INTRODUCTION

This “Guide” has been created to support the academic and personal success of students at Ivy Tech Community College. Additionally, this Guide will provide Academic Advisors a consistent frame college-wide, as well as the necessary tools to effectively work in collaboration with students.

Many regions also have a “Student Guide” that mirrors this publication An electronic copy of the Student Guide may be obtained from your regional Academic Advising Center.

“Advising is not merely providing advice. Providing advice is a unidirectional relationship in which a person who “knows better” tells another person what to do. Rather, advising is a helping relationship between two people and a dynamic process of mutual discovery and self-determination.

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Chapter 1: Foundations:
The College

Vision
Changing Lives/Making Indiana Great

Mission
Ivy Tech Community College prepares Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education. Through its affordable, open-access education and training programs, the College enhances the development of Indiana’s citizens and communities and strengthens its economy.

Purpose
Ivy Tech Community College changes lives and changes Indiana through education and workforce development.

Standards for Academic Advising

Council for the Advancement of Standards in Higher Education (CAS)

According to the CAS Professional Standards for Higher Education ([Council for the Advancement of Standards in Higher Education (CAS], 2009), “the primary purpose of Academic Advising Programs (AAP) is to assist students in the development of meaningful educational plans” (p. 38). In collaboration with students, the development of meaningful educational plans should include the following learning outcomes and dimensions:

- knowledge acquisition, integration, construction, and application
  - Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- cognitive complexity
- Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity

- Intrapersonal development
  - Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

- Interpersonal competence
  - Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership

- Humanitarianism and civic engagement
  - Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility

- Practical competence
  - Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs, managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life (CAS, 2009, p. 38).

In order to be effective, CAS (2009) asserts that academic advising be:

- Integrated into the life of the institution
- Intentional and coherent
- Guided by theories and knowledge of learning development and
- Reflective to needs of individuals, diverse and special populations, and relevant constituents (p. 38).
Additionally, CAS (2009) also recommends that colleges and universities develop written goals and objects that guide and support the institution’s academic mission, as well as the mission of academic advising. Specially, the following goals and objectives are recommended for academic advising program. Academic Advising programs must:

- promote student growth and development
- assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives
- discuss and clarify educational, career, and life goals
- provide accurate and timely information and interpret institutional, general education, and major requirements
- assist students to understand the educational context within they are enrolled
- advise on the selection of appropriate courses and other educational experiences
- clarify institutional policies and procedures
- evaluate and monitor student academic progress and the impact on achievement of goals
- reinforce student self-direction and self-sufficiency
- direction students with educational, career, or personal concerns, or skill/learning deficiencies, to other resources and programs on the campus when necessary
- make students aware of and refer to educational, institutional, and community resources and services (e.g. internships, study abroad, honors, service-learning, research opportunities
- collect and distribute relevant data about student needs, preferences, and performances for use in institutional decisions and policy (p. 39).
CAS Ethical Standards:

While serving the needs of students, academic advisors are expected to conduct themselves in an ethical manner at all times. Using guidelines from CAS (2009), academic advisors must:

- uphold policies, procedures, and values of their department and institution
- orient new staff members to relevant ethical standards and statements of ethical practice
- ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in the students’ education record must not be disclosed except as allowed by relevant laws and institutional practices.
- Academic Advising Program (AAP) staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.
- be aware of and comply with the provisions contained in the institution’s policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.
- recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.
- strive to insure fair, objective, and impartial treatment of all persons with whom they interact.
- ensure funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.
• provide [sic] promotional and descriptive information that is [sic] accurate and free of deception.

• perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

• use suitable means to confront and otherwise hold accountable other staff member who exhibit unethical behavior.

• be knowledgeable about and practice ethical behavior in the use of technology (pp. 40-41)


National Academic Advising Association (NACADA) Statement of Core Values

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledge s the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse
backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles.
Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

The Pillars of Academic Advising - The Concept of Advising and The Core Values of Advising are Reprinted [or Excerpted] with permission by the National Academic Advising Association (NACADA) www.nacada.ksu.edu. - See more at: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx#sthash.TSxVfEzO.dpuf

Key Theories

Intrusive Advising

Jennifer Varney, Hesser College

It’s an all-too-familiar situation: a student begins a college program full of excitement and nervous anticipation of the classroom experience. She wants to purchase her books weeks before they are available and arrives the first day of class with several notebooks and a fist full of newly sharpened pencils. Weeks go by and all seems fine until one day she doesn’t come to class. She attends the next day, but not the following two…before anyone realizes it, the student has stopped attending altogether and it’s too late to try and get her back. Sound familiar? This is an example of an at-risk student. All schools have at-risk students. Some are on academic probation, some are first generation college students, and some just are unsure of what they are doing. In any case, one of the best ways to reach at-risk students is through the use of Intrusive Advising (Heisserer & Parette, 2002).

Earl (1987) observed that Intrusive Advising is about getting to the heart of what is causing difficulty for a student and recommending the appropriate intervention. Earl (1987) describes the intrusive model of advising as an action-oriented approach to involving and motivating students to seek help when needed. The big question is how to get students to seek help when they need it, and before it’s too late. Intrusive Advising involves proactive interactions with students, with the intention of connecting with them before a situation occurs that cannot be fixed. Intrusive Advising is not “hand-holding” or parenting, but rather active concern for students’ academic preparation; it is a willingness to assist students in exploring services and programs to improve skills and increase academic motivation (Upcraft & Kramer, 1995).

Why Intrusive Advising?

Intrusive Advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. Research literature on student retention suggests that contact with a significant person within an institution of higher education is a crucial factor in a student’s decision to remain in college (Heisserer & Parette, 2002). Habley (1994) tells us that academic advising is the only structured activity on the campus in which all students have the opportunity for on-going, one-to-one interaction with a concerned representative of the institution (p. 10). Therefore, advisors often are the people best suited to make important student connections. When advisors make connections and show interest in students, they can become the reason a student decides to stay in school. In addition, contacting students in a preventative mode may help them anticipate problems and learn problem-solving skills and strategies (Upcraft & Kramer, 1995).

Intrusive Advising differs from the more traditional prescriptive and developmental models of advising because advisors are not only helpful and encouraging of students, but they proactively make the initial contact with
students...a pre-emptive strike, of sorts. Most students know they have an advisor but may be unaware of how and when they are able to contact the advisor or what the advisor can help them accomplish. Heisserer and Parette (2002) observe that “the only variable that has a direct effect on student persistence is the quality of a relationship with a significant member of the college community” (p. 72). Thus the advisor is often the person best suited to form a significant relationship with the student. At-risk students, in particular, may benefit greatly from the intrusive approach as they may not be aware of how to move forward when unexpected situations arise.

**How To Be Intrusive**

Intrusive Advising sounds great, but how can an advisor become more intrusive? The most important thing is to remember the goal is to help students feel cared for by the institution. Students who perceive that someone cares about them and that they belong to the school community are more likely to be academically successful than those who do not feel any sense of care by the institution (Heisserer & Parette, 2002). An excellent way to be intrusive with students is to begin at orientation: have a formal orientation and make it mandatory that students attend. Learn who the new students are and what their concerns may be. Take photographs of students and post the pictures on an institutional Intranet or place in student advising folders; this is an excellent way to keep students’ faces with names. The photos are a great visual aid in remembering the student when a call or email is received. Orientation should include an interactive discussion of who the advisors are, their roles in the academic experience and how advisors may be contacted (phone, email, or IM). A day planner or similar inexpensive gift with advisor contact information printed on it may encourage students to contact advisors sooner rather than later. Giving students the opportunity to include family members in the orientation process may prove beneficial as family members will know who to encourage the student to contact if questions or concerns arise.

Another way to be intrusive with students is to proactively monitor grades: both mid-semester and final. Advisors should contact students whose grades are marginal and encourage them to schedule an appointment to discuss strategies for working with faculty, improving study skills, and increasing the probability of academic success. When meeting with students, include questions about their grade expectations and how the outcome could have been different. Advisors should consider implementing an early warning system for students that includes grades, attendance, classroom behavior and any other information faculty can provide that may identify a student as being at-risk (Upcraft & Kramer, 1995). Determine the institutional definition of “at-risk student” and find ways to connect with these students.

Other ways to be intrusive include taking any and all opportunities to connect with students e.g., in hallways, on campus, or at Wal-Mart®. Involvement in student activities is an excellent way to bond with students, as is having lunch or taking breaks where students typically “hang out”. Encourage students to network with each other, as well as assess their own strengths and areas of opportunity. Do not be afraid to get to know students within professional boundaries and advocate for them when necessary. In addition, advisors should:

- truly know the school and its resources.
- know the staff of school programs.
- be available to be reached by students whenever or wherever is reasonably possible.
- be trained in all relevant areas (academic and non-academic) that have a direct impact on students’ well-being and success.
- monitor advisee progress with or without student presence.
- maintain clear boundaries with students: show genuine care, including a positive attitude, openness and honestly, but maintain professionalism at all times (Thomas & Minton, 2004).
- do not be afraid to contact students before they contact you e.g., email, IM, telephone, and personalized mail. College students today have many distractions from academics: compete with those distractions!

