



UAH

Advising  
Handbook  
2006 - 2007

The Advising Handbook is intended to be a resource for the faculty who advise students either formally or informally. The information contained in this manual was compiled by a group of UAH college advisors as well as representatives from other units in academic affairs, student affairs, and finance and administration. A special thank you to Jamie Clay, Coordinator for the Academic Advisement and Information Center, who is responsible for updating this edition of the Advising Handbook. Additional thanks go to Barbara Lawson for typing and proofing this edition of the handbook. Any questions about its content should be directed to the Office of the Associate Provost, 824-6767, or the Academic Advisement and Information Center, 824-6290.

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# Section 1

## About Advising And Advisors

## ADVISING DEFINED

Academic advising is defined as a decision-making process during which students realize their maximum educational potential through communication and information exchange with an advisor. This definition has several implications:

- Because it is a **process**, academic advising is on-going and multifaceted. Academic advising is more than a one-shot conference with a student; rather it is a continuous process of student advisor interaction.
- Because it is an **exchange**, academic advising is the responsibility of both student and advisor. The advisor's part of this exchange is to facilitate communication, coordinate learning experiences through course selection, career planning and review of academic progress, problem-solve with the student and refer to other campus resources.
- Because the process is **student-centered**, academic advising helps students to understand themselves better.
- Because it deals with **maximizing potential**, academic advising helps students define realistic life, educational, career and personal goals and develop plans to realize them.
- Because it involves **decision-making**, academic advising assists students in receiving information, considering available options and making choices.

The underlying assumption of this definition is that academic advising is **developmental** in nature. Academic advising helps students identify their life goals, acquire those skills necessary for growth and success in a manner unique to each student. Developmental academic advising is reflective of the University's mission of total development. The primary purpose, then, of an academic advising program is to assist students in the development of meaningful educational plans which are compatible with their life goals.

## GOALS OF ACADEMIC ADVISING

### Goal 1 **To help students better understand themselves**

Academic advising should help students both understand and accept themselves. With the help of an academic advisor, students should come to a better understanding of their values, goals, abilities, interests and limitations.

### Goal 2 **Clarification of life and career goals**

Academic advising should help students define and develop realistic goals. Advisors, therefore, should teach students the process of goal-setting and realization. To do this requires advisors to help students relate their interests, skills, abilities, and values to careers and occupations. Incorporated into this mix should be an understanding of the nature, purpose and relevance of higher education and its link to the world of work. Advisors, then, assist students in clarifying both short term and long term educational and career goals.

**Goal 3      Development of suitable educational plans**

Academic advising should help students select and review their academic program. Each student's educational plan should be consistent with individual life and career goals as well as the student's unique interests and abilities. It is important when choosing their academic program that students be provided with an organized process for exploring their educational options. When necessary, advisors should be prepared to help students explore alternative courses of action including the identification of academic alternatives and the consideration of alternative careers in line with the student's abilities and interests.

**Goal 4      Selection of appropriate courses and other educational experiences**

Academic advising should help students develop a course of study which enables them to achieve their goals. Advisors should assist students in choosing courses appropriate to the student's program requirements, ability level and individual needs. Proper course selection should help a student reach his or her educational objectives as efficiently as possible while maintaining the correct scheduling sequence. The choice of electives should also reflect the student's academic background, goals, and interests.

**Goal 5      Interpretation of institutional requirements**

Academic advising should not only provide students with accurate information about the University's policies, procedures and requirements but also make sure that students understand them. It is important that advisors clearly communicate to students correct information about degree programs, degree requirements and course offerings.

**Goal 6      Increasing student awareness of educational resources available**

Academic advising should assist students in becoming aware of and learning to utilize the academic resources on campus which can help them achieve their goals. Advisors should help students identify and locate on-campus resources which can provide academic assistance.

**Goal 7      Evaluation of student progress toward established goals**

Academic advising should assist students in constant evaluation of progress towards goals and educational plans. Advisors, therefore, should continually help students monitor and evaluate their academic progress and help students assess their own performance. If academic difficulty occurs, advisors should be prepared to assist students in analyzing the causes of such difficulty and in finding ways to improve their performance. Advisors are encouraged to employ invasive intervention strategies if students are not making satisfactory progress.

**Goal 8      Development of decision-making skills**

Academic advising should develop the student's ability to make good decisions in the student's own best interest. Academic advisors assist students in developing decision-making skills. Students should be encouraged to gather and evaluate information, consider their values and goals, and make decisions with a clear understanding of alternatives, limitations and possible consequences of decisions. Students should be encouraged to accept and recognize their responsibility for academic choices. The ultimate responsibility for making decisions about life goals and educational plans rests with the individual student.



The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions.

Goal 9      **Reinforcement of student self-direction**

Academic advising should help students grow. Students should grow in self-awareness of the relationship of education to life; students should grow in their ability to set goals and establish plans to achieve those goals; and students should grow in their awareness of life extending past their college years. Academic advisors should focus on students' active awareness of and participation in their own development. Academic advisors should provide caring support to students through the growth process.

Goal 10      **Referral to and use of other institutional and community support services, where appropriate**

Academic advising should integrate the many resources of the University to meet each student's particular educational needs and goals. To make sure that students are familiar with and make effective use of campus resources, academic advisors should identify special needs and match students to available resources. Appropriate referrals by advisors help ensure that students' needs are met in a timely manner.

Goal 11      **Collection and distribution of student data regarding student needs, preferences, and performance for use in institutional policy making**

Academic advisors should provide data about students to the University, schools, and academic departments to assist in campus decision-making.

## DEVELOPMENTAL ADVISING

Seven conditions are essential to developmental advising:

1. Academic advising is a **continuous process** with an accumulation of personal contacts between advisor and student. These contacts have both **direction** and **purpose**.
2. Advising must concern itself with **quality-of-life issues**, and the advisor has a responsibility to attend to the quality of the student's experience in college.
3. Advising is **goal oriented**. The goals should be established and owned by the student and should encompass academic, career and personal development areas.
4. Advising requires the establishment of a **caring human relationship** -- one in which the advisor must take primary responsibility for its initial development.
5. Advisors should be **models for students** to emulate, specifically demonstrating behaviors that lead to self-responsibility and self-directiveness.
6. Advisors should seek to **integrate services and expertise** of both academic and student affairs professionals.
7. Advisors should seek to **utilize** as many campus and community **resources** as possible.

## O'BANION'S MODEL

In 1972, O'Banion devised the first model of academic advising. This model is a sequence of logical, integrated events that include:

- Exploration of life goals
- Exploration of career goals
- Selection of educational programs
- Selection of courses
- Scheduling of courses

To be effective in helping students succeed in each of these, advisors need the following skills, knowledge and attitudes:

### Exploration of life goals

- knowledge of student characteristics and development
- understanding of decision-making process
- knowledge of psychology and sociology
- skills in counseling techniques
- appreciation of individual differences
- belief in worth and dignity of all individuals
- belief that all have potential

### Exploration of career goals

- all under #1
- knowledge of vocational fields
- skill in interpretation of tests
- understanding of changing nature of work in society
- acceptance of all fields of work as worthy and dignified

### Selection of educational program

- knowledge of programs available
- knowledge of requirements of programs
- knowledge of requirements for transfers
- knowledge of how others have performed in program
- knowledge of follow-up success of those who have completed program

### Selection of courses

- knowledge of courses available
- knowledge of and special information regarding courses (prerequisites, time offerings, transferability, applicability to graduation requirements, sequencing) rules and regulations regarding academic warning and suspension, limitations on course load
- knowledge of honors courses or developmental courses
- knowledge of instructors and their teaching styles
- knowledge of student's ability through test scores, high school record, GPA, academic progress to date
- knowledge of course content

**Scheduling of courses**

- knowledge of class schedule
- knowledge of processes of registration and changing schedule
- knowledge of work and commuting requirements

**THE IMPORTANCE OF ADVISING****As an advisor, you are important to students because:**

- You are an important contact between new students and the University.
- You personalize the University for your students. In a real sense you, as advisor, are an embodiment of the institution, linking the University to its students.
- You are a role model.
- You are a coordinator of your students' educational experience.

**Your effective advising benefits your students because it helps them:**

- Attain their educational and career objectives
- Achieve GPA's consistent with their ability
- Develop a worthwhile relationship with you

**Your effective advising benefits the University:**

- Students have a satisfying educational process and develop a positive attitude towards the institution
- Higher retention rates result by providing a bond to the University
- Students have a personal acquaintance with faculty and staff that can develop into a lifelong association with the University

**CHARACTERISTICS OF GOOD ADVISORS**

Effective academic advisors are: **accessible**, provide **accurate information**, and have a **caring relationship** with students.

Being **accessible** means:

- Making time in your schedule for students. One of the biggest complaints students have about advising is a lack of availability of their advisor. Having generous office hours and a maximum amount of time available to your students is important to them.

- Making enough time for each student. Enough time means setting the length of your appointments to meet the needs of your students. Explanations of policies and procedures should be thorough, and this takes more than a couple of minutes. It is important to take enough time to evaluate a student's problem properly.
- Encouraging students to use that time regularly. Students should be persuaded to see you frequently.
- Encouraging students to come in early. Everyone has students who wait until the last minute to do everything from withdrawing from a course to applying for graduation. Encourage your students to review their progress with you early in the semester and early in their degree programs to detect difficulties.
- Leaving enough time for questions. Students should be provided the opportunity to ask you questions at every conference.
- Encouraging students to use that time for numerous reasons. Effective advising is both long-range planning as well as immediate problem solving. For this reason it is particularly effective to see each student individually once a semester outside of registration periods. Conferences should be scheduled more often as necessary.
- Posting office hours. Accessibility means not only being available to students, but also letting them know when and where they can find you every semester.
- Inviting students to use that time. Invitations to students to come in and see you, whether through post cards, newsletters, or a regular correspondence system are effective in getting students in for advising.

