hearted initial effort.

BUILD YOUR SCHEDULE AROUND YOUR FIXED TIME COMMITMENTS.

Some activities have fixed time requirements and others are flexible. The most common that you must consider are:

FIXED: eating, organizations, classes, employment

FLEXIBLE: sleeping, studying, recreation, personal grooming

PLAN SUFFICIENT STUDY TIME TO DO JUSTICE TO EACH SUBJECT.

Most college courses are planned to require about two hours of outside work per week per credit hour. By multiplying your credit load by two you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies, you may need to plan more time in order to meet the competition from your classmates.

STUDY AT REGULAR TIME AND IN A REGULAR PLACE. Establishing habits of regularity in studying is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions, finding necessary study materials, etc. Avoid generalizations in your schedule such as “study.” Commit yourself more definitely to “study history” or “study calculus” at certain hours.

1. **STUDY AS SOON AFTER CLASS AS POSSIBLE.** Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate. Remember, one hour of study immediately after class is probably better than two hours of study a few days later.
2. **UTILIZE ODD HOURS FOR STUDYING.** Those scattered one or two hour free periods between classes are easily wasted. Using them for studying will result in free time for recreational activities later on.

3. **STUDY NO MORE THAT TWO HOURS ON ANY ONE CUORSE AT ONE TIME.**
After studying for two hours, you begin to tire and your ability to concentrate decreases rapidly. To keep your efficiency, take a break and then switch to studying another subject.
4. **BORROW TIME: DON'T STEAL IT.** Whenever an unexpected activity arises that takes up time you had planned to use studying, decide immediately where you can trade for "free" time to make up the missed study time and adjust your schedule for that week.

(Webe, 1968, p.86)

Tips on Writing Your Suspension Appeal Letter

1. Type or word process your entire appeal to make it look professional and organized.
2. Proofread your appeal for correct spelling and correct use of grammar.
3. Be detailed, descriptive, and specific.
4. Indicate all campus resources and services that you plan to utilize to ensure that you are able to return to good academic standing.
5. Reference your RIT academic record when appropriate.
6. Submit all documentation on time.

Suggested Format for Your Suspension Appeal Letter

Paragraph #1

Provide a detailed account of the extenuating circumstances that contributed to your current academic standing. Please enclose appropriate documentation (medical records, funeral announcement, etc.).

Paragraph #2

Explain how circumstances have changed and will allow you to perform at a satisfactory level.

- Changes you have identified as beneficial in any of the following areas: academics (campus resources, habits, study skills, faculty, staff, etc.), campus activities, family, social, work, etc.

Paragraph #3

Explain and address a specific plan of action that you will follow to attain academic success. Using specific examples, address any of the following areas pertinent to your plan:

- Number of credit hours you will be taking in the next quarter. What GPA do you need to reach a cumulative 2.0 in one quarter (utilize the grade prediction area in SIS).
- What grades will you need in each class to return to good standing? How will you get those grades? What changes might you need to make to attain those grades?
- What are your goals for the quarter and how you will achieve them?

Include any supporting documentation with your letter of appeal.

ABC's of Test Taking

-BEFORE THE EXAM-

- A. **Get up early** the day of your exam to review your test material.
- B. **Be positive!** If you keep yourself in a positive mood you WILL do better and it will alleviate test anxiety. Laugh! It is impossible to feel bad when you laugh! It helps you to feel good. When you are positive it is easier to retrieve factual information for your test.
- C. **Bring appropriate materials** to class, i.e., bring an extra pen/pencil, etc. Asking for pens or pencils shows that you weren't prepared for the exam!
- D. **Do not study during the hour before the exam.** This may cause confusion of material.
- E. **Do not arrive to class too early.** Talking or listening to others discuss information directly before the exam can often confuse what you have learned.
- F. **NEVER arrive late** to an exam. You may miss important directions and information about the exam. This may also create a higher anxiety level for you during the exam.