**Give It A Try!**

Intrusive Advising is all about making strong bonds and connections with students. The time to make these connections is when students first walk into the advising office…not when they are in trouble. Start slow…it gets easier with each student!
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References


Intrusive Advising

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Developmental Academic Advising

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In 1972, Burns B. Crookston wrote an article in the Journal of College Student Personnel titled "A Developmental View of Academic Advising as Teaching" - the term *developmental academic advising* was born.

Developmental academic advising is both a process and an orientation. It reflects the idea of movement and progression. It goes beyond simply giving information or signing a form. As Raushi (1993) suggests, "to advise from a developmental perspective is to view students at work on life tasks in the context of their whole life settings, including the college experience" (p. 6). Developmental academic advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at that person's own life stage of development. Numerous authors (Creamer, 2000; Creamer & Creamer, 1994; Raushi 1993; Winston, et. al., 1984) show that developmental advising is grounded in theory, including cognitive developmental theory, psychosocial theory, and person-environment interaction theory, as well as in theories that focus on specific populations.

According to Crookston, developmental academic advising "is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising functions but . . . they are essentially teaching functions as well (p. 5)." Crookston believed that higher education provided opportunities for students to develop a plan to achieve self-fulfilling lives and that teaching included any experience that contributed to the student's growth. He also believed that students and advisors should share responsibility for the nature of the advising relationship as well as for the quality of that experience.
In his article, Crookson focuses on the difference between prescriptive and developmental advising. In prescriptive advising, a student would come to an advisor for a solution or an advisor would typically answer specific questions but would not address more comprehensive academic concerns. Developmental advising is based on "the belief that the relationship itself is one in which the academic advisor and the student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties."

Frost (2003) notes that "developmental advising understands advising as a system of shared responsibility in which the primary goal is to help the student take responsibility for his or her decisions and actions" (p. 234).

Terry O'Banion, also writing in 1972 but in The Junior College Journal, described the five steps that he referred to as "the dimensions of the process of academic advising" (p. 11). They included: (1) exploration of life goals; (2) exploration of vocational goals; (3) program choice; (4) course choice; and (5) scheduling classes. This model suggested that the picking and scheduling of classes needs to take place within the broader context of the student's life and career goals. O'Banion suggested that students should be responsible for making decisions throughout the advising process. Advisors are responsible for providing "information and a climate of freedom in which students can best make such decisions (p. 11)."

In conclusion, Winston, et. al. (1984) describe academic advising as follows: "Developmental academic advising is defined as a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources" (p.19). To advise a student developmentally, Kramer (1999) suggests the following:

1. know/apply student development theory.
2. focus on students; their on-going needs over an extended period of time. One advising session builds upon another.
3. challenge students to achieve their learning potential and to take academic risks.
4. view students as active partners actively engaged in intellectual and personal growth.
5. help students think about and articulate what is important to them in their academic as well as their personal lives.
6. set short-term as well as long-term goals, discuss ways to achieve those goals, and help the student monitor progress in fulfilling those goals.

NOTE: to read the original articles by Crookson and O'Banion, as well as others reflecting either on those articles or discussing different aspects of developmental academic advising, readers are referred to the Fall '94 NACADA Journal (14:2)

References


O’Banion’s Five Dimensions of Advising

Chickering’s Vectors of Development

The Seven Vectors: An Overview
by Arthur Chickering

Lasting personality changes may not occur in a blinding flash. As Dylan Thomas (1939, pp. 29-30) said, “Light breaks where no sun shines…Dawn breaks behind the eyes…Light breaks on secret lots…On tips of thought…” While some epiphanies are dramatic and sudden, most occur gradually and incrementally. We may not know for years that a single lecture or conversation or experience started a chain reaction that transformed some aspect of ourselves. We cannot easily discern what subtle mix of people, books, settings, or events promotes growth. Nor can we easily name changes in ways of thinking, feeling, or interpreting the world. But we can observe behavior and record words, both of which can reveal shifts from hunch to analysis, from simple to complex perceptions, from divisive bias to compassionate understanding. Theory can give us the lenses to see these changes and help them along.

The seven vectors are summarized below.

1. Developing competence. Three kinds of competence develop in college–intellectual competence, physical and manual skills, and interpersonal competence. Intellectual competence is skill in using one’s mind. It involves mastering content, gaining intellectual and aesthetic sophistication, and, most important, building a repertoire of skills to comprehend, analyze, and synthesize. It also entails developing new frames of reference that integrate more points of view and serve as “more adequate” structures for making sense out of our observations and experiences.

Physical and manual competence can involve athletic and artistic achievement, designing and
making tangible products, and gaining strength, fitness, and self-discipline. Competition and creation bring emotions to the surface since our performance and our projects are on display for others’ approval or criticism. Leisure activities can become lifelong pursuits and therefore part of identity.

Interpersonal competence entails not only the skills of listening, cooperating, and communicating effectively, but also the more complex abilities to tune in to another person and respond appropriately, to align personal agendas with the goals of the group, and to choose from a variety of strategies to help a relationship flourish or a group function.

Students’ overall sense of competence increases as they learn to trust their abilities, receive accurate feedback from others, and integrate their skills into a stable self-assurance.

2. Managing emotions. Whether new to college or returning after time away, few students escape anger, fear, hurt, longing, boredom, and tension. Anxiety, anger, depression, desire, guilt, and shame have the power to derail the educational process when they become excessive or overwhelming. Like unruly employees, these emotions need good management. The first task along this vector is not to eliminate them but to allow them into awareness and acknowledge them as signals, much like the oil light on the dashboard.

Development proceeds when students learn appropriate channels for releasing irritations before they explode, dealing with fears before they immobilize, and healing emotional wounds before they infect other relationships. It may be hard to accept that some amount of boredom and tension is normal, that some anxiety helps performance, and that impulse gratification must sometimes be squelched.

Some students come with the faucets of emotional expression wide open, and their task is to develop flexible controls. Others have yet to open the tap. Their challenge is to get in touch with the full range and variety of feelings and to learn to exercise self-regulation rather than repression. As self-control and self-expression come into balance, awareness and integration ideally support each other.

More positive kinds of emotions have received less attention from researchers. They include feeling like rapture, relief, sympathy, yearning, worship, wonder, and awe. These may not need to be “managed” so much as brought into awareness and allowed to exist. Students must learn to balance self-assertive tendencies, which involve some form of aggressiveness or defensiveness, with participatory tendencies, which involve transcending the boundaries of the individual self, identifying or bonding with another, or feeling part of a larger whole.

3. Moving through autonomy toward interdependence. A key developmental step for students is learning to function with relative self-sufficiency, to take responsibility for pursuing self-
chosen goals, and to be less bound by others’ opinions. Movement requires both emotional and instrumental independence, and later recognition and acceptance of interdependence.

Emotional independence means freedom from continual and pressing needs for reassurance, affection, or approval. It begins with separation from parents and proceeds through reliance on peers, nonparental adults, and occupational or institutional reference groups. It culminates in diminishing need for such supports and increased willingness to risk loss of friends or status in order to pursue strong interests or stand on convictions.

Instrumental independence has two major components: the ability to organize activities and to solve problems in a self-directed way, and the ability to be mobile. It means developing that volitional part of the self that can think critically and independently and that can then translate ideas into focused action. It also involves learning to get from one place to another, without having to be taken by the hand or given detailed directions, and to find the information or resources required to fulfill personal needs and desires.

Developing autonomy culminates in the recognition that one cannot operate in a vacuum and that greater autonomy enables healthier forms of interdependence. Relationships with parents are revised. New relationships based on equality and reciprocity replace the older, less consciously chosen peer bonds. Interpersonal context broadens to include the community, the society, the world. The need to be independent and the longing for inclusions become better balanced. Interdependence means respecting the autonomy of others and looking for ways to give and take with an ever-expanding circle of friends.

4. Developing mature interpersonal relationships. Developing mature relationships involves (1) tolerance and appreciation of differences (2) capacity for intimacy. Tolerance can be seen in both an intercultural and an interpersonal context. At its heart is the ability to respond to people in their own right rather than as stereotypes or transference objects calling for particular conventions. Respecting differences in close friends can generalize to acquaintances from other continents and cultures. Awareness, breadth of experience, openness, curiosity, and objectivity help students refine first impressions, reduce bias and ethnocentrism, increase empathy and altruism, and enjoy diversity.

In addition to greater tolerance, the capacity for healthy intimacy increases. For most adolescent couples, each is the pool and each the Narcissus. Satisfying relationships depend on spatial proximity, so that each can nod to the other and in the reflection observe himself or herself. Developing mature relationships means not only freedom from narcissism, but also the ability to choose healthy relationships and make lasting commitments based on honesty, responsiveness, and unconditional regard. Increased capacity for intimacy involves a shift in the quality of relationships with intimates and close friends. The shift is away from too much dependence or
too much dominance and toward an interdependence between equals. Development means more in-depth sharing and less clinging, more acceptance of flaws and appreciation of assets, more selectivity in choosing nurturing relationships, and more long-lasting relationships that endure through crises, distance, and separation.

5. Establishing identity. Identity formation depends in part on the other vectors already mentioned: competence, emotional maturity, autonomy, and positive relationships. Developing identity is like assembling a jigsaw puzzle, remodeling a house, or seeking one’s “human rhythms,” a term that Murphy (1958) illustrated by photic driving. A person watching an instrument that emits flashes at precise intervals eventually hits a breaking point—the point at which the rhythm induces a convulsion. If, for example, the number is sixteen, the observer may rapidly lose consciousness as this number is presented in the standard time interval. Seventeen and fifteen, however, are safe numbers. It is not until thirty-two or some other multiple of sixteen is reached that a breakdown recurs. Like the piano wire that hums or like the glass that shatters, we all have our critical frequencies in a variety of areas. Development of identity is the process of discovering with what kinds of experience, at what levels of intensity and frequency, we resonate in satisfying, in safe, or in self-destructive fashion.