Providing **accurate information** means:

- Knowing about academic requirements. Having a knowledge of University requirements also means being thoroughly familiar with the academic requirements and policies of your department and college.
- Understanding the reasons for academic requirements. In addition to knowing what the academic requirements are, you should be able to interpret and explain the rationale for those requirements.
- Knowing how to alter academic programs. In exceptional cases, students may need to modify or alter a program of study to make it more meaningful to them. You should understand how your area uses petitions, requests for waivers, placement tests and non-traditional credit.
- Knowing about the University's academic resources. You need to be familiar with on-campus resources, including the library and other "help" labs to help students maximize the University's opportunities.
- Knowing where to refer students. You should know where to refer students that you cannot help, providing a specific name and location when you refer. All sorts of resources for information and assistance are available if you can connect students to them. In addition, you may wish to contact resource persons directly for information and advice about a particular situation.

- Knowing about student affairs resources. Be able to tell students about the opportunities available to facilitate in-class and extracurricular learning. Be familiar with resources such as concerts, lecture series, the Wellness Center and Intramural sports.
- Checking when you don't know. When in doubt, call the appropriate office or department for an answer. It is not possible for you to know all the academic policies, procedures and nuances of every degree all the time. It is much easier to check about something than to tell a student they aren't graduating. The wisdom to say "I don't know" should be followed with the willingness to say "But I'll find out".
- Seeing the big picture. You should remember that each piece of information you receive about or from a student should be interpreted in light of everything else you know.
- Providing the big picture. Give your students an integrated picture of the University's courses, procedures, requirements and goals.
- Knowing about specific courses. As much as possible, be familiar with course content, instructors, size and type of testing.
- Knowing about opportunities relevant to the student. Help students become aware of opportunities such as scholarships, new courses and interdisciplinary majors.

Having a personal and **caring relationship** with students means:

- Being sympathetic and empathetic. You should listen with understanding to a student's problems, including academic problems and those relating to the college transition process. A student's problem represents your opportunity to demonstrate personal warmth, respect and genuineness.
- Listening to problems. You should be willing to work with a student on academic problems, recognizing that these may be connected to other problems the student may have. Listening constructively means attempting to hear all aspects of your students' problems.
- Helping with problems. You should help students resolve academic difficulties and teach them the skills necessary to improve their performance. This requires that you understand academic survival skills and study skills.
- Questioning student choices. Don't just accept or endorse student decisions -- ask students about their choice of courses, majors and careers in light of their goals, abilities and interests. Rubber stamp approval, even though choices meet prescribed requirements, does nothing to further a student's understanding of a decision and does not expose them to available, perhaps preferable, alternatives. Exploring objectives, interests and motivations leads to more thorough advising.
- Personalizing the University. Academic advisors offer a relationship to students that contributes to a personalized education experience from orientation to graduation.
- Knowing each student. You should know your students well enough to be aware of individual academic and educational needs and have some ideas about how these needs can best be met. It is important to know each student as an individual and to provide each with personal attention.
- Making students aware that you want to help. Communicate to them your willingness to help and assist them.

- Helping students adjust. The transition to college is often difficult, whether or not students are coming straight from high school or resuming their education after some time away from school. Demonstrate to new students an understanding of this transition.
- Understanding students. Be aware of theories and principles of student and career development.
- Being friendly and developing rapport. Establish friendly relationships by making sure your students know you are interested in them as people.
- Helping students be their best. Encourage your students to maximize their potential.
- Self-disclosing. Tell students about yourself as a person who is continually going through the process of becoming educated.
- Being realistic. Provide assistance to students by realistically helping them to assess their choice of majors, careers and educational goals. False reassurance minimizes problems and sets students up for failure.
- Considering the student's perspective. You should try to understand student concerns from a student point of view. Whenever a problem occurs, look at it from your advisee's point of view rather than your own.
- Accepting individual differences. Just as every advisor on campus is different, so too, is every student. Try to approach each student as unique in his or her needs, abilities, interests and goals.
- Acting as a liaison. Be willing to be the connecting point between students, staff, faculty and administration.
- Being genuine. Be yourself and act naturally. Most people (including students) can tell if you're playing a role or pretending to be interested.
- Checking your reaction. Exercise restraint when surprised, angry or resentful about something that a student says, whether the statement is about you, an academic problem or a personal problem.
- Respecting confidential information. What students tell you in confidence should be kept to yourself. Although it is sometimes tempting, take care not to gossip about students.
- Accepting student change. You should be prepared to help students who revise or change their academic or career plans. If you are unfamiliar with the area of the student's new direction, refer him or her to an appropriate advisor who can help.
- Encouraging exploration. Help students view all the opportunities available at the University.
- Being open and honest.

### Characteristics of Mentoring Behaviors for Undergraduate Students

- empathetic
- available
- sponsoring
- active listener
- willing to share own experience
- friendly
- reactive in a non-judgmental way
- gives feedback
- lets students know they matter
- makes students aware of opportunities for personal growth and development on campus
- extends oneself, makes an extra effort
- respectful
- trustworthy
- predictable
- consistent
- thorough
- open to feedback and able to respond in a non-defensive way
- does not use the student for selfish gain, take advantage of or abuse power
- shows the art of possible "for people like me"
- takes an interest in students that is holistic, i.e. supportive of the academic, personal, social, professional and physical dimensions of student growth and change in college

## ROLES AND STEREOTYPES

As an academic advisor you play many roles -- expert, advocate, authority, rubber stamp, judge, teacher or friend. Difficulties can occur whenever student expectations about your role, and your expectations about your role clash. When students approach you with specific concern, they may assume that you will play a specific role.

Example: A student may see you as an authority and depend on you to tell them what course to take. You, however, might respond from a teaching role, by giving curricular information and procedures and expecting them to learn to take responsibility for scheduling their own courses. In this case you would be expecting your students to play the role of responsible adults.

Whenever expectations are different and there is a lack of understanding of roles and responsibilities, the advising experience may be difficult and unsatisfactory for everyone.

### COMMON STUDENT STEREOTYPES OF ADVISORS

Students often stereotype their advisors according to the type of assistance they want. Below are descriptions of the most common stereotypes students give advisors. The ideal advisor will incorporate some of each stereotype into the advising relationship. Students desire an advisor who is genuinely interested in them as a whole person.

**The Automat Stereotype:** This perception views advising as the "slip a coin in and get a schedule out" process whereby students and advisors interact solely for the purpose of working out a class schedule acceptable to the student at registration. Students, of course, deserve and need much more assistance from you.

**The Thousand Mile Check-Up:** This view of advising sees the advisor as actively arranging a program of study and then superficially checking to make sure the program is running smoothly. This type of advisor is not very helpful since any "repairs" needed along the way are seen as outside the advisor's domain. This type of advisor does not communicate genuine interest to students.

**The Patch-After-Crash-Advisor:** In this role, you are only called upon by your students in moments of crisis. The student fails, violates some academic policy, is about to be suspended and calls upon you to save the day. Unfortunately for the student, this approach is too little, too late.

**The Malevolent Benevolency:** Advisors playing this role are mother hens, protectively hovering over students to keep them from making mistakes and playing surrogate parents. These times should be rare (i.e. the early weeks of a first semester for a homesick freshman). Advising should encourage student growth and development, not hinder it.

There are, of course, other more positive student perceptions of advising. Advising can be one of the most rewarding experiences in the academic life of both the student and the professor.



# Section 2

## Tips and Tools for UAH Advisors

## CHARACTERISTICS OF COLLEGE STUDENTS

Students come to college for many reasons: to get a better job or to make money, to become more cultured, because parents want them to attend. According to Arthur Chickering, college students are also dealing with a variety of personal development issues along these seven vectors:

- Developing Competence
- Managing Emotions
- Developing Autonomy
- Establishing Identity
- Freeing Interpersonal Relationships
- Developing Purpose
- Developing Integrity

Advisors can positively influence students' development through the advising process and help them achieve academic, social, and personal success. Even though the college experience affects students in similar ways, advisors need to recognize the qualities that make each student a unique individual.

### TODAY'S STUDENTS

The current generation of college students, often referred to as Generation X, differs greatly from past generations. They tend to exhibit the following characteristics:

#### **A craving for stimulation**

Students want work (class work, employment, etc.) that excites and often entertains. They want a variety of short-term projects that allows them to show off their talents. They do not want work that is boring.

#### **Need for personal contact**

Students want advisors, professors, staff and employers who show interest in them; someone who cares about them. They need regular feedback and attention. In one survey, "being left alone" ranked near the top of the complaint list.

#### **Preference for concrete, specific information**

Multiple answers and ambiguity are very troublesome to these students. They expect to be told "the right answer" or "how to." When offered multiple solutions they often question whether the person really knows the topic. They want clear-cut answers and they want them immediately.

#### **A desire to learn leading-edge technology**

Becoming an expert in any "hot new technology" is very important to students. They want to learn new techniques and equipment that "hardly anyone else knows." Many times students would rather acquire knowledge through a computer network than a person because the computer gives up-to-date, direct information.

**Searching for traditional goals**

Good marriages, family lives and incomes are important, but not in that order. These students' primary concern is getting their career on track. 70% of students polled in a late 1980's survey responded that the following were important to them:

- to be very well off financially
- to raise a family
- to become an authority in the field

**Searching for the good-looking job**

These students want jobs that are glamorous - "unique, interesting, different." They do not want jobs that their friends would consider boring or dull. According to a late 1980's survey, students are in college:

- to get a better job or make more money (70%)
- to become more cultured (33%)
- because parents want them to be (33%)

**Emotionally repressed**

Strong emotions are rarely exhibited by this generation. They appear independent and hesitant to place trust in anyone. These students manage and cope very well and seem to believe that strong emotions are a hindrance. Caution is needed when these students do show strong emotions as they can quickly become deeply depressed, abusive, reckless, even violent.