-DURING THE EXAM-

- G. **Sit in the same seat.** This is not a superstition. You want to sit in the same seat because the perception from your seat will trigger information due to the familiar visual cues your brain is given from that angle and will help your brain to recall information better.
- H. **Relax!** You want to eliminate anxiety during your exam. Take slow, deep breaths to help you relax. If you feel yourself getting tense, literally put down your writing utensil, tighten your muscles for a count of ten and relax. Physiologically it will help you to relax. You may need to repeat this exercise a couple of times, then go back to your exam.
- I. **Listen carefully to the directions** the professor gives you before the exam. There maybe some last minute changes on the written exam directions.
- J. **Write down information** you may forget during the exam.
- K. **Plan out your test time.** Do not spend too much time on any one question. You will need to spend more time on questions worth more points and less time on questions worth fewer points.
- L. **Read over the entire exam** before answering ANY questions. This will give you some time to reflect and it will allow you to see patterns or hints in questions.
- M. **Underline important and key words** in the questions to help keep you focused.
- N. Make sure you **understand the question(s)** being asked. If you don't, ask the professor for some clarity, such as asking the question in a different way.
- O. **Do not rush** through your exam. Use the time allowed for the exam. There is no bonus for finishing first. Use your time wisely!
- P. **Answer the questions you know first.** This will give your brain more time to look for the answers to the remaining questions.
- Q. **Go back** and answer the remaining questions.

- R. Make sure **all parts** of the multi-part questions **are answered**.
- S. **Make sure you answered the right question**, i.e., don't elaborate too much and get yourself off track.
- T. **NEVER change ANY answers UNLESS** you have a good reason for changing them!
- U. **Complete each question!** NEVER leave a question unanswered!
- V. **Review your test for careless errors!** Many students lose points for careless errors. You don't want to be one of them.

-AFTER THE EXAM-

- W. **Review the exam** to examine what parts were difficult for you and why?
 - X. **Review your notes** to reinforce the information.
 - Y. **How many of these tips did I use?** Which tips worked well? Which tips do you wish you would have used?
 - Z. Time to prepare for the next exam!
-

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Downing, Skip. 1999. 2nd Edition. On Course: Strategies for Success in College and in Life. Houghton Mifflin.
Gardner/ Jewler. Your College Experience: Strategies for Success. Third Edition. 1997.

Effective Textbook Reading

- I.
 - a. Put the title of your chapter into a question
 - b. Read all sub-titles
 - c. Look at all pictures and read their captions
 - d. Read the summary
 - e. Read the questions at the end of the chapter
 - f. Read and start learning vocabulary

- II.
 - a. Read your chapter
 - b. Put the title of your chapter into a question
 - c. Put sub-titles into questions.
 - d. Read each section and write notes in the margins in your own words. If you cannot put them into your own words you don't understand the material.
 - e. Make a list of questions you have from the reading.
 - f. Review the summary, questions and vocabulary at the end of the chapter

- III.
 - a. Review questions in your chapter
 - b. Review your notes in the margins of your text and class notes
 - c. Review vocabulary

Becoming a Master Student. Sixth Edition. 1991. College Survival Inc.
Gardner/ Jewler. Your College Experience: Strategies for Success. Third Edition. 1997

What You Need to Know to Improve Your Test Grades

Becoming a Master Student. Sixth Edition. 1991. College Survival Inc.
Downing, Skip. 1999. 2nd Edition. *On Course: Strategies for Success in College and in Life*. Houghton Mifflin
Gardner/ Jewler. *Your College Experience: Strategies for Success*. Third Edition. 1997.

1. **Establish good study habits** and set up a plan to use them.
2. **Go to ALL classes.** Students who attend all of their classes tend to have higher grades. Going to class also allows you to learn other people's views and questions (*sort of like two brains are better than one*)
3. **Pay attention** to the information the professor gives you in class, noting repetition of information and subtle hints. This information will likely be on the exam.
4. **Talk to you professor(s) outside of the classroom.** Getting to know your professors can only help; it will make it easier for you to ask for help and they will be more willing to help you!
5. **Make sure you read** all the required materials and **establish good and effective reading habits**
6. **Make sure you understand all of the vocabulary for each class, as well as the connections and relationships of the words.** Look up all the words you don't know, it can only help you get better grades! The bigger your vocabulary, the faster you will understand the information!
7. **Complete all assignments and extra credit projects!**
8. **Go to review sessions** and meet with tutors
9. **Find out what kind of test** you will be having, i.e., essay, true/false, multiple-choice, short answer, fill in the blank, matching.
10. **QUIZ yourself** using self-tests usually located at the end of each chapter. **Anticipate what the questions** might be according

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