Development of identity involves: (1) comfort with body and appearance, (2) comfort with gender and sexual orientation, (3) sense of self in a social, historical, and cultural context, (4) clarification of self-concept through roles and life-style, (5) sense of self in response to feedback from valued others, (6) self-acceptance and self-esteem, and (7) personal stability and integration. A solid sense of self emerges, and it becomes more apparent that there is an I who coordinates the facets of personality, who “owns” the house of self and is comfortable in all of its rooms.

College student concern with appearance is obvious. Though gowns no longer prevail except at Oxford and Cambridge, town residents recognize students, especially younger ones who don emblems of student culture. Whatever the limitations or prescriptions, experimentation occurs. With clarification of identity, however, it diminishes. By graduation, most of the early creative-or bizarre-variations are given up. Experimentation with dress and appearance herald pathways to sexual identity. Looking at old high school yearbooks confirms the evolution of hairstyles. Macho, androgynous, or femme fatale “looks” come and go, but identity hinges on finding out what it means to be a man or a woman and coming to terms with one’s sexuality.

Establishing identity also includes reflecting on one’s family of origin and ethnic heritage, defining self as a part of a religious or cultural tradition, and seeing self within a social and historical context. It involves finding roles and styles at work, at play, and at home that are genuine expressions of self and that further sharpen self-definition. It involves gaining a sense of how one is seen and evaluated by others. It leads to clarity and stability and a feeling of warmth for this core self as capable, familiar, worthwhile.
6. Developing purpose. Many college students are all dressed up and do not know where they want to go. They have energy but no destination. While they may have clarified who they are and where they came from, they have only the vaguest notion of who they want to be. For large numbers of college students, the purpose of college is to qualify them for a good job, not to help them build skills applicable in the widest variety of life experiences; it is to ensure a comfortable life-style, not to broaden their knowledge base, find a philosophy of life, or become a lifelong learner.

Developing purpose entails an increasing ability to be intentional, to assess interests and options, to clarify goals, to make plans, and to persist despite obstacles. It requires formulating plans for action and a set of priorities that integrate three major elements: (1) vocational plans and aspirations, (2) personal interests, and (3) interpersonal and family commitments. It also involves a growing ability to unify one’s many different goals within the scope of a larger, more meaningful purpose, and to exercise intentionality on a daily basis.

We use the term vocation in its broadest sense—as specific career or as broad calling. Vocations can include paid work, unpaid work, or both. We discover our vocation by discovering what we love to do, what energizes and fulfills us, what uses our talents and challenges us to develop new ones, and what actualizes all our potentials for excellence. Ideally, these vocational plans flow from deepening interests, and in turn, lend momentum to further aspirations that have meaning and value. Considerations of life-style and family also enter the equation. As intimate relationships increasingly involve the question of long-term partnership and as formal education and vocational exploration draw to a close, next steps must be identified. It is difficult to construct a plan that balances life-style considerations, vocational aspirations, and avocational interests. Many compromises must be made, and clearer values help the decision-making process.

7. Developing Integrity. Developing integrity is closely related to establishing identity and clarifying purposes. Our core values and beliefs provide the foundation for interpreting experience, guiding behavior, and maintaining self-respect. Developing integrity involves three sequential but overlapping stages: (1) humanizing values—shifting away from automatic application of uncompromising beliefs and using principled thinking in balancing one’s own self-interest with the interests of one’s fellow human beings, (2) personalizing values—consciously affirming core values and beliefs while respecting other points of view, and (3) developing congruence—matching personal values with socially responsible behavior.

Humanizing values involves a shift from a literal belief in the absoluteness of rules to a more relative view, where connections are made between rules and the purposes they are meant to serve. Thus, the rules for a ball game can change to accommodate limited numbers of players or
other unusual conditions; rules concerning situations, while overriding principles (such as the Golden Rule) become more important. This change has also been called “liberalization of the superego” or “enlightenment of conscience”–the process by which the rigid rules received unquestioned from parents are reformulated in the light of wider experience and made relevant to new conditions (Sanford, 1962, p. 278).

Students bring to college an array of assumptions about what is right and wrong, true and false, good and bad, important and unimportant. Younger students may have acquired these assumptions from parents, church, school, media, or other sources. When others’ values are internalized, most behavior conforms even when the judge is absent. Disobedience produces either diffuse anxiety or specific fear of discovery and punishment. Most of the values are implicit and unconsciously held; therefore, they are hard to identify or explain. With humanizing of values, much of this baggage comes to light. The contents are examined. Many items are discarded on brief inspection, sometimes with later regret. Some items are tried and found unsuitable. A few are set aside because they still fit and can be incorporated into a new wardrobe.

Personalizing of values occurs as the new wardrobe is assembled. Ultimately, the items selected are those required by the characteristics of the wearer, by the work expected to be done, by the situations to be encountered, and by the persons who are seen as important. In short, individuals select guidelines to suit themselves and to suit the conditions of their lives. In time, the components of this wardrobe are actively embraced as part of the self and become standards by which to flexibly assess personal actions.

Personalizing of values leads to the development of congruence–the achievement of behavior consistent with the personalized values held. With this final stage, internal debate is minimized. Once the implications of a situation are understood and the consequences of alternatives seem clear, the response is highly determined; it is made with conviction, without debate or equivocation.

These, then, are the seven major developmental vectors for college students. Each has additional components, and more detailed study reveals further ramifications. This overview, however, suggests the major configurations.

https://www.cabrini.edu/communications/ProfDev/cardevChickering.html

Perry’s Theory

http://www.cse.buffalo.edu/~rapaport/perry.positions.html
William Perry's
Scheme of Intellectual and Ethical Development

A journey along the 9 "Perry" positions (as modified by Belenky et al. 1986)

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State University of New York at Buffalo, Buffalo, NY 14260-2000

Introduction and Caveat: What follows is a highly oversimplified outline. You are urged to read Perry's original book and article or any of the other literature referenced at the end of this document. Or you can contact the folks at the Perry Network. For more details and some other material, see my Powerpoint slide shows.

William Perry claimed (and his claims have been substantiated by subsequent research) that college students (but others, too) "journey" through 9 "positions" with respect to intellectual (and moral) development. These stages can be characterized in terms of the student's attitude towards knowledge. The 9 positions, grouped into 4 categories, are:

A. Dualism/Received Knowledge:
There are right/wrong answers, engraved on Golden Tablets in the sky, known to Authorities.
   1. Basic Duality:
      All problems are solvable;
      Therefore, the student's task is to learn the Right Solutions
   2. Full Dualism:
      Some Authorities (literature, philosophy) disagree;
      others (science, math) agree.
      Therefore, there are Right Solutions, but some teachers' views of the Tablets are obscured.
      Therefore, student's task is to learn the Right Solutions and ignore the others!
   o NEW Rapaport's speculation, part 1: Perhaps we begin as Dualists because we begin by accepting information from the world and reacting to it.

B. Multiplicity/Subjective Knowledge:
There are conflicting answers; therefore, students must trust their "inner voices", not external Authority.

   3. Early Multiplicity:
      There are 2 kinds of problems:
      ▪ those whose solutions we know
those whose solutions we don't know yet
(thus, a kind of dualism).
Student's task is to learn how to find the Right Solutions.

4. **Late Multiplicity:**
Most problems are of the second kind;
therefore, everyone has a right to their own opinion;
or
some problems are unsolvable;
therefore, it doesn't matter which (if any) solution you choose.

Student's task is to shoot the bull.
(Most freshman are at this position, which is a kind of relativism)

C. At this point, some students become alienated, and either retreat to an earlier ("safer")
position ("I think I'll study math, not literature, because there are clear answers and not as
much uncertainty") or else escape (drop out) ("I can't stand college; all they want is right
answers" or else "I can't stand college; no one gives you the right answers").

- Rapaport's speculation, part 2: Perhaps we evolve into Multiplists after
  we learn things tacitly and have internal or implicit "feelings" or intuitions about
  things, but not conscious or explicit beliefs that can be explained or justified.

B. **Relativism/Procedural Knowledge:**
There are disciplinary reasoning methods:
Connected knowledge: empathetic (why do you believe X?; what does this poem say to me?)
vs. Separated knowledge: "objective analysis" (what techniques can I use to analyze this
poem?)

5. **Contextual Relativism:**
All proposed solutions are supported by reasons;
i.e., must be viewed in context & relative to support.
Some solutions are better than others, depending on context.
Student's task is to learn to evaluate solutions.
- Rapaport's speculation, part 3: Perhaps we then evolve into
  Contextual Relativists when we can express our intuitions in language and
  seek justifications for them and relationships among them.

6. "Pre-Commitment":
Student sees the necessity of:
- making choices
- committing to a solution

B. **Commitment/Constructed Knowledge:**
Integration of knowledge learned from others with personal experience and reflection.
7. **Commitment:**
   Student makes a commitment.

8. **Challenges to Commitment:**
   Student experiences implications of commitment.
   Student explores issues of responsibility.