**Keeping options open**

One of the most common characteristic traits of these students is the avoidance of any commitment, whether to a class schedule, a major, a career, or employment. Closing doors and burning bridges scares them. Most are being very truthful when they say, "I really don't know what I want to do."

**PREPARING TO ADVISE****BEFORE SEEING STUDENTS:**

- Post and keep regularly scheduled office hours.
- Increase your office hours during peak registration periods.
- Understand how to use the mainframe computer and available advising programs.
- Try to notify students by mail of registration advising and your expectations of them in preparation for schedule planning.
- Have copies of the undergraduate and graduate catalogs, the student handbook, current timetables, projected class schedules, the academic calendar, and all necessary forms.
- Know other advisors and their areas of responsibility.

- Review current policies and study new policy or procedural changes.
- Be familiar with course content and instructors.
- Understand University procedures (i.e. changing courses, withdrawal procedure, the late registration process) including appeal and grievance procedures.
- Be familiar with academic resource programs and offices on campus so students can be referred to the correct place.

#### **BEFORE SEEING A PARTICULAR STUDENT:**

- Review the student's file. Make sure all information is current and includes up-to-date records. Know the student's academic background including high school courses and grades, ACT or SAT scores, transfer courses and grades, and present academic status. Read notes from previous advising meetings with the student.
- Using a curriculum check sheet, prepare an evaluation of the courses the student has taken as they apply to the particular degree the student is seeking. Allocate transfer credit appropriately. Evaluations prepared in advance assure students that core curriculum, major, and minor requirements are being fulfilled.
- Check grade point average where appropriate. Calculate grade point deficiency if needed.
- Look at results of placement tests and be ready to explain these to students. Tell students if any placement tests need to be taken or if any academic deficiencies need to be remedied.
- Look at possible strategies to improve a student's GPA (i.e. repeating courses, tutoring, enrolling in ED 115: Study Skills) and be prepared to bring these to the student's attention.

#### **DURING A CONFERENCE:**

- Have information readily available (i.e. catalogs, evaluations).
- Establish rapport by asking questions that reflect a genuine interest in the student.
 

Examples:      Tell me about... activities, interests, an earlier concern.  
                          How do you balance school, work, and social activities?  
                          What are your goals for next semester?
- Have the student complete any necessary forms in your office to facilitate change (i.e. change of major, change of address, course repeat forms). Forms may be obtained in the Office of Student Records or in advising offices.

Ask good discussion questions which will enhance the advising relationship. Make sure to address issues that were discussed at the last meeting and jot notes for future advising sessions.

**First-Year Students**              How are classes this semester?  
    Do you think your grades are an accurate reflection of your abilities?  
    What are you considering as a major and why?  
    What do you plan to do after graduation?  
    Will you be working this semester? How many hours?

<b>Second-Year Students</b>	<p>How are classes this semester?            Have you declared a major? Filed a program of study?            Have you joined any clubs or organizations?            Are you working or interested in working?            Have you started exploring ways to get work experience related to your career goals? (i.e., co-op, internships, volunteer work, part-time job)</p>
<b>Third-Year Students</b>	<p>How are classes this semester?            Have you joined any clubs or organizations?            What are you considering after graduation?            Have you researched job opportunities, both before and after graduation, through Career Information Day, Co-op?            Have you registered with the Office of Career Services?            When do you plan to take the GRE, LSAT, MCAT, GMAT?</p>
<b>Fourth-Year Students</b>	<p>How are classes this semester?            Have you joined any clubs or organizations?            Have you begun your job search or graduate or professional school search?            Have you registered with the Office of Career Services?            Have you applied for graduation?</p>

**AFTER A CONFERENCE:**

- Write up conference notes. Keeping adequate records of your conference avoids unnecessary duplication of effort. Update the student's advising folder regularly with grade reports. Date all actions taken and all write-ups of discussions with the student. Conference notes may include failure to show for appointments, explanations of academic difficulty, choice of major, decisions to change programs, stated educational goals and any personal information revealed to you by the student that is of relevance. Your notes should provide an accurate record of any advice or recommendations given to a student along with indications of whether or not your advice was followed.
- Do whatever you tell a student you will do for them.
- Follow-up on students who are doing poorly, on those who do not register, and those who express an intention to leave UAH prior to graduation. Employ invasive intervention strategies (set up regular meetings, arrange tutoring sessions, identify other solutions). Be a problem solver. When the situation warrants it, be tough and decisive.

**STUDENT CLASSIFICATION**

An undergraduate student is classified according to the number of semester hours completed:

<b>Classification</b>	<b>Semester Hours Earned</b>
Freshman	0 - 31
Sophomore	32 - 63
Junior	64 - 95
Senior	96 and above

This designation may not accurately reflect where the student is in his or her degree program, especially for transfer students and students earning second degrees. Check the program of study to determine proper placement in coursework.

## SCHEDULE PLANNING

One of the most frequent reasons for students to make advising appointments is to plan their schedule of classes for the next semester. Keep the following in mind when making recommendations for course and schedule planning.

- Keep the student's previous academic record in mind. Look also at placement tests, ACT scores, and high school records.
- Stick to the course numbering system when feasible. Generally speaking, freshmen should take 100-level courses, sophomores 200-level, juniors 300-level, and seniors 400-level.
- Mention the drop-add process to students, emphasizing deadlines for making changes and the possible consequences of dropping below twelve semester hours, the minimum full-time load.
- Suggest a balanced schedule, combining analytical, writing, activity, reading, and lecture courses.
- Encourage students to register as early as possible. This maximizes class selection while minimizing both the student's and the advisor's frustration.
- Make sure students understand how the courses they have selected do or do not meet degree requirements. One way to do this is to supply students with a copy of a transcript evaluation for their degree program.
- Have students list not only preferred courses, but also alternate times and classes, so they will have options if a class is closed.
- Remind students to get any required signatures on their registration form.
- Check course prerequisites. Although students think they can sometimes ignore these (or take prerequisites concurrently with the course), make it clear that these requirements are there to improve performance.
- If you don't know what a course is about, how the instructor tests, or anything else the student asks about a particular course, find out or have the student contact the instructor or department.
- Encourage students to avoid taking semesters off between math courses if possible, since these courses build on each other and success is dependent on information from previous courses.
- Determine the student's out-of-class obligations or activities before choosing how many classes to take. Remember that some students have restrictions when they are admitted. On the other hand, some students have to complete a minimum number of hours to receive financial aid or make appropriate progress towards graduation.

- Determine the student's goals before setting up a schedule. Is the student thinking of transferring or changing majors? If so, does he or she know the requirements?
- If a student insists on scheduling a course against your advice, try to explain why you feel it is not a good idea. If the student still insists, make sure to note in the advising file that the action is against your better judgment.

## PLANNING A REASONABLE COURSE LOAD

The following are suggested course loads for various full-time and part-time students on the semester system. Certain students, such as student athletes, co-op students, and students receiving some forms of financial aid, require completion of a certain number of hours each semester to maintain eligibility. Refer to those sections for additional information. **To be successful, students should spend a minimum of two hours studying for every hour spent in the classroom.**

### UNDERGRADUATE STUDENTS

Minimum full-time course load:	12 semester hours
Regular full-time course load:	15 - 18 semester hours
Maximum full-time course load:	19 - 20 semester hours
Dean's approval:	21 or more semester hours

#### Working students

10-20 hours of work per week:	12 - 15 semester hours
30-40 hours of work per week:	6 - 9 semester hours

### GRADUATE STUDENTS

Minimum full-time course load:	9 semester hours
Regular full-time course load:	12 semester hours
Dean's approval:	14 or more semester hours

#### Working students

10-20 hours of work per week:	6 - 9 semester hours
30-40 hours of work per week:	3 - 6 semester hours

## REFERRING STUDENTS TO OTHER OFFICES

When referring students to other offices on campus, it is important either to have the student call from your office or call while the student is in your office. This increases the likelihood that the student will follow up with the referral and keeps the student from being referred from place to place before finding the appropriate campus resource. Contact the student to see that the problem has been resolved.

**WHO TO SEE ABOUT WHAT****Academic Advising**

<b>Administrative Science</b>	Academic Assistance Ms. Bernice Pitsis-Rush Ms. Cheryl Plaza ASB 102 824-6024
<b>Conditional Students</b>	Academic Advisement and Information Center Ms. Jamie Clay MDH 108 824-6290
<b>Dual Enrollment/Dual Credit Students Early Start Students</b>	Academic Advisement and Information Center Ms. Jamie Clay MDH 108 824-6290
<b>Education</b>	
Certification Officer	Ms. Susan Gill MH 241-C 824-6220
Department Chair	Dr. Mary L. Piersma MH 243 824-6180
<b>Engineering</b>	Engineering Advisement
Freshmen, Sophomores	Dr. Sherri Messimer Ms. Barbie Boles EB 157 824-6877
<b>Liberal Arts</b>	Liberal Arts Advisement
Freshmen, Sophomores	Mr. Frank Bell MH 216 824-2867
<b>Non-Degree Students Undergraduate</b>	Academic Advisement and Information Center Ms. Jamie Clay MDH 108 824-6290
<b>Nursing</b>	
Lower division program	Ms. Laura Mann NB 207 824-6742
Upper division program	Dr. Pam O'Neal NB 202 824-6669



<b>Pre-Law</b>	Dr. Brian Mackintosh MH 332A 824-2339
<b>Science</b> Pre-Medical, Dental, Vet	Dr. Adriel Johnson WH 218 824-6235
Freshmen, Sophomores	Ms. Morgan Lewis MSB 206-C 824-6605
<b>Undecided Students</b>	Academic Advisement and Information Center Ms. Jamie Clay MDH 108 824-6290
<b>Academic Policies</b>	
Academic Bankruptcy	Charger Central UC 118 824-7777
Residency	Charger Central UC 118 824-7777
Course Repeats	Charger Central UC 118 824-7777
Retroactive Withdrawal	Vice President for Student Affairs UC 114 824-6700
<b>Cooperative Education</b>	Cooperative Education Office Ms. Suzanne Norris Ms. Linda Pavelitz EB 117 824-6741
<b>ELPT</b> (English Language Placement Test)	English Department Dr. Andrea Word MH 213 824-2370
<b>English Questions</b>	English Department Dr. David Neff, Chair MH 222 824-6320
Freshman Composition	Dr. Jeff Nelson MH 232D 824-2374