9. **"Post-Commitment":**
   Student realizes commitment is an ongoing, unfolding, evolving activity

   The journey is sometimes repeated; and one can be at different stages at the same time with respect to different subjects.

**References:**

The 2 main references:


An interesting follow-up study:


A good general intro and an application to science teaching, with many useful further references:


Three of my own papers, my Powerpoint slide shows, and some other material:

- Powerpoint slide shows:
  - Full show
Version presented at Nova Southeastern University

- How to Study
- How to Write (How to Prepare Technical Reports)
- How I Grade (The Triage Theory of Grading)

A good general guide for college teachers, which discusses Perry's theory among others:


Some Perry-related WWW links:

- The Official Perry Network website!!!
- Scale of Intellectual Development
- Models of College Students' Epistemological Development, by Sharon Pugh
- Meet Your Students, by Richard M. Felder
- CTL Learning Styles Site
- Palmer, David (2002), "An Annotated Bibliography of Research Into The Teaching and Learning of The Physical Sciences at The Higher Education Level" [PDF]
- For more WWW sites, do a Google.com search, using:

  "William Perry" and "intellectual development"

as the search terms.

For further information, contact:

Dr. William S. Moore, Coordinator
The Perry Network
Center for the Study of Intellectual Development
1505 Farwell Ct. NW
Olympia, WA 98502
360-528-1809

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http://www.cse.buffalo.edu/~rapaport/perry-positions.html-20111219
Chapter 2

Academic Advising at Ivy Tech Community College
The Purpose of Academic Advising

Mission for Academic Advising:

Consistent with the mission and goals of Ivy Tech Community College, Academic Advising is committed to engaging students in intentional, collaborative, supportive, and meaningful partnerships. Grounded in teaching and learning, Academic Advising will assist students in achieving their personal, educational, cultural, and career goals while becoming self-directed, life-long learners.

Goals for Academic Advising:

Academic advising will help students to:

1. Successfully access and navigate higher education.
2. Clarify life and career goals.
3. Develop goal-oriented educational plans.
4. Interpret academic requirements and select appropriate courses.
5. Access available internal and external resources that enhance their education.
6. Identify other experiences that will enhance their life, educational, and cultural goals.
7. Develop critical thinking, decision-making, and independent learning skills.
8. Evaluate their progress toward career and life goals, degree completion, and transfer.

Learning Outcomes for Students

After experiencing academic advising, students will:

1. Understand how to access, navigate, and utilize college services.
2. Develop and utilize a career plan that supports their life goals.
3. Independently assess progress towards achieving their life and educational goals.
4. Understand the foundational skills that are learned through general education courses.
5. Independently evaluate, map, and manage their progress toward degree completion or transfer.
6. Successfully manage the transition from college to career using internal and external resources.
7. Value the importance of life-long learning.
8. Integrate an awareness of cultural differences into their personal, professional, and educational relationships.
9. Complete educational goals.

The Assessment Cycle

1. Identify outcomes.
2. Gather evidence.
3. Interpret evidence.
4. Implement change.

2. Facilitate discussion about the purpose of academic advising, review its goals and intended learning outcomes for students (i.e. what they will gain from it).
Student & Advisor Responsibilities

Professional Expectations for Academic Advisors:
To maintain professional standards in academic advising, academic advisors will:

1. Make themselves accessible to students through consistent office hours, phone contact, and email communication.
2. Reflect high ethical and professional standards.
3. Demonstrate knowledge of student development theory as it applies to academic advising and student success.
4. Demonstrate the skills necessary to work with a culturally diverse student population.
5. Exemplify friendly, courteous, and respectful interactions with students.
6. Make effective relational connections with students as demonstrated through interpersonal skills and genuine interest in their development.
7. Demonstrate knowledge of college programs, policies, and procedures.
8. Access and effectively use appropriate technology to enhance delivery of services.
9. Complete professional development activities to improve academic advising skills.
10. Participate in scheduled assessments of advising services and professional growth.

Student responsibilities for Academic Advising:
Students have the following responsibilities:

- Clarify their personal values, abilities, interests, and goals.
- Contact and make an appointment with the advisor when required or when in need of assistance. If the student finds it impossible to keep the appointment, the student will notify the advisor.
- Become knowledgeable and adhere to institutional policies, procedures, and requirements.
- Prepare for advising sessions and bring appropriate resources or materials.
- Follow through on actions identified during each advising session.
- Evaluate the advising system, when requested, in order to strengthen the advising process.
- Request reassignment of a different advisor if necessary.
- Accept final responsibility for all decisions.

3. Review responsibilities. Pay particular attention to student responsibilities and ask the student to verbally summarize their responsibilities.
Three R’s of Advising

Relationships

- Remember advising is a two-way street
- Take action to build open communication
- Build a connection
- Clarify your values, interests, and goals

Responsibility

- Schedule regular visits and be on time
- Take ownership of your education
- Follow through with tasks

Resources

- Learn policies, procedures, and requirements
- Take advantage of opportunities
- Check Campus Connect and read your Ivy Tech e-mail weekly
## Common Advising Model

### Advising Center

- All regions use uniform language/terminology
- Centralized location of check-in / Services may be dispersed due to facility limitations
- All first-time students are processed through the Advising Center
- Consistent appearance/feel/structure across the College for student understanding and benefit
- Advising Centers must be available on each campus in order to achieve levels of effectiveness

### Advising Center Staffing

- Academic Advisors in Advising Centers are “Generalist”
- Advisors may be full-time dedicated staff or full-time and adjunct faculty or a combination of both
- Focus should be providing quality academic advising
- Training/professional development must occur for advisors – common definition of academic advising across the College must be developed, communicated, and followed
- Advisors should be available during day-time, evening and weekend hours

### The Hand-Off

- Must be seamless and coordinated
- Must be student driven and done in collaboration with generalist advisor and program advisor
- Must be done based upon student’s level of development & readiness
- Generalist Advisor continues to monitor student progress and acts as a “safety net”
- Faculty Advisor and Generalist Advisor creates multiple relationships that support student success

### Transfer Advisor

- Students interested in transfer programs

### Program Level

- Students are advised by full-time faculty in their school

### Undecided Students

- Continue to be advised by Generalist Advisors and connections are made with Career Advisors, etc.
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<tr>
<th>Function</th>
<th>Trainer Initial</th>
<th>Employee Initial</th>
<th>Notes</th>
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<td><strong>Admissions Functions</strong></td>
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<td>Assist someone in completing</td>
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<td>college application</td>
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<td>Know referral process for F-1</td>
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<td><strong>Assessment Functions</strong></td>
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<td>Make appropriate retest</td>
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<td>recommendations for students</td>
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<td>on final test attempts</td>
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<td>Make referrals for Ivy Prep</td>
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<td>Initial Course Placement</td>
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<td>Read and interpret SAT, PSAT,</td>
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<td>Course Placement</td>
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<td><strong>New Student Orientation</strong></td>
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<td>Functions</td>
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<td>Refer a student to complete</td>
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<td>Online NSO</td>
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<td>Use SGASTDN to determine if</td>
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<td>online NSO was competed</td>
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<td><strong>Advising Functions</strong></td>
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<tr>
<td>Estimate transferable credits</td>
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</table>
from other colleges
Advise all students regarding General Education requirements for degree programs
Advise students for 1st year of major courses
Complete an IAP/ACP with a new student for at least three semesters
Complete and update an IAP/CP with a current student through referral to faculty advising
Advise students on Warning (Completion, GPA, and MTF) regarding the Academic and Financial Aid implications of this status.
Be knowledgeable of and correctly apply college academic policies & procedures
Be knowledgeable of the Transfer Advising Process
Be knowledgeable of Learning Styles and how it impacts course selection
Use Electronic Sign-In (Ivy Appointment) to document advising sessions
Use Ivy Advising to document advising sessions and outcomes (Speed notes)
Complete a Financial Aid SAP Appeals for GPA and Completion rate
Make appropriate referral for Financial Aid SAP Appeals for Max Time Frame
Make appropriate referral for a student repeating an Academic Skills Advancement Course
Make appropriate referral for a student repeating APHY 101, APHY 102, APHY 201, BIOL 201 or
| BIOL 211 (specialized sciences classes, Anatomy & Physiology and Microbiology) |
| Make appropriate referral for a student repeating a program level course (other than one of the specialized science classes APHY and Microbiology) |

**Health/Nursing Interest Advising**
- Complete the steps for a 1st Health/Nursing Interest Advising appointment
- Appropriately refer students career advising for Health/Nursing Interest Students
- Appropriately refer students to group advising or individual health/nursing advising sessions
- Using SPACMNT and SPAAPIN determine if you are able to disclose a Pin number to a student

**Banner Functions**
- Use SFASRPO to authorize web registration for a course
- Enter test scores & waivers on SOATEST
- Enter notes on SPACMNT
- Add Activity Codes on SGASTDN to document Advising & IAP/ACP has been completed for each semester
- Remove holds on SOAHOLD when necessary
- Find Pin number on SPAAPIN
- Access information on HADVISE forms

**Registration Functions**
- Teach students to use Campus
<table>
<thead>
<tr>
<th>Connect for online registration</th>
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<td>Fill out appropriate paperwork for all registration functions</td>
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**Campus/Community Referral Functions**

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<tr>
<th>Discuss career options &amp; make referrals to Career Services</th>
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<tr>
<td>Be familiar with community agencies (ie. Childcare) to make referrals to students</td>
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<tr>
<td>Make appropriate referrals to Disability Support Services</td>
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<tr>
<td>Make appropriate referrals to Student Success and Retention</td>
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<tr>
<td>Make appropriate referrals to TRiO Student Support Services</td>
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<tr>
<td>Make appropriate referrals The Learning Center</td>
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<td>Make appropriate referrals to Faculty Advisors</td>
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<tr>
<td>Make appropriate referrals to Financial Aid/Express Enrollment Center</td>
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<tr>
<td>Make appropriate referrals to Center for Working Families</td>
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**Presentation Skills**

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<th>Use PowerPoint and projector during presentation</th>
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**General Office Support**

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<th>When needed, provide coverage at front desk, resource area, and other campus locations</th>
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**Starfish/Ivy Advising**

<table>
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<tr>
<th>Manage and Clear flags for assigned caseload</th>
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<tr>
<td>Set appointment and email preferences</td>
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<td>Schedule appointment blocks, and book appointments for self and fellow advisors</td>
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<td>Create Plans, To-Dos and</td>
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<td>Task</td>
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<tr>
<td>Referrals for students as appropriate</td>
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<td>Manage success plans for students as necessary</td>
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<tr>
<td>Send a message through Ivy Advising</td>
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<tr>
<td>Use the Advanced Filter to search for students</td>
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<tr>
<td>Create ACP</td>
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<tr>
<td>Upload document in Ivy Advising</td>
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Chapter 3

Programs/ Policies
FERPA

Family Educational Rights and Privacy Act (FERPA)

An Introduction to FERPA
FERPA is an acronym for the Family Educational Rights and Privacy Act. Congress enacted FERPA in 1974. FERPA applies to all schools that receive funding under most programs administered by the Secretary of Education. One of the primary rights afforded to students is the right to have some control over the disclosure of personally identifiable information from their education records.

Who has FERPA protection?
At the post-secondary level, rights under FERPA are afforded the student and not the parents. There is no age requirement. FERPA rights begin once a student attends the institution and will continue literally for life.

Why is the definition of “education records” important?
The law only applies to “education records” and not the more generic “student records” which could include medical, employment, or law enforcement records.

What are education records?
Education records are directly related to a student and are maintained by an educational agency or institution. Often, education records are thought of as files in the student records office. However, education records are any record maintained in any medium, including, but not limited to: computer media, email, microfilm/film, video/audio tape, and handwriting/print.

What must an institution do to protect FERPA rights?
The student has the right to limit disclosure of “personally identifiable information” contained in education records. In general, a school may not release personally identifiable information, unless the student provides prior consent. Exception not requiring prior consent.

Directory Information
This is information that is generally not considered harmful or an invasion of privacy if disclosed. An important point is that directory information may be personally identifiable information. However, they are not mutually exclusive. Ivy Tech Community College at Fort Wayne has defined directory information as follows:
- Name and dates of attendance
- Majors, degrees awarded, honors and previous institutions attended
FERPA does not require the release of directory information, but allows the school to designate certain information as directory information that may be released without seeking written permission of the student. Students are given an opportunity at registration to indicate that they do not want any directory...
information released.
Note: Prior consent to review records is not required to school officials who have a “legitimate educational interest,” or legal right to know, in order to fulfill his or her professional responsibility.

**Release of Personal Information**

- The post-secondary student generally controls the release of education records to himself or others through prior consent and in writing.
- Education records include more than what is found in a student’s file in the Office of Student Affairs.
- Personally identifiable information should not be released to a third party without the consent of the student.
- Directory information may be released to a third party, but the release is not required by FERPA. However, the student may restrict the release of directory information.

For additional information on FERPA, please contact your campus Registrar’s Office or click below http://www.ivytech.edu/registrar/ferpa.html

**Academic Policies**

Please see Infonet under Policies and Procedures – Academic

**Academic Programs/Curriculum**

https://wwwapps.ivytech.edu/cgi-bin/curr/gpprogram_list.cgi

**Curricula of record**

http://www.ivytech.edu/academics/courses-curriculum.html

**Course Outline of Record**

https://wwwapps.ivytech.edu/cgi-bin/cor3/gpcourse_list.cgi

**Link to Course Catalog and Curriculum of Record**

http://www.ivytech.edu/academics/courses-curriculum.html

**File Retention (taken from the Registrar’s Manual)**


103.SRP MAINTAINING STUDENT RECORDS

Maintaining Student Records includes the collection and maintenance of demographics, academic records, and registration data. The College has used the guidelines established by AACRAO to determine the time frame that each record must be stored.

STUDENT RECORD STORAGE-guidelines based on the current retention manual 2010 PERMANENT STORAGE - (hard copy, computer diskettes, microforms, document imaging)
Academic records (including narrative evaluations, competency assessments, etc.)
Catalogs
Change of grades forms including supporting documents
Commencement Programs
Degree statistics
Enrollment statistics, race/ethnicity statistics (Ten Day and End Of Term reports - demographics and program counts)
Graduation lists
Instructors' final grade roster reports
Permanent record card (Quarter/Semesters)
Schedule of classes
Transfer credit evaluations

Family Educational Rights and Privacy Act Data/Documents
Requests for formal hearings
Requests and disclosures of personally identifiable information
Student statements on content of records regarding FERPA-related hearing panel decisions
Written decisions of FERPA-related hearing panels

RECOMMENDED MINIMAL RETENTION PERIOD - FIVE YEAR STORAGE AFTER STUDENTS' LAST TERM OF ENROLLMENT:
International/Foreign Student documentation
Student Status Reports

THE FOLLOWING RECORDS SHOULD BE RETAINED FOR A MINIMUM OF THREE YEARS AFTER STUDENT GRADUATION OR LAST DATE OF ATTENDANCE:

- Academic action authorizations (dismissal, etc.)
- Academic probation reports and correspondence
- Acceptance letters
- Advanced placement records
- Application for Admissions/Readmissions
- Application for graduation
- Audit authorizations
- Changes of course (add/drop)
- Change of Enrollment forms
- Class schedules (students)
- Course repeat form/approval
- Course reservation forms
- Credit/no credit approvals (audit, pass/fail, etc.)
- Curriculum change authorizations
- Enrollment certification forms from institutional lenders
- Entrance examination reports/test scores - assessment/testing data and/or referral to developmental education courses
- Fees assessment form
- Financial aid assistance records
- Grade reports (registrar’s copies)
- Graduation authorization and degree audit
- Medical records
- Military documents
- Name & SID changes
- Other test scores
- Placement tests records/scores
- Program acceptance/change documentation
- Relevant correspondence
- Request to take a Course Satisfactory/Unsatisfactory
- Residency classification forms
- Student academic dismissal
- Student Registration Forms (Course Reservation Form)
- Transcripts - other college transcripts (if not used for transfer credit), transfer, advanced standing evaluations, and credit by examination documentation
- Transcripts - previous school records including high school transcripts, and/or GED certification
- Transcript requests (student)
Records pertaining to an audit must be retained for as long as the audit is in effect.

ARCHIVING STUDENT RECORDS

CURRENT TECHNOLOGY
Current technology should be used for the long-term preservation of records. WORM (write once, read many) CD’s are currently recommended. Central ITS is responsible for archiving records, one copy should be made that will be stored off-campus, one copy should be kept on-campus as the original, and one copy should be used for daily retrieval.

SECURITY OF STUDENT RECORDS
The following section is excerpted from the AACRAO ACADEMIC RECORD AND TRANSCRIPT GUIDE 2010: an overall security program includes (1) the physical security of the office, (2) security consciousness training for the staff, (3) security of supplies and equipment, (4) data systems' security, and (5) security safeguards and challenges. All phases must be implemented to provide a secure records office.

PHYSICAL SECURITY
Specific efforts must be made to insure that the records office is physically secure from theft, vandalism, fire and flooding. This includes limiting distribution of keys to the office, store-rooms, and equipment, limiting vault combination knowledge, and installing sprinkler and alarm systems with direct lines to campus police or security stations.

STAFF SECURITY
Staff must be reminded to be cautious about discussing student records matters outside the office. An imprudent discussion of students' records outside of the context of the office must not occur and is grounds for dismissal. For the protection of the staff, student employees and the records security, internal audits of the office should be conducted on a regular basis.

SUPPLIES AND EQUIPMENT
Forms, stationery, institutional seal(s), diplomas, signature and certification stamps, and other supplies and equipment must be stored in secure places during working hours and even more secure locations when the office is closed. Selected staff should be responsible for the inventory, distribution, and use of such items.

SAFEGUARDS AND CHALLENGES
The ability to make changes to the academic record should be limited to professional staff directly responsible for establishing and maintaining the institution's academic records. Strict audit trails on all record entries and changes must be developed and maintained.
All documents containing confidential information must be shredded when they are no longer needed. *Confidential information should never be placed unshredded into wastebaskets or containers.*

Because the electronic transmission of student data will create security concerns, it is recommended that features be designed to ensure that data will not be lost in transmission.

An important part of any security process must be the continual challenging of systems for flaws. This effort should be ongoing and diligent.