Writing Center	Dr. Diana Bell MH 228 824-2363
Technical Writing	Dr. Rose Norman MH 215 824-2373
<b>Exceptions to Academic Policies or Requirements</b>	
College requirements	Dean of the student's college
University-wide requirements	Associate Provost for Undergraduate Studies Dr. John Severn MDH 110 824-6767
<b>Financial Aid</b>	
	Office of Financial Aid UC 212 824-2761
Federal Grants, Loans	Mr. Andy Weaver, Director Ms. Doris Lacey, Assistant Director Ms. Karen Roland, Assistant Director
Scholarships	Ms. Donna Rasmussen
<b>Honors Program</b>	
	Dr. Jerry Mebane MH 336 824-6450
<b>Jobs/Career Planning</b>	
	Career Services Mr. Rick Shrout Ms. Kathy Heckman EB 117 824-6612
<b>Language Course Questions</b>	
French, German, Greek, Japanese, Latin, Spanish, Russian	Foreign Language and Literature Dr. Linda Maier, Chair MH 303 824-2346
<b>Mathematics</b>	
Transfer Courses, Placement questions	Mathematics Dr. Jia Li, Chair Ms. Tami Lang Ms. Lanita Presson MD 204 824-6470

<b>Miscellaneous Academic Questions</b>	Records Office Ms. Janet Waller, Registrar UC 124 824-6282
Admissions Questions	Admissions, UC 116, 824-2773
Academic Review (probation, drop)	Ms. Jan Ray
Change of Programs (undergraduate)	Ms. Jan Ray
Course Repeat	Ms. Jan Ray
Degree Audit (check-out) undergraduate	Mr. Zeke Aquilera and Mr. Norm Peters
<b>And</b> Degree Audit (check-out) graduate	Mr. Zeke Aquilera and Mr. Norm Peters
Evaluation of Transcript Credit	Ms. Rhonda Reynolds
Grades and Grade Changes	Ms. Jan Ray
Military Credit	Ms. Rhonda Reynolds
Placement Questions	Ms. Sheila Bean
(Chemistry , English, Foreign Language, Mathematics)	
Program of Study (completed)	Ms. Jan Ray
Program of Study (initiating)	Departmental Advisor
Registration	Departmental Advisor
Transfer Equivalency	Ms. Rhonda Reynolds
Transcripts from UAH	Charger Central
Transcripts to UAH (receipt)	Ms. Dona Baker
Transcripts to UAH (evaluation)	Ms. Rhonda Reynolds
Verification of Enrollment	Charger Central
Visiting Students	Ms. Vickie Martin
<b>Multicultural Affairs</b>	Dr. Lee Williams Ms. Kimberly Crutcher-Willams MH 220 824-6822
<b>Pay for Classes</b>	Bursar's Office
Credit, Loan checks	Ms. Winnet Leonard UC 214 824-6223
Sponsored Tuition	Ms. Wanda Bradley UC 214 824-6222
<b>Specific course questions</b>	Academic departments
<b>Testing</b>	Testing Services
GED Testing	Ms. Melinda Lyles
Scanning Needs	ASB 226
ACT, CLEP, GMAT, GRE,	824-6725
LSAT, MCAT Booklets, TOEFL	
Math Placement Test	
Chemistry Placement Test	
Deferred & various department exams	

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<b>Counseling Services</b>	Student Development Services Ms. Delois Smith UC 114 824-6700
Tutoring	Ms. Margaret Hall UC 113 824-6203
Counselors (personal)	Dr. Katie Barclay Dr. Susan Brandt Dr. Jared Dinehart UC 113 824-6203
Orientation (New Students)	Ms. Rosemary Robinson UC 113 824-2775
<b>Wellness Center</b> Student Health Services Nurse Practitioner	Student Development Services Ms. Julia Boehme UC 203 824-6775

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## CHECKLIST FOR SUCCESS AS AN ADVISOR

### AVAILABILITY

- I have regularly scheduled office hours and am available during these hours.
- I have time to help students when they need me.
- My students have little difficulty setting up appointments with me.
- I am especially available during registration periods.
- I am flexible in seeing students needing immediate help who "walk-in" without an appointment.
- I take the initiative to have my students meet with me.

### INFORMATION

- I keep up-to-date class schedules and catalogs in my office.
- I keep informed about current and future career opportunities for students with a bachelor's degree in my area.
- I thoroughly explain to new students UAH's requirements and the requirements for the major they have chosen.
- I pass along to students any new information that might benefit them.
- I encourage students to plan their courses more than one semester in advance.
- I know enough about majors outside my area to provide assistance to inquiring students.
- I can advise my students about opportunities for graduate study in my area.
- I give my students correct and up-to-date information about academic regulations.
- I understand course requirements, particularly for those courses included in the general education requirements within my area.
- I can help students select courses appropriate to their abilities and interests.

- I serve as a University resource person for my students.
- I am well prepared for every appointment with each individual student.
- I alert my students to course prerequisites.
- I am flexible and actively explore alternative solutions to student problems.
- I am aware of my students' past academic records.
- I can help students with poor grades, poor study habits, and weak examination skills.

### **TRUST AND CARING RELATIONSHIP**

- I explain to my students what I can and cannot do to help them.
- When I believe a student has set an unrealistic goal, I question and explore this with him or her.
- I am genuinely interested and concerned about each student as an individual.
- I permit students to make their own decisions.
- I attempt to establish a warm and open relationship with my students.
- I help my students sort through their frustrations and uncertainties related to school.
- I focus on my students' potential, rather than their limitations.
- I am interested in what the student wants, not what I want for the student.
- I explore the obstacles students need to overcome to reach their goals.
- I challenge students to higher academic performance.
- I help students make the sometimes difficult transition from high school to college.
- I anticipate my students' needs.
- I enjoy meeting with my students.
- I respect my students' feelings and opinions and they respect me.
- When working with students, I try to remember what it is like to be an undergraduate.
- I can work effectively with students whose value systems differ from mine.
- I do not hold grudges against students.
- I am patient with my students.
- I make all reasonable efforts to help each student.
- I am a source of encouragement for my students.
- I treat all students equally.
- I deal with problems creatively, not repetitively.
- I am trustworthy.

### **LIMITATIONS ON ADVISING RESPONSIBILITIES**

While much is expected from an academic advisor, there are limits to your advising responsibility. Keep the following boundaries in mind when working with students.

- You can't make decisions for your students, but you can be a sympathetic listener and you can offer alternatives for the student to consider. Presenting information and asking questions is helpful, but it is not helpful to give too many answers. Encouraging student growth means letting students make their own decisions and letting them accept the consequences of those decisions. Students sometimes want answers from you not only for expediency but also to avoid taking responsibility. Telling students what to do puts the potential blame on you. The ultimate responsibility for making decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions.
- You can't increase the natural ability of your students, but you can encourage the maximum use of that ability.

- You can't reduce the academic or employment load of a student, but you can recommend schedule or financial adjustments to the appropriate offices.
- You aren't expected to handle emotional problems which fall outside the range of normal student behavior. Complex financial, emotional, physical or personal problems should be referred to appropriate departments. Academic advisors are not psychological counselors. If you become aware of serious problems, refer the student to someone who has training in the required area.
- You are expected to guide, not compel students. Academic advisors are not dictators. In that sense, the academic plan developed for students should be a collaborative effort between you and the student concerned. It is, after all, the student's education, needs, desires and motivations. You are there to assist and guide them.
- Recognize your own limitations in helping your students -- you can't do everything.

# Section 3

Advising  
UAH Students

### The University of Alabama in Huntsville Student Profile Fall 2005

<b>Enrollment</b>	7084 students	
	5690 (80%)	Undergraduate
	1394 (20%)	Graduate
	0 (0%)	Continuing Education
	2499 (35%)	Part-time
	1589 (64%)	Undergraduate
	910 (36%)	Graduate
	0 (0%)	Continuing Education
	4585 (65%)	Full-time
	4101 (89%)	Undergraduate
	484 (11%)	Graduate
<b>Residency</b>	80% in-state; 20% out-of-state and international	
<b>Undergraduate Enrollment by School</b>	19% Administrative Science 25% Engineering 20% Liberal Arts 12% Nursing 16% Science 8% Other (Early Start/Dual Enrollment, Conditional, Non-Degree)	
<b>Graduate Enrollment by School</b>	13% Administrative Science 39% Engineering 9% Liberal Arts 8% Nursing 22% Science 9% Other (Non-degree, Undecided)	
<b>Financial Aid</b>	85% of enrolled full-time degree-seeking freshmen received some form of financial aid 75% of enrolled full-time degree-seeking undergraduates received some form of financial aid	
<b>Average Student</b>	Median age for undergraduates is 21 51% male 49% female  Median age for graduates is 29 61% male 39% female	
<b>ACT</b>	Average 25 composite (first-time freshmen) Average 24 composite (all undergraduates)	



## FRESHMEN

Freshmen succeed when they make progress toward fulfilling **educational and personal** goals:

- Developing academic and intellectual competence
- Establishing and maintaining interpersonal relationships
- Developing personal identity
- Deciding on a career and lifestyle
- Maintaining personal health and wellness
- Developing an integrated philosophy of life

Students learn how to handle college through experience. Freshmen, by definition, don't have this experience and may need the tips listed below. It's easy to assume that even freshmen would know what appears to be so obvious, but to students making the transition from high school to college, these things aren't always apparent.

Advisors can help freshmen by reinforcing these **tips for academic survival**:

- Make good grades the first year. Encourage freshmen to take a realistic course load. If they want to try more the next semester they can always add classes after their first set of good grades is posted. Grades may not seem important to them at the beginning, but making up bad grades becomes an uphill battle most eventually regret.
- Attend class. Explain that because instructors test on lecture material and explain difficult material more clearly than the text, being at every class is mandatory even when there is no attendance policy.
- Buy all books. Students who have had high school books supplied to them by their school systems are often tempted to share books or not to buy them at all because of the expense involved.
- Keep up with homework and assignments. Remember how tempting it is to put off reading until right before a test.
- Know degree requirements. Make sure students know what a catalog is, what it contains and why it is important to them. Encourage them to keep up with any evaluations you supply them. Also make sure they understand what the word "prerequisite" means.
- Register early. This only has to happen once for freshmen to figure this out, but warn them anyway.
- Don't major hop. This doesn't mean that a freshman shouldn't change majors, but remind them that it's okay to be undecided (most freshman, declared or not, actually fall into this category). Undecided students can get academic advising through the Academic Advisement and Information Center, and career assistance through the Office of Career Services.
- Keep job requirements to a minimum. Freshmen need to find a balance between school and work. Advise them of the time requirement for the number of courses for which they are registered. Most of them have no idea how much study time is required.
- Be careful with the summer term. Many freshmen view these as fast ways to knock out requirements but have no clue what the accelerated pace of these courses is like. Make sure they understand what kind of time each day they'll need to devote to one of these.

- Talk to instructors. Freshmen are sometimes afraid to ask questions and are hesitant to see an instructor during office hours. When they do, it is frequently too late in the semester to salvage the course. It is remarkable how many students don't even know the names of their instructors.
- Withdrawal from a course is an option. UAH has a very liberal withdrawal policy prior to the eighth week of class. A grade of W is usually preferable to a D or F.
- Get involved. Freshmen who attach to the University community are more likely to remain here. In addition to making college a lot more fun, extracurricular activities tell potential employers that a student is well rounded.

The most important thing for freshmen to realize is that they are solely responsible for their education. While lots of people (including advisors) are available to help, ultimately a student's education is his or her responsibility.

#### **Information and Referral:**

**Academic Advisement & Information Center**  
108 Madison Hall  
824-6290

**Liberal Arts Advisement**  
216 Morton Hall  
824-2867

**Academic Assistance Office**  
102 Administrative Science Building  
824-6024

**Nursing Student Affairs**  
207 Nursing Building  
824-6742

**Engineering Student Affairs**  
157 Engineering Building  
824-6877

**Science Advisement**  
206 Materials Science Building  
824-6605

## **NON-TRADITIONAL STUDENTS**

Non-traditional, adult students may exhibit the following traits:

- They return to college for many reasons. Some come for job or career related reasons; others come to be intellectually challenged; still others come because of immediate personal concerns.
- They bring many assets to college. They are highly motivated, have many life experiences and are usually goal-oriented.
- Most are in college by choice. While traditional age students sometimes attend college because of parental or peer pressure or for lack of anything better to do, adult students usually enter because of a sincere desire to learn or to meet some goal.
- Adults are interested in immediate use of the knowledge acquired in the classroom. Since older students are frequently paying their own tuition, they want value for their time and money and may not accept poor teaching or academic advising.
- Because of the length of time away from a classroom, adults sometimes begin college with inadequate study and reading skills. They may need to review knowledge learned years ago (e.g. math, foreign language, writing) before immediately picking up where they left off.

- Adults often need to learn good time management skills since they are usually trying to balance school with family and employment obligations. These obligations sometimes lead to role conflicts.

Advisors can help non-traditional students overcome:

- academic fears
- financial difficulties
- lack of information and services
- confusion, unfamiliarity with institutional processes
- apprehensions about self
- having multiple responsibilities
- time management problems
- feeling isolated

### **ADVISING NON-TRADITIONAL STUDENTS**

Advisors can assist adult students by:

- helping them with some of the institutional processes that can make their lives difficult. This may mean, for example, mailing an adult student a change of major form instead of having them come to campus to get one.
- offering encouragement through any frustrating circumstances.
- helping students figure out how to fit school into an already busy schedule. It is very important for students to consider all their obligations before deciding how many courses to take. Be careful not to let adult students overload themselves.
- encouraging students to seek help immediately if academic difficulties arise.
- considering the length of time since a student has been exposed to a particular subject before finishing a sequence in that subject.
- making accommodations in your schedule for them. This may mean staying open until 6:00 p.m. one or several nights a week. If this is not possible, at least provide the opportunity.

### **N.T.S. (Non-Traditional Students)**

UAH strives to recognize the unique obstacles faced by the non-traditional, adult student, and to help them build on their strengths to achieve academic success. N.T.S. (Non-Traditional Students), is a support group coordinated by an advisor from the Office of Student Development Services, that meets regularly to provide assistance and support to adult students. Guest speakers provide information on topics of interest to the group, including:

Writing Term Papers	Interacting with Instructors
Time Management	Positive Parenting
Study Skills	Money Management
Test-Taking	Relationship Skills
How to Use the Library	

The group also organizes social events for students' families. Efforts are underway to reactivate a scholarship to be awarded to a member of the group each year.

<b>Information and Referral:</b>	Student Development Services 113 University Center
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824-6203

## FIRST – YEAR STUDENTS

Learning is holistic and places the student at the center of the learning process. *Learning Reconsidered 2* outlines the integrated use of all of higher education's resources in the education and preparation of the whole student. This joint document of the profession re-examines some widely accepted ideas about conventional teaching and learning.

### Learning On Campus Yesterday and Today

Learning is a complex, holistic, multi - centric activity that occurs throughout and across the college experience. Student development and the adaptation of learning to students' lives and needs are fundamental parts of engaged learning and liberal education. True liberal education requires the engagement of the whole student and the deployment of every resource in higher education.

*Learning Reconsidered: A Campus – Wide Focus on the Student Experience*  
The National Association of Student Personnel Administrators  
The American College Personnel Association

### Today's First – Year Students

Today's typical first – year students are primarily middle class, eighteen years old, single, fresh out of high school, and studying full time. It is also evident that today's entering students are diverse by changing demographics and characteristics which include, but are not limited to: age, race or ethnicity, gender, socioeconomic status, institutions of enrollment, disability, sexual orientation, nationality and those who are the first in their families to attend college.

### First – Generation Students

First – generation students are students who are the first in their families to attend a post-secondary institution and are an increasingly significant force in higher education. In many cases, their parents' highest level of education is a high school diploma or less.

### Trends in First – Year Student Persistence

Current research on student persistence reveals that the largest proportion of institutional leaving occurs during the first year and prior to the second year. According to American College Testing Service (2002), persistence is very much influenced by institutional type. The following pre-college characteristics have been found to influence how first-year students persist: prior academic achievement, parent and other family support, and student commitment to a degree.

*Challenging & Supporting the First – Year Student*  
M. Lee Upcraft, John N. Gardner, Betsy O. Barefoot and Associates

All first – year students, regardless of demographics or characteristics, can benefit from effective academic advising. Academic advising is perhaps the most important means by which the first – year student interacts with a representative of the institution. Academic advising can be viewed as the hub of the wheel that establishes links to all other support services on campus.

### How Advisors Can Help

- Encourage students to take courses at their current skill level using all available assessment tools.

- Encourage students to take university courses that can assist with academic preparation such as ED 115: Effective Reading and Study Skills, OCS 111: Career Exploration, UNV 101: Orientation to University Life and BIB 100: Introduction to Library Research.
- Regularly assess first – year student advising needs so that advising services are specifically designed to meet those needs.
- Establish rapport.
- Organize and deliver advising services in the most effective way by including technological enhancements while not compromising personal engagement.
- Refer students who are experiencing difficulty adjusting to college to Student Development and Counseling Services.

<b>Information and Referral:</b>	Student Development Services 113 University Center 824-6203 <a href="http://www.uah.edu/student_affairs">www.uah.edu/student_affairs</a>
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## TRANSFER STUDENTS

Students with course work completed at other institutions will receive a listing of all the courses transferred to UAH. This on-line evaluation will take out any course work that is not considered "College Level Work" and will indicate work that UAH will not accept (F's). This will be mailed to the student before the end of the first semester in which he or she is enrolled at UAH.

A student's grade point average will be based solely upon coursework completed at UAH. Credit may be granted for courses taken elsewhere, but grades will not be transferred. They will appear on the internal UAH transcript for advising purposes.

Transfer students should also be advised that honors at graduation will be based on the last 60 hours completed at UAH.

### The Junior College Articulation Agreement

There is a guide available of all the courses taught at the community college level in the Alabama Two Year College System. This guide lists how the state sponsored colleges/universities, including UAH, treat the courses taught on the junior college level (Webpage: <http://stars.troy.edu>). All the advising areas in each college have guides to help those students interested in specific areas take the work that would provide the best transition to their field of interest at UAH. Transfer Guides for several community colleges are available through the Office of Admissions.

<b>Information and Referral:</b>	Office of Admissions Ms. Ann Lee 116 University Center 824-2773 <a href="mailto:leev@uah.edu">leev@uah.edu</a>
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## VISITING STUDENT PROGRAM

A cooperative arrangement exists with Alabama A & M University, Athens State University, Calhoun Community College, Oakwood College and the University of Alabama in Huntsville. A similar arrangement exists with the University of Alabama, and the University of Alabama at Birmingham. Under these arrangements, a student at any of the participating institutions may request permission to attend a course at one of the other schools. Conditions governing the granting of permission include the following:

- The student must be a full-time student or a full-time University employee who is a part-time student.
- The course desired must not be available at the student's home institution.
- Visiting students are limited to one undergraduate course per semester or quarter at the host institution except where the second course is a laboratory required to accompany the first course, or the second course is a one hour course in basic military science.
- The student must have an overall "C" average and meet all prerequisites of the host institution.
- The student's request must be approved by the student's advisor and other appropriate personnel.
- Permission of the host institution is dependent upon the availability of space for the visitor after its own students are accommodated.

Visiting Student Registration forms are available in Charger Central, 118 University Center.

<b>Information and Referral:</b>	Student Records 124J University Center 824-6110
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## MINORITY STUDENTS

UAH offers minority/intercultural students many activities while endeavoring to increase traditional student enrollment and immersion into the established campus culture. Numerous offices, clubs and organizations are designed to promote cultural exchange and provide opportunities for volunteer experiences. They include:

**Alabama Alliance For Minority Participation Program:** The goal of the AMP Program is to help undergraduate students achieve their academic pursuits in science, engineering and mathematics (SEM) courses. An academic resource center in Wilson Hall called the Drop-In Center assists students taking SEM courses. The Summer Research Internship Program involves students from the Alabama Alliance institutions in research projects, mentoring, and science career seminars.

**The Division of Student Affairs:** The Division of Student Affairs provides services to individual students which facilitate the student's attainment of academic, intercultural, social and personal goals.

**Multicultural Affairs:** The Office of Multicultural Affairs, through support from the Office of the Provost, assists the University in providing a diversity-conscious atmosphere that is welcoming, supportive and rewarding as students prepare to become responsible adults. Various programs throughout the year support this objective.

**College of Engineering Minority Affairs:** The College of Engineering has a Coordinator of Minority Affairs who acts as a liaison with African-American students in the college, advising them, supporting their activities, and promoting retention. The College also has an active chapter of the National Society of Black Engineers (NSBE).

**Scholarships for Minority Students:** The University maintains institutionally-funded scholarships for National Achievement semi-finalists from the southeastern United States. College endowed scholarships are also available for minorities in specific disciplines, such as The National Science Foundation and Teledyne Brown Scholarships for undergraduate minorities who are majoring in engineering, science, and mathematics.

**CGM-Plus Project:** UAH has a multi-year grant from the BellSouth Foundation to help minority students overcome obstacles that could prevent them from completing their studies and earning college degrees. The CGM – P.L.U.S. Project (*College Going Minorities – Program Launching Undergraduate Success*) is designed to improve the attendance, retention and graduation rates of underrepresented minority undergraduate students and to help these students achieve their educational goals. For more information on CGM – Plus, call 824-6561.

<b>Information and Referral:</b>	Office of Multicultural Affairs 220 Morton Hall 824-6822
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## STUDENTS WITH DISABILITIES

Disability Support Services (DSS) at UAH provides assistance to students who have disabilities. Types of disabilities covered include physical/medical, psychological, learning, and/or ADHD. Students may self-refer, be referred by their vocational rehabilitation counselor, or be referred by UAH faculty or staff. Students must self-identify to be eligible for accommodations and other disability services on campus. If a student self-identifies to a member of the campus community, the student must be given a referral to DSS. It is the responsibility of all campus personnel to make students with disabilities aware of DSS services. The student can choose whether or not to register for services. Services are provided in accordance with federal law. To be eligible for services, students must provide documentation of the disability from an appropriate practitioner. DSS coordinates collaborative efforts with faculty and staff to provide appropriate and reasonable accommodations. Students registered with DSS will be provided with a Letter of Accommodation for each semester they request; these letters will be delivered by the student to the appropriate faculty.

<b>Information and Referral:</b>	Disability Support Services Counseling Center 113 University Center 824-6203
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## INTERNATIONAL STUDENTS

- Caribbean Student Association
- Circle K International
- German Club
- Icelandic Student Organization
- International Cultural Organization
- Japanese Culture Organization
- Muslim Student Association

<b>Information and Referral:</b>	Director of Student Activities 100 University Center 824-2717
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## STUDENTS WITH ENGLISH AS A SECOND LANGUAGE

1. Automatic holds are placed on all students for whom English is a second language. Students must take the English Language Placement Test (ELPT) or show reason for an exemption before the hold can be removed\*. Once the hold is removed the student will be allowed to register at the next available registration date.
2. All non-native English speaking students (undergraduate and graduate) must take the ELPT and complete any coursework in English as a Second Language (ESL) as indicated by the test results. Non-native speakers who achieve specified minimum scores on one of the three versions of the TOEFL may be eligible to waive part or all of the ELPT. However, the students must contact the director of ESL to confirm their scores, to determine which, if any, ELPT sections they will take and to have the ELPT hold removed so that they can register for classes.
3. Non-native English-speaking undergraduate transfer students whose credits are accepted as completing the general education requirements in English are exempt from the essay portion of the ELPT. Students must produce proof of the completion of the general education requirements in English when they arrive to take the ELPT.
4. Students whose language skills are sufficiently strong may receive a NFTR (No Further Training Required) placement. This placement indicates that the student will not need to take any ESL courses\*. However, it should be noted that this placement does not exempt an undergraduate from EH 003 or the English general education requirements.
5. If ESL courses are required, the student must take these courses immediately following the date of the ELPT or, in the event the course is not being offered that semester, during the first semester the course is available. If several ESL courses are required, the student must take at least one ESL course per semester until the requirements are fulfilled.
6. Undergraduate and graduate students may, as a result of their performance on the ELPT, be assigned to one or more ESL courses. Undergraduates cannot enroll in EH 003 or EH 101 until they have completed any and all required ESL writing courses (ESL 103 and/or ESL 104). In addition, because ESL courses are part of the POS, graduate students cannot graduate until they have fulfilled their ESL requirements.\*
7. Advisors and chairs should monitor a student's progress in ESL courses. It is often necessary for students to take more than one course in the ESL series before their skills develop to the point of "no further training required" (NFTR). Failure to complete



the assigned ESL courses can impact the academic progress of both undergraduate and graduate students. See #6 above.

8. Any non-native, English-speaking student, as long as he/she has been accepted as a regular or special status student, may opt out of the ELPT if they choose to take all ESL courses, starting with ESL 100. It is not necessary for such students to have taken the ELPT before enrolling in ESL 100. This would be considered an exemption from the ELPT (as stated in #1). However, to ensure appropriate placement it is strongly recommended that they take the ELPT prior to enrolling in ESL courses.
9. Students who are admitted to the University in a special status because they have not taken the TOEFL or because their current score on the TOEFL is below 500 must score 500 or better on the TOEFL or complete all required ESL courses and receive a recommendation from the Director of the ESL program before they can be admitted to the University with regular status.

\*For more information regarding the specific procedures for waiving all or part of the ELPT, for interpreting NFTR results, or for fulfilling course requirements or waiving ESL courses, please contact the director of ESL.

**Information and Referral:**

Director of ESL  
Dr. Andrea Word  
213 Morton Hall  
256-824-2370  
esl@uah.edu

## STUDENT ATHLETES

Student athletes must meet NCAA eligibility requirements as well as University and conference requirements to participate in intercollegiate athletics. Because requirements of regular admission to UAH are slightly more rigorous than those of the NCAA, most of the time the University's requirements determine initial eligibility. All first time college student-athletes must be certified by the NCAA Initial Eligibility Clearinghouse. Since determination of eligibility for transfer athletes involves many variables, the Director of Athletics Compliance is responsible for making this determination. All transfer paperwork and transcripts must be officially submitted to UAH Admissions prior to eligibility confirmation.

A student athlete must be in Good Standing and successfully complete a minimum of 24 semester hours per year to continue eligibility. To be in Good Standing students who have earned:

- 0 - 47 hours must have at least a 1.8 GPA
- 48 - 71 hours must have at least a 1.9 GPA
- 72+ hours must have at least a 2.0 GPA

No more than 6 hours (or 25%) of course work from summer term can be applied toward this total. Additionally, student athletes must be enrolled full-time to be eligible for practice and/or competition and pass a minimum of six hours toward the athlete's major each semester. There are additional requirements for D-I sports.

UAH, a member of the NCAA, participates in the following sports:

- baseball (men)
- basketball (men and women)
- cross country (men and women)

- ice hockey (men)
- indoor track (men and women)
- outdoor track (men and women)
- soccer (men and women)
- softball (women)
- tennis (men and women)
- volleyball (women)

The Director of Athletics Compliance assists student athletes initially at Athletic Orientation by explaining eligibility concerns and the importance of making satisfactory progress toward a degree. Student athletes, like all UAH students, also work with advisors in their major fields of study.

Student athletes have some special concerns that must be addressed in the advising process. Practice and competition require time expenditure similar to that of any student who works. This is especially important when determining a student athlete's course load during his or her competition season. Student athletes must also consider the impact on eligibility of a decision to withdraw from a course. Never withdraw without first notifying the Director of Athletics Compliance.

**The most important thing to remember when advising the student athlete is that "student" comes first, athletic considerations second.**

<b>Information and Referral:</b>	Director of Athletics Compliance 205 Spragins Hall 824-7853 or 824-RULE
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## CONDITIONALLY ADMITTED STUDENTS

### Conditional Admission for High School Graduates

A student who has applied and does not meet the criteria for regular admission may be admitted to UAH as a conditional admit. The student will be restricted to 9 hours of academic course work and 3 hours of non-academic course work while on conditional status. Once a student has earned a minimum of 15 quality hours with at least 30 quality points for a minimum overall GPA of 2.0, the conditional status will be removed. Credits earned as a conditional admit are recorded on the student's permanent record and will count, if applicable, in a regular undergraduate degree program upon admission as a regular student.

A student enrolled in this category is subject to the same periodic review of his or her record as a regular student and is subject to the University's regulations regarding scholastic probation and dismissal. If a student becomes subject to academic dismissal, the dismissal is for a minimum of one semester, and the student must petition the Admissions Committee for approval to re-enroll.

### Probational Admission for Transfer Students

A student who has applied and does not qualify as a regular transfer student (generally less than a 2.0 GPA) may be admitted on probation. The academic record of a transfer student enrolled in this category is subject to the same periodic review as a regularly admitted student who is on scholastic probation. If the student becomes subject to academic dismissal, the dismissal is for a minimum of one semester, and the student must petition the Admissions Committee for approval to re-enroll.

**Conditional/Probational to Regular Status**

Students admitted on conditional or probational basis will be evaluated for regular student status after earning at least 15 quality hours at UAH. Once a student has earned a minimum of 15 quality hours with at least 30 quality points for a minimum overall GPA of 2.0, the conditional status will be removed and the Conditional/Probational classification will be changed to regular student status. The student is not required to initiate this change. Each student's record is reviewed after each semester.

<b>Information and Referral:</b>	Academic Advisement and Information Center 108 Madison Hall 824-6290
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**STUDENTS ON ACADEMIC PROBATION****Academic Probation and Suspension**

An undergraduate student must maintain a minimum grade point average established for the various academic levels (freshman, sophomore, junior, senior) to be in good academic standing. These Academic Action Thresholds (AAT) are as follows: students with 1-32 hours of credit, a 1.6 grade point average; students with 33-64 credits, a 1.8 grade point average; students with 65 and above credits, a grade point average of 2.0.

A student who falls below the AAT will be placed on academic warning, probation, or dismissal.

**Academic Warning.** Students are subject to academic warning

1. if they are in good standing and earn less than the AAT for the semester; **or**
2. if they earn the AAT or greater for the semester but the UAH cumulative average is less than the AAT.

**Probation.** Students are subject to academic probation if they are on academic warning **and** the current semester GPA is less than the AAT **and** the UAH cumulative is less than the AAT.

**Dismissal.** Students are subject to academic dismissal if they are on academic probation **and** the current semester GPA is less than the AAT **and** the UAH cumulative is less than the AAT.

A regularly admitted student suspended for the first time is automatically eligible to re-enter the second semester following such suspension. However, a student on first academic dismissal must meet with his/her advisor, fill out the petition for readmission, and consult with the Office of Admissions for guidance on the re-entry process. A student admitted in any special category and suspended for the first time must meet with his/her academic advisor and petition the Admissions Committee for permission to re-enter after an absence of at least one semester.

A student suspended for the second time is disqualified for re-admission. After a period of one year, such a student may petition for re-admission. Individual colleges may have additional requirements specific to their programs.

The advisor should be aware of academic policies that can help the student achieve success. See section 5 for the details of these policies.

<b>Information and Referral:</b>	Academic Advisement and Information Center 108 Madison Hall
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824-6290

## UNDECLARED STUDENTS

When advising undeclared students it is important for them to understand that it is okay to be undeclared. Advisors play a key role in detecting the "silent" undeclared student. These are the students who select a major on paper, but aren't really sure they want to pursue that major. During advising sessions, ask all students why they chose this major and what they plan to do after college.

### Suggestions for advising undecided students:

- Encourage them to take a wide range of courses. General academic courses can be applied to any major.
- Refer them to Career Services for career counseling, career assessments, or career information. Students will be assisted in discovering their interests, abilities and work-related values in addition to exploring career options.
- Encourage them to conduct informational interviews with advisors, professors, employers, alumni, and community members to gain a better understanding of specific careers. Internships and part-time jobs are also good opportunities to explore potential careers.
- Recommend OCS 111: Career Exploration, as a good course for students to take to help explore career options.

<b>Information and Referral:</b>	Academic Advisement and Information Center 108 Madison Hall 824-6290
	Office of Career Services 117 Engineering Building 824-6612

## STUDENTS CHANGING MAJORS

It is estimated that up to 75% of all college students change their major at least once during their college experience. Often students discover that their career and major choices change during their college tenure. All students (decided, undecided and major changers) need to understand that initial decisions may be tentative and that changing their minds is not only acceptable, but often desirable behavior.

Advisors can help students through this transition period by being aware of:

**Timing of Help:** Timing of assistance is critical. For some advising comes too early and for others too late. Students who are pressured to make a quick change do not spend the time needed to explore alternatives, while those who have drifted for too long often

become discouraged, and may even drop out. Timing is different for each individual. The key is to be available when students decide they are ready for advising.

**Advisor Accessibility:** Students in the process of changing majors need to know where to go for help as soon as they decide to change. Campus resources must be easily identified and available.

**Intensity of Need:** Changing majors often brings an emotional response. Some students feel they may be letting someone down or losing a lifelong dream. These emotional responses need to be addressed as natural. Provide (or refer) help to deal with it.

**Advisor Attitude:** Advisors need to view change in a positive manner as it is a natural developmental process. They will convey acceptance and support to students.

**Advisor's Expertise:** Students need an advisor who is an academic information generalist, so that a variety of options may be explored. Often, students will need to be referred either to a career counselor, personal counselor or another unit of academic advising.

Other specific ideas include:

- Help students re-think their goals.
- Help them generate new alternatives.
- Help them see how credits they have already earned fit into other academic requirements.
- Help them understand the occupational implications of alternative majors.
- Help them devise a plan of action.

There are several types of students who change their major. The following chart should help advisors target their advising strategies and referrals according to the type and characteristic of each student. All students considering a change of major should contact the career counselor in Career Services.

Type	Characteristics	Possible Interventions
Drifters	Know change is needed. Seek help only when forced by scheduling or procedural problems. Anxiety has been dormant; often surfaces in session. No plans for solving dilemma. Sometimes lazy or procrastinates in other areas in life.	Often need in-depth advising which involves self-assessment and academic exploration. Provide structure for orderly search. Teach decision-making skills. Help formulate action plan. Insist on follow-up. Provide support.
Major Hoppers	Have changed majors in the head many times, but have told no one--least of all their advisor. May stay in wrong major for many terms. Tend to schedule themselves into seemingly out-of-place courses. Ignore advisor's letters.	Contact personally when possible to check motives behind course selection. Insist on and help make appointment with advisor in new area.

Externals	Change majors frequently. Will seek and use advice from everyone external to selves. May wander around the office looking for someone "nice" to talk to. May not tell current advisor of most recent change. Unorganized in search.	Encourage exploration of different ideas but help structure in an orderly way. Provide printed materials and name of faculty or staff person to contact for information. Help organize a plan of action. Insist on follow-up within a given time frame.
Up-Tighters	Sweaty palms. Anxious. May appear depressed. Often worry what others will say about making a change. Confused about area they are changing to.	Find cause of anxiety and deal with it immediately (or refer). Try to help student become rational about problem. Provide structure, identify alternatives, provide information, refer, provide support.
Zombies	Original decision thwarted. Only idea they ever had. Often lack ability for area or have been rejected from a program. Cannot accept this has happened. No other ideas. Can also be Up-Tighters.	Convey support. Help face problems realistically. Positive approach to generating new options which can be just as satisfying. Show how coursework fits into other programs and try to adapt these to planning exploration of new ideas. Patience. Provide structure.
Experts	Know it all. Never seek advice. Have a job waiting in the field. Schedule courses without prerequisites; tend to neglect core. May sign up for senior or graduate level courses (I can handle it). Ignore advisors. Majors often unrealistic for abilities.	Point out possible dangers of self-advisement. Try to help address possibility of unrealistic choice. Take assertive action to help declare a realistic major.
Systematic	Have done excellent research into new major. Are excited about the change.	Easy to work with!

<b>Information and Referral:</b>	Academic Advisement & Information Center 108 Madison Hall 824-6290
	Office of Career Services 117 Engineering Building 824-6612

## EMPLOYED STUDENTS

UAH has always had a large number of students who work or desire to work. Over 70% of the undergraduates at UAH are employed in some capacity. It's important to know why students are working, the type of job it is, and the work schedule. The most common reason to work is to earn money for school and personal expenses. Some students may even be the sole provider for their families. Students work to receive other benefits, however, such as personal fulfillment, job experience, professional contacts, academic enrichment, developing career opportunities, gaining transferable skills, and social interaction.

Students may hold jobs related to their career through formalized programs such as co-op or assistantships. Students may be changing careers or trying to improve themselves so are engaged in unrelated long-term employment to ease the costs of a college degree. Others may be in shorter work assignments, such as a summer job or a paid internship.

Working does not necessarily have a negative impact on school. In fact, academic performance and persistence in school can be improved through work, especially if the work is related to the student's career goals. However, it is important that advisors help students plan realistic schedules that take into account the demands of the job, their academic goals and abilities, and their personal and family obligations. For example, the general rule of thumb is that for every hour in class, a student should spend two hours of study time outside of class, including reviewing, class assignments, and preparation.

Advisors should ask these types of questions :

- Is the job on-campus or off?
- Is there commuting time to the job?
- Is the work physically challenging? Mentally challenging?
- How many hours per week are required?
- Is the job expected to be long-term or of a short duration?
- Does the student work during the week or weekends?
- Is the student in a formal educational program (internship, co-op)?
- Can the student study at work during slow times?
- Can the student get time off during exams or other busy times?
- Does the student like the job?
- Is the student looking for a different type of work?

For students seeking employment or change in employment, they should be encouraged first to find jobs related to their academic studies. Students become more motivated in their studies through programs like cooperative education because they begin to see the connection between classroom learning and real-world expectations and applications. Advisors should also be aware of the employment opportunities for students on campus. On-campus employment provides a way for students to connect to the University, allows students without transportation to benefit from a positive work experience, and positively affects the retention rate of students. It also allows the mentoring process to develop with additional people on campus.

## RESOURCES AVAILABLE FOR STUDENT EMPLOYMENT

### On-campus

#### College Work Study

- based on financial need
  - coordinated by Office of Financial Aid
- Institutional Work Program (Student Workers)

- open to any UAH degree-seeking student taking classes
- coordinated by Office of Career Services

#### Staff Employment Office

- UAH staff positions advertised through JOBLINE

- open to the public, but students may qualify for some positions

#### Tutoring

- open to students who meet minimum requirements
- coordinated by Student Development Services

#### Off-Campus

##### Career Services

- coordinates listings of non-degreed positions
- resume referral and professional employment listings for degreed positions
- open to UAH students and alumni

##### Cooperative Education

- long-term jobs directly related to student's major
- academic qualifications to participate
- open to degree-seeking UAH students

<b>Information and Referral:</b>	Office of Financial Aid 212 University Center 824-6241
	Staff Employment 135 Madison Hall 824-6381 824-6105 JOBLINE
	Student Development Services 113 University Center 824-6203
	Office of Career Services 117 Engineering Building 824-6612
	Cooperative Education Office 117 Engineering Building 824-6741



# Section 4

## Special Services and Programs for Student Success

## ORIENTATION PROGRAMS

Orientation is about new beginnings for newly admitted students at UAH. Orientation is one of the first opportunities for introduction to the University. It serves as a challenge for first – year students to excel educationally and introduces them to many ways the institution provides support for their success. UAH offers orientation at the beginning of each spring and summer semesters and typically five two – day sessions (COMPASS) in the summer for new freshmen admitted for fall semester and two one – day sessions (TRANSITIONS) for new transfer students admitted for fall semester. An orientation fee is assessed.

<b>Information and Referral:</b>	Student Development Services 113 University Center 824-6203 <a href="http://www.uah.edu/orientation">www.uah.edu/orientation</a>
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## TESTING SERVICES

### PLACEMENT AND PLACEMENT TESTS

All students who are beginning college-level course work in English, a foreign language (if taken in high school), Mathematics, or Chemistry are placed at the level best suited to their academic preparation and background.

**Placement in English:** *is* determined by ACT scores. If English ACT is below 20, EH 003 is the initial placement. An optional placement test is available for possible higher placement.

**Placement in Foreign Language:** A student who has had formal training in French, German, Russian, Spanish, or Latin is placed at the level of the language appropriate for the number of units and grades earned in high school. Native and quasi-native speakers of foreign language may not take introductory and intermediate courses, or the first advanced conversation course in that language. Students in this category must make an appointment with the appropriate language coordinator to take a departmental placement examination. They must still take a minimum of three additional hours of course work if their program requires a foreign language.

Students who studied a foreign language in high school will be placed as follows:

<u>Placement Level</u>	<u>Language in high school*</u>	<u>Degree Requirements</u>
1st level (101)	0 - 2 units	101, 102 (5 hours each)
2nd level (102)	3 - 4 units	102 (5 hours)

\*Minimum grade of "C" required for a unit to be counted.

If two or more years intervene between study of a language in high school and continuation of that language at UAH, placement levels may be adjusted downward to entry level. A student who takes a language other than the one in which the student has had formal training will begin at level 101.

**Placement in Mathematics** is determined by the ACT score on the math section and an optional placement exam. All students are strongly encouraged to take the placement exam. The current guideline for determining math placement is as follows:

- ACT math score of 19 and below should be placed at LEVEL 0 (Math 004), with the option to take the exam for higher placement.

- ACT math score of **20-25** should be placed at LEVEL I, with an option of taking the exam for higher placement.
- ACT math score of **26-28** should be placed at LEVEL II, and should be strongly encouraged to take the exam for higher placement.
- ACT math score of **29-36** should be placed at LEVEL III. LEVEL III assumes that the student has had trigonometry.
- A first year student who has **no ACT** or SAT should be conditionally placed at LEVEL 0, and be strongly recommended to take the placement exam for higher placement.
- Students **admitted with deficiencies** in high school algebra or high school geometry credit must remove these deficiencies before enrollment in MA courses numbered 100 or above.
- Students **admitted conditionally** should be placed according to the normal placement process.
- Students transferring a Calculus A course under the AGSC Articulation Agreement should be placed at LEVEL III.

**Placement in Chemistry:** To register for Chemistry 121, a student must be placed in CH 121 by scoring 36 or higher on the 80 item Chemistry Placement Test, or must have taken CH 101 or its equivalent.

The English, Chemistry and Mathematics Placement Tests are scheduled regularly. Students wishing to take these tests should register in the Office of Instructional and Testing Services at least three days before the tests are to be given. Students will be notified at the time of the tests when they can expect to receive the results of the tests. The English, Chemistry and the Mathematics Placement Tests are free.

### **CREDIT BY EXAMINATION**

A student may obtain up to one-fourth (32 semester hours) of required credits by examination. There are four alternatives by which a student may gain credit through examination:

- Departmental Examinations
- The Advanced Placement (AP) Program
- The College Level Examination Program (CLEP)
- The International Baccalaureate Program (IB)

These alternatives are subject to the following restrictions. A student cannot receive credit by examination:

- when a course at a higher level than the one being challenged has been successfully completed
- to raise a passing grade
- to remove failures received in a course during the period of current enrollment
- to satisfy the residence requirements for graduation

**Credit by Departmental Examination:** Departmental examinations for credit in specific courses may be given by a department upon application by the student, and with the approval of the department chair. Students may apply for such a test if they have taken college-level work in secondary school, in a non-collegiate class, on a tutorial basis, or through private study. Credit, if awarded, will be recorded without grades or quality points and will not, therefore, be included in calculation of the grade point average.

The amount of credit allowable through departmental examinations is determined by the appropriate academic dean and the department chair concerned. Departments offering credit by examination on tests constructed by the department include:

Computer Science  
Foreign Languages  
Mathematics  
Music

All 100 and 200 level courses  
Contact Department Chair  
MA 033  
MU 100, 201, 202, 203, 204, 301,  
302, 303, 304, 311, 312

Nursing  
Philosophy

Contact Nursing Student Affairs Office  
PHL 201, 320

**Advanced Placement Program:** Several departments award credit to students who have earned designated scores on Advanced Placement (AP) Program examinations of the College Entrance Examination Board. AP examinations are usually taken at the end of an AP-designed course of study in high school. Credit, if awarded, will be recorded without the grades or quality points and will not, therefore, be included in calculation of the grade point average.

DEPARTMENT	ADVANCED PLACEMENT CREDIT
American History	Score of 4 or 5 = HY 221 and HY 222 (6 hrs.)
Biology	Score of 3 = BYS 119 (4 hrs.) Score of 4 or 5 = BYS 119 and BYS 120 (8 hrs.)
Calculus AB	Score of 4 or 5 = MA 171 (4 hrs.)
Calculus BC	Score of 3 = MA 171 (4 hrs.) Score of 4 or 5 = MA 171 and MA 172 (8 hrs.)
Chemistry	Score of 3 or higher = CH 121, 125, 123, and 126 (8 hrs.)
Computer Science A	Score of 4 or 5 = CPE 112 (3 hrs.) Score of 3 = CS 102 - Intro to Prog. (3 hrs.) Score of 4 or 5 = CS 102 (see advisor re: CS 121)
Computer Science AB <i>(A student may receive credit for either CPE or CS courses, but not both)</i>	Score of 4 = CPE 112 (3 hrs.) Score of 5 = CPE 112 and CPE 212 (6 hrs.) Score of 2 = CS 102 (3 hrs.) Score of 3 or 4 = CS 102 (see advisor re: CS 121) Score of 5 = CS 102 and CS 121 (6 hrs.)
English Language/Composition	Score of 3 = EH 101 (3 hrs.) Score of 4 or 5 = EH 101 and EH 102 (6 hrs.)
English Literature/Composition	Same policy as English Language/Composition
European History	Score of 4 or 5 = HY 102 (3 hrs.)
Foreign Languages (French, German, Spanish)	Score of 3 = 101, 102, 201 (9 hrs.) Score of 4 = 101, 102, 201, 202 (12 hrs.) Score of 5 = 101, 102, 201, 202, 301 (15 hrs.)
Government & Politics (American)	Score of 4 or 5 = PSC 101 (3 hrs.)
Government & Politics (Comparative)	Score of 4 or 5 = PSC 102 (3 hrs.)

Music Theory	Score of 4 or 5 = MU 201 and MU 203 (4 hrs.)
Music Listening and Literature	Score of 4 or 5 = MU 100 (3 hrs.)
Physics B	Score of 4 or 5 = PH 101 and PH 102 (8 hrs.)
Physics C	Score of 4 or 5 = PH 101 and PH 102 (8 hrs.) OR PH 111 and PH 114 (4 hrs.)
Psychology	Score of 4 or 5 = PY 101 (3 hrs.)

**College Level Examination Program (CLEP):** The College Level Examination Program is a national program by which a person can receive credit for college achievement. Anyone who has practical knowledge in an area through independent study, work experience, cultural exposure, and intensive reading may take these tests. The policy for CLEP credit varies with each institution. The policies listed herein are those of UAH. These tests are given by appointment. Contact Testing Services to register.

**CLEP Subject Examinations**

Credit by CLEP subject examination is allowed only if the appropriate department has approved the CLEP test for use by the University. Credit awarded for CLEP subject examinations will be recorded on the student's record without grades or quality points and will not, therefore, be included in calculation of the grade point average. If a student does not pass a CLEP test, no record is placed on his or her transcript. Subject examinations may be retaken six months after initial testing. Listed below are UAH courses in which a student may receive CLEP credit, along with specific CLEP test titles and minimum score requirements.

<u>Course Number</u>	<u>CLEP Subject Test Title</u>	<u>Minimum Score Required</u>
<b>Composition and Literature</b>		
EH 101	Freshman College Composition PLUS Analyzing and Interpreting Literature	Composite score of 60 and satisfactory performance on Analyzing and Interpreting Literature essay
EH 102	Freshman College Composition PLUS Analyzing and Interpreting Literature	Composite score of 60 and superior performance on Analyzing and Interpreting Literature essay
<b>Science</b>		
CH 121, 123, 125