**Student Records**

A school must maintain records for each FSA recipient that include, but are not limited to:

☐ the student aid report (SAR) or institutional student information record (ISIR) used to determine a student’s eligibility for FSA program funds

☐ application data submitted to the Department, lender, or guaranty agency by the school on behalf of the student or parent

☐ documentation of each student’s or parent borrower’s eligibility for FSA program funds (e.g., records that demonstrate that the student has a high school diploma, GED, or the ability to benefit)

☐ documentation of all professional judgment decisions

☐ financial aid history information for transfer students

☐ cost of attendance information

☐ documentation of a student’s satisfactory academic progress (SAP)

☐ documentation of student’s program of study and the courses in which the student was enrolled

☐ data used to establish student’s admission, enrollment status, and period of enrollment

☐ required student certification statements and supporting documentation

☐ documents used to verify applicant data, and resolve conflicting information

☐ documentation relating to each student’s or parent borrower’s receipt of FSA program funds, including but not limited to:

☐ the amount of the grant, loan, or FWS award; its payment period; its loan period, if appropriate; and the calculations used to determine the amount of grant, loan, or FWS award;

☐ the date and amount of each disbursement of grant or loan funds, and the date and amount of each payment of FWS wages;

☐ the amount, date, and basis of the school’s calculation of any refunds/returns or overpayments due to or on behalf of the student; and

☐ the payment of any refund/return or overpayment to the FSA program fund, a lender, or the Department, as appropriate.

☐ documentation of and information collected at any initial or exit loan counseling required by applicable program regulations
Transfer General Education Core

https://wwwapps.ivytech.edu/cgi-bin/gpcurriculum_tgec.cgi?currid=3285

Placement

http://www.ivytech.edu/assessment/

Prior Learning Assessment (PLA)

http://www.ivytech.edu/pla/

Ivy Tech Community College offers Prior Learning Assessment (PLA) for students with select qualifications and expertise. Ivy Tech evaluates your credentials to see how much credit you are qualified to receive. When you earn credit through PLA, you may save a significant amount of money and complete your degree more quickly.

Work experience, military service, technical training service in AmeriCorps or the Peace Corps are all examples of ways you may have developed the experience and knowledge needed to earn PLA credit. The exact credit awarded is determined using one of three methods:

Certification Crosswalk
Ivy Tech acknowledges certification credentials by providing a "certification crosswalk." This means that certifications may also qualify for college credit.

Credit by Examination
Programs like the College-Level Examination Program (CLEP) and the DANTES Subject Standardized Test (DSST) give you the chance to prove your proficiency in general education areas like introductory math, writing, business, and science. These exams are available for just a fraction of the cost of a college course, and if you're in the military, you may be able to take the exam for free.

PLA Portfolio
A PLA Portfolio is a detailed documentation illustrating what you have been taught and how successfully you completed the work. The required documentation varies from course to course, but may include samples of your work, an essay explaining your experience and knowledge, or certificates showing successful completion of workshops or seminars.

When you pursue PLA Portfolio Credit, Ivy Tech will assist you throughout the process. Faculty and staff members will help you determine which courses are the best fit for your skills and will help you develop your portfolio. The portfolio will then be reviewed to determine what credit you can be awarded.
Academic Skills Advancement Courses
If determined necessary by placement scores, these three-credit courses must be completed with a ‘C’ or better before enrolling in many college-level courses. ASA courses are not calculated in the GPA. Students do not earn credit for them. Students may take the assessment three times within a calendar year.

Writing

English 093 - Focuses on paragraph and essay writing. Prepares students for the demands of writing in a variety of college-level courses. Provides students with the necessary skills to compose focused, organized, and well-developed expository writings on a number of topics. Requires students to revise their work according to standard writing conventions, including style, grammar, and mechanics. Introduces the process of research. Includes writing assignments that introduce and require the use of MLA and APA documentation styles.

Reading

English 083 - Prepares students for the demands of reading in a variety of college-level courses through improved reading flexibility, vocabulary, and comprehension. Emphasizes critical reading strategies.

ENGLISH 093 – Introduction to College Writing
ENGL 111 English Composition
ENGLISH 083 – Reading Strategies for College

College Success Skills Course

____ IVYT 120 New Student Seminar (3 credit hours)
Enhances success in college by assisting students in obtaining skills necessary to their educational, career, and life objectives. Students will create and apply critical thinking strategies in areas of time management, media literacy, learning styles, study skills, career planning, money management, and resource utilization.

____ IVYT 101 New Student Seminar (1 credit hour)
Provides students with an overview of skills and strategies necessary to reach their educational, career, and life objectives. Topics include time management, study skills, learning styles, campus and community resources, critical thinking, utilization of technology, career skills, and diversity in society.

*Students scoring into two or less ASA courses will be required to take IVYT 101 during the semester. This includes students whose assessment scores do not require them to take any ASA courses. Other College Success/Life Skills courses are available for students transferring to Ivy Tech.*
Math Pathways Placement and Progression

Plan for Implementation

Students who wish to change pathways must retest unless their original score placed them in the new pathway.

The horizontal lines represent placement scores of College Ready (in terms of algebra) and two placement points below that placement. Refer to Course Placement Score Chart (Appendix D, ASOM 1.5) for specific placement scores.
ASOM 1.5 Initial Course Placement

Ivy Tech Community College of Indiana

POLICY NAME
Initial Course Placement

POLICY NUMBER
ASOM 1.5 (Formerly APPM 13.1)

PRIMARY RESPONSIBILITY
Academic Affairs and Student Affairs

CREATION / REVISION / EFFECTIVE DATES
Created January 2003/ Revised March 2005; January 2006; January 2010; August 2011/Effective Fall 2011; Revised August 2012/Effective immediately; Revised March 5, 2013/Effective immediately; Revised August 2013/Effective immediately/Revised August 2014/Effective immediately; Revised October 2014/Effective immediately; Revised December 2013/Effective immediately

PURPOSE
The purpose of this policy is to define the methods that serve to place students in appropriate courses based on their skill levels and to provide information for general advisement. In addition, it allows information to be gathered through the entering student questionnaire to provide meaningful data that can be used to profile entering student populations and determine strategies for better serving them.

ORGANIZATIONAL SCOPE OR AUDIENCE
All incoming students, academic advisors

DEFINITIONS
**ACCUPLACER**: A computer-adaptive placement testing program delivered over the internet.

**ACCUPLACER ESL**: A computer-adaptive placement testing program delivered over the internet for placement of non-native speakers of English into the appropriate ESOL courses.

**ACT – American College Test**: A standardized achievement examination for college admissions in the United States.

**ASA - Academic Skills Advancement**: Remedial courses in English and Math designed to increase student skills to enable them to complete college-level course work.

**ASSET**: A testing and advising program for placing students into classes in postsecondary institutions.
CLEP - College Level Examination Program: College-level competence achieved outside the college classroom; course credit is given to students earning a satisfactory score on the examination indicating successful mastery of course material.

College Board: A not-for-profit membership association representing more than 5,900 colleges, universities and schools, the College Board leads national and international efforts to improve access to and readiness for higher education.

COMPASS: Refers to either the Windows-based version, formally titled COMPASS/ESL by ACT, or the Internet-based version, just titled e-COMPASS

DSST: Dantes Subject Standardized Test: Credit-by-examination tests designed to allow a student to demonstrate proficiency in an area of study normally taught at a college or university.

ESL: English as Second Language: A designation for non-native speakers of the English language; also, the study of the English language by non-native speakers in an English-speaking environment

Foreign language: A language other than English

SAT: Scholastic Aptitude Test: A standardized achievement examination for college admissions in the United States

WebCAPE: A computer-based placement testing program for foreign language

POLICY
The entering skills of all degree-declared students must be evaluated prior to initial enrollment at Ivy Tech Community College or at the time of degree declaration.

The entering skills of non-degree-seeking students must be assessed prior to their enrolling in Academic Skills Advancement (ASA) courses, ESOL courses, general education courses, or program-level courses that have ASA courses or other program-level classes as prerequisites.

Non-degree-seeking students may enroll in technical courses for which they meet the prerequisites without participating in the evaluation process and are only required to present evidence of competence, through testing or other means, in relevant subject areas.

PROCEDURE
When Students are Evaluated

All degree-declared students will be evaluated at the time of initial enrollment at Ivy Tech. All students – degree-seeking and non-degree-seeking – must be evaluated prior to enrolling in Academic Skills Advancement (ASA), English for Speakers of Other Languages (ESOL), or program-level courses that have ASA prerequisites.

Students may request foreign language testing at any point, prior to enrolling in a foreign language course
Evaluation options

- Possession of an associate degree or higher will exempt reading, writing, and math placement for MATH 117, 122 or 123 only.

- Completion of comparable ASA or general education courses in writing to exempt writing placement, or math to exempt math placement with a grade of “C-“or better from a regionally accredited institution. For the purposes of exempting the reading portion, prospective students must have completed the highest level of an ASA reading course or a college-level general education course that has reading as a prerequisite.

- Graduation from high school within the last four years and receiving a technical honors diploma, academic honors diploma or a CORE 40 diploma or equivalent (without a graduation examination waiver) with a cumulative GPA of 2.6 or higher on a 4.0 scale or an equivalent will exempt reading and writing placement, and placement into MATH 117, 122, or 123 only. (See GPA equivalency table below). For purposes of determining GPA eligibility for high school seniors who have not yet graduated, the cumulative GPA after six semesters may be used. The College reserves the right to consider academic performance in the seventh and eighth semesters of high school in placement decisions, as well. Out-of-state students must demonstrate a high school diploma equivalent to the CORE 40, with equivalency determined by the regional Vice Chancellor for Academic Affairs or designee.

- Achievement of appropriate level test scores in CLEP or DSST indicating college-level writing, reading and/or mathematics skills.

- Acquisition of SAT scores within the last four years: Reading score of 460 will exempt reading placement; writing score of 460 will exempt writing placement; Mathematics scores of 460 will exempt math placement for MATH 117, 122, 123, and 520 will exempt math placement for 121, 127-137.

- Acquisition of PSAT scores within the last four years: Reading score of 46 will exempt reading placement; writing score of 46 will exempt writing placement; Mathematics scores of 46 will exempt math placement for MATH 117, 122, 123, and 520 will exempt math placement for 121, 127-137.

- Acquisition of ACT scores within the last four years: English score of 17 will exempt writing placement; Reading score of 18 will exempt reading placement; Mathematics scores of 18 will exempt math placement for MATH 117, 122, 123 and 24 will exempt math placement for MATH 121, 127-137.

- Acquisition of COMPASS scores within the last four years: Reading score of 80 will exempt reading placement; writing score of 70 will exempt writing placement; Algebra scores 35-51 will exempt math placement in MATH 117, 122, 123, Algebra scores 66+ or College Algebra scores 0-45 will exempt placement for MATH 121, 127-137, College
Algebra score of 46+ or Trigonometry score of 0-45 will exempt math placement for MATH 200/201; College Algebra score of 46+ or Trigonometry score of 46+ will exempt math placement for MATH 211/213/218/221.

- Having achieved, in the last four years, appropriate level test scores on ACCUPLACER placement testing.

All evidence must be documented in writing using the approved form and maintained in the student’s file (Ivy Tech Placement Form).

REFERENCES

Appendix A – Advising charts for ACCUPLACER strands

ASOM 1.5.1 – ACCUPLACER Course Placement

RESOURCE PERSON
Vice Chancellor for Academic Affairs
Vice Chancellor for Student Affairs

Transfer Information

http://www.ivytech.edu/transfer/

Online Orientation

http://wwwcc.ivytech.edu/orientation-videos/orientation.html
Chapter 4

Technology
Banner Cheat Sheet

SGASTDN – Active/inactive application status, check major, check NSO completion, “suh-gas-ton”
SOATEST – Check testing scores/ACT/SAT/waivers, “soh-uh-test”
SOAHOLD – Check hold on accounts, “soh-uh-hold”
SPACMNT – Where you type and check on any notes about students, “space mountain”
SPAIDEN – Check name/address/phone/email, “spay-den”
SFAREQG – Current classes a student is registered for (CRN #’s, days, times, instructors, room #’s)
SFAREGF – Registration status/history (add and drop dates)
SHATERM – Check GPA/completion/transfer credit/course completion
SHACRSE – List of classes taken at Ivy Tech and grades
SGAADV – Check assigned advisor
SOAIDEN – Search for student by First and Last name
GUICR – Alternate search by phone or email address
SAAADMS – See application status, completed items, IAP uploaded
SOAPCOL – Prior college/degree attained
ROARMAN – Financial Aid award summary

Common Banner Hotkeys

Ctrl+PageDown – Hotkey for clicking “Next Block,” brings up information on screen
F8 – Executes search on SOAIDEN screen

Semester Term Codes

First four digits are the year. The last two are the semester code
10 is summer, 20 is fall, 30 is spring
201210 = Summer 2012
201220 = Fall 2012
201230 = Spring 2013
Registering for Classes through 
Campus Connect

Campus Connect is Ivy Tech’s online portal. Students use Campus Connect to get the latest news and announcements, check e-mail, register for classes, pay tuition, and manage financial aid and much more.

Campus Connect also contains Quick Links to the websites you use most often, such as Blackboard and the Online Bookstore, as well as links to helpful resources such as FAQs, the student message board and the Helpdesk.

Students can customize the channels that appear on their Home tab by clicking the CONTENT/LAYOUT link. Visit Campus Connect at https://cc.ivytech.edu

How to Log Into Campus Connect- First Time Users

1. Type https://cc.ivytech.edu in your web browser and press ENTER.

2. Click the FIRST TIME USERS link to set up your account and establish your password.

3. Enter your name, birth-date, zip code and your Student ID (C#). You must enter the information as it appears on your admissions application.

4. Your new Campus Connect username will be displayed. Enter a password for your account.

5. Enter answers for at least 3 security questions.

6. Click the link to log in to Campus Connect.

Registering for Courses Using Campus Connect

1. After logging in to Campus Connect, click the Add or Drop Classes link under MY IVY TECH.

2. Read the Registration Message and click I Agree.

3. Select a Term.

4. Enter one or more CRN’s (Course Request Numbers) in which you would like to register and click the SUBMIT CHANGES button. If you do not know the CRN’s, scroll down and click the CLASS SEARCH button to locate the CRN.

5. After submitting your registration request the system will return either a successful registration message or details of why registration could not occur for the CRN(s) you requested.
Campus Connect

http://cc.ivytech.edu/cp/home/displaylogin

Document Imaging


Forms

Access to Banner forms


New Student Advisor Form

☐ New ☐ Readmit ☐ Transfer ☐ Current Phone Number: __________________________

Student: ___________________________________________ ID#: C ___________________________________________

Program: ___________________________________________ Campus Connect: _________________________ @ivytech.edu

Concentration: ______________________________________ Degree: ☐ Certificate ☐ TC ☐ AAS ☐ AA ☐ IUK Other: ________

AS→ ☐ AA→ ☐ IUK Other: __________

☐ Student’s New Student Advisor [NSA] is ___________________________________________.

☐ New Student Advisor can be reached for an appointment at __________@ivytech.edu

☐ Student’s program advisor is ___________________________________________.

☐ Advisor can be reached for an appointment by calling: ________________________, Ext. ________.

☐ Health Sciences Advisors can be reached by calling: ________________________, Ext. ________.

☐ Student’s name, address, phone number and email information are correct. (SPAIDEN) Change form

☐ Student’s program of study and concentration are correct. (SGASTDN) Change form

☐ Student’s test scores are: (SOATEST)

Writing: (32)_________ Reading: (62)_________ Math: (25) P_____/A______
☐ Student has no holds which will impact registration for courses. (SOAHOLD)
☐ Student was given a copy of his/her appropriate program curriculum of record (COR).

☐ Yes ☐ No  Are you a veteran?
[If yes, please contact your campus VA coordinator. CDV students contact Financial Aid office.]
☐ Yes ☐ No  Do you need to be a full time student for any reason? [21st Century, TAA, insurance, etc.]
☐ Prefers full-time ☐ Prefers part-time ☐ No preference
☐ Spring 2012 ☐ Summer 2012 ☐ Fall 2012

<table>
<thead>
<tr>
<th>Course Name and #</th>
<th>CRN #</th>
<th>Time(s) and Day(s) class meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVYT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Summer 2012 ☐ Fall 2012 ☐ Spring 2013

<table>
<thead>
<tr>
<th>Course Name and #</th>
<th>CRN #</th>
<th>Time(s) and Day(s) class meets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Brush Up Courses: (*C* or better required)

Need

☐ ENGL 093 – Intro College Writing (32-69)
☐ ENGL 083 – Reading Strats for College (49-79)
☐ Program Ready in English

☐ MATH 015 – Fund. of Algebra I (5)
☐ MATH 035 – Fund. of Algebra II (5)

☐ MATH 023 – Essen. of Algebra I (3)
☐ MATH 043 – Essen. of Algebra II (3)

☐ Program Ready in Math

New Student Advisor Signature: _________________________ Date: ________  Student Initial

__________

rev. 4/12 adapted from Kokomo region slhw

*Ivy Advising Training is available on Campus Connect in the HR Portal. The Ivy Advising Training manual is available also in the References section under Chapter 5.

*Udirect and Banner Training is also available in the HR Portal. The Udirect Training Guide is available also in the References section under Chapter 5.
Chapter 5 – Tools/Resources
See website for all Available Resources online

**Resource Links**

NACADA Core Values: [http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm)

CAS Standards for Academic Advising
[http://www.uwp.edu/departments/advising.career/career/CDF/documents/CASStandardsForAdvising.pdf](http://www.uwp.edu/departments/advising.career/career/CDF/documents/CASStandardsForAdvising.pdf)

Mentor: [http://dus.psu.edu/mentor/](http://dus.psu.edu/mentor/)

**Professional Associations**

NACADA: [http://www.nacada.ksu.edu/](http://www.nacada.ksu.edu/)

NASPA: [http://www.naspa.org/](http://www.naspa.org/)

ACPA: [http://www2.myacpa.org/](http://www2.myacpa.org/)


**Books for Reference**


**Glossary of Terms**

**Academic Advisor**- a staff member assigned to help you plan a class schedule, choose a major, or answer other questions you may have about college and Ivy Tech.
Accreditation- an endorsement given to educational institutions or academic degree programs by an organization that reviews many qualifying areas such as curriculum, services provided and the performance of students at the institution.

Articulation Agreement- an agreement between two institutions allows credits from one institution to be accepted by the second institution and vice versa.

Associate degree- a two-year degree from a college or university; usually requires at least 65 credit hours.

Audit- to attend class without receiving credit for the class.

Bachelor degree- a four-year degree from a college, university or professional school; usually requires at least 124 credit hours.

Course Catalog- a book that contains all of the courses offered at the institution, organized by program of study. This is also where you would find your program’s curriculum.

Course numbers- numbers assigned to specific classes.

Credit hour- credit given for attending one lecture hour of class each week for 15 weeks or equivalent. Most college classes are 3 credit hours, meaning their total meeting time for a week is 3 hours.

Curriculum- the curriculum included all courses required for a particular degree as listed in the course catalog.

Curriculum guide- a specific list of required courses and electives to be completed for a degree. You can get a copy of your curriculum guide from your advisor or the Student Success Center.

Declaring a major- registering your chosen field of study to pursue a specific degree plan.

Degree- a certificate of completion of a course of study.

Degree plan- a specific list of required courses and electives to be completed for a degree. Also see Curriculum guide.

Degree Types - Ivy Tech Community College offers a variety of types of degrees. The following is a guide to those degrees and what they mean:

Associate of Arts (AA), Associate of Science (AS), Associate of Fine Arts (AFA): Prepare students for transfer to 4-year institutions and for careers (around 40% of the degree is made up of general education courses).

Associate of Applied Science (AAS): Prepares students for careers, career changes, and career advancement. (around 30% of the degree is made up of general education courses).

Technical Certificate (TC): Provides education in concepts and technical skills for specific occupations.

Certificate (CT): Provides workforce training to become certified in a specific subject area.

Distance Education- allows a student to take a course or complete a degree online at the time and place most convenient for the student. Distance Education courses operate on the same semester schedule as a traditional course.
**Distance Learning Workshops**- meetings that will familiarize you with both Campus Connect and Blackboard, presented by a member of the Distance Learning Staff.

**Drop/Add**- the process for dropping or adding classes within a specified period of time. Dropping a course may change your status from full-time to part-time status. If receiving financial aid, a student adding or dropping a class should report the change to the financial aid officer. Be aware of the deadline for adding or dropping courses each semester. Also be aware that there is a deadline each semester to drop classes without being charged for the class. After that deadline, you will still be expected to pay for the course even if you drop it.

**Elective**- a choice of several classes you may choose to take to fulfill a requirement on your curriculum guide.

**Fees**- course-related costs to attend college.

**Final exams**- exams given at the end of a semester generally over all the material in the course. The final exam plan is often described in the course syllabus that is provided by your instructor.

**Full-time**- enrolled in 12 or more credit hours a semester.

**General Education**- classes including English, math, science, communication, social sciences, and other requirements which are required to obtain a degree.

**GPA**- Grade Point Average, the average of your class grades, generally based on a 4.0 scale.

**Grants**- financial assistance that does not require repayment.

**Half time**- enrolled in 6 credit hours a semester; see also Part Time.

**Academic Complete Plan (ACP)** a worksheet you will use to keep track of your educational, career and life goals and to plan the courses you will take each semester. Be sure to save this document and take it with you to each appointment you have with your advisor. (Created in Udirect for Curriculum after 2013 or in Ivy Advising for Curriculum before 2013).

**Internet-based courses**- see also Online Courses.

**Internship**- a job in your field of study; may be required in some degree plans and may include salary and college credit. Other names for an internship may include: externship, practicum or clinical.

**Loans**- financial assistance that must be repaid.

**Major**- see Program of Study

**Matriculation**- a process that brings the college and student who enrolls for credit into an agreement designed to achieve the student’s educational, career, and life goals.

**Mid-Term**- the middle point of a semester. Some courses have exams at this time, somewhat like Final Exams and can cover all the material in the course up to that point.

**Online Courses (Classes)**- classes taken through the internet instead of in a traditional classroom.
Part time- enrolled in less than 12 credit hours a semester.

Placement Test (Accuplacer)- an initial assessment for new Ivy Tech students. There is no charge to take the Accuplacer Placement Test and you may practice for it at [https://accuplacer.collegeboard.org/students](https://accuplacer.collegeboard.org/students). If you provide ACT scores of English 19, Math 19, or Reading 19, or SAT scores of Verbal 460, Math 460, or Critical Reading 460, all or a portion of the COMPASS test may not be required. There ACT and SAT scores must be within the last 4 years. You may also provide your transcripts from another college if you have already taken college-level English Composition and/or Math courses to be considered for waiver of the placement test.

Prerequisite- a course that must be taken before enrolling in another course that lists it as a prerequisite.

Program of study- your concentrated field of study.

Registrar- a college office that directs registration, maintains student transcripts, and performs other duties as assigned. The registrar issues students’ transcripts and evaluated incoming information regarding earning credits to complete your curriculum.

Registration- signing up or enrolling in classes.

Satisfactory Academic Progress (SAP) - SAP is short for Satisfactory Academic Progress. As of Fall 2013, all students must maintain satisfactory academic progress toward their degree. SAP consists of a student's completion rate and GPA. You must pass a minimum of 67 percent of all attempted credit hours and maintain a GPA of 2.0 for undergraduate programs. Failure to meet one of the above standards will result in academic and/or financial aid termination. If there is a mitigating circumstance that prevented you from meeting the SAP requirements, you will have an opportunity to appeal the termination. If an appeal is necessary, you must submit supporting documentation verifying the mitigating circumstance or an appeal will not be considered.

Below is a listing of SAP statuses and definitions:

- **Good** - Students who meet the standards are in good standing and are financial aid eligible.
- **Warning** - When a student fails to meet one of the standards, they are placed into warning status, and are given one semester in which to progress and meet the standards necessary for good standing. Students in warning status remain eligible for financial aid for one semester.
- **Terminated** - When students in warning status fail to meet the standards required for good standing, they fall into terminated status and are no longer eligible for financial aid. Terminated students may file an appeal. The result of the appeals process places students into one of three statuses, probation, academic restriction, or academic dismissal. (Individuals whose appeal is denied for financial aid may continue to enroll as a self-pay student with an appeal approved for Academic Restriction.)
- **Probation** - Based upon the outcome of the SAP appeal, students may be placed on Probation. Probationary students may continue to be eligible to receive financial aid, but are subject to interventions designed to support academic progress.
- **Academic Restriction** - Based upon the outcome of the SAP appeal, students may be placed on Academic Restriction. Students placed on Academic Restriction are not
eligible for financial aid, but are allowed to re-enroll and self-pay. Students on Academic Restriction are subject to interventions designed to support academic progress.

- **Academic Dismissal** - Based upon the outcome of the SAP appeal, students may be academically dismissed from the College. Further, students in Academic Restriction status who fail to make progress toward good standing may also be academically dismissed. Academic Dismissal is for a minimum of one semester during which time the student is not allowed to enroll. Upon returning from academic dismissal, the student re-enters under the Academic Restriction status and remains ineligible to receive financial aid, but may continue as a self-pay student.

Students on **Probation/Appeal Approved** status must:

- Complete all courses enrolled for the term,
- Obtain a "C" or better in all courses for the term,
- Comply with their Individualized Academic Plan (IAP), and
- Comply with all other conditions of their approved appeal, including one mandated intervention to support academic progress.

**Scholarships**- financial assistance based on merit; do not require repayment.

**Semester**- 16 weeks, the length of time most classes last. There are 3 semesters per academic year. Fall semester starts mid-August and ends mid-December. Spring semester starts mid-January and ends mid-May. During the Fall and Spring semesters both 16 week and 8 week classes are available. Summer semester is 10 weeks, May through July.

**Semester hour**- see Credit Hour.

**Student handbook** - the handbook includes college rules and policies. You can get a copy of the student at various locations around campus and online. The handbook also has information about resources on campus.

**Summer session**- summer semester or term lasting approximately 10 weeks. See also Semester.

**Three-quarter time**- enrolled in 9 credit hours a semester. See also Part Time.

**Transcript**- your official college record showing the courses you’ve taken, the grades you received, your class standing, and your graduation information. Official transcripts may be obtained from the Registrar’s Office (see Registrar). Unofficial transcripts are available on Self Service Banner in Campus Connect.

**Tuition**- costs for courses, not including certain fees (see also Fees).

**Undeclared/Undecided**- a term used to describe the state of not yet having chosen a major field of study; the opposite of having declared a major.

**Web-based courses**- see also Online Courses

**Web-registration**- registration through Campus Connect for classes.
Withdraw - the period of time in which a student may withdraw from a course by filling a change of enrollment form through the Registrar’s Office (see Registrar). On your transcripts, the grade for the course you withdraw from will be marked “W” when the process is completed. Students may withdraw from a course beginning the second week of classes. Check your syllabus for the last date to withdraw from your class.

Work-study program- a federal financial aid program that allows students to work on campus as part of their financial aid package. Apply online for Work-study at jobs.ivytech.edu.

Frequent referral links

Disability Support Services
http://www.ivytech.edu/dss/

Veterans Affairs
http://www.ivytech.edu/veterans-affairs/

Financial Aid
http://www.ivytech.edu/financial-aid/

Bookstore
http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=21904&demoKey=d&catalogId=10001

Career Services
http://www.ivytech.edu/career-services/

Registrar
http://www.ivytech.edu/Registrar/

Student Right’s

Business or Bursar’s Office
http://www.ivytech.edu/business-office/

Admissions
http://www.ivytech.edu/admissions/
QUESTIONS??

In this section, write down any questions or concerns you may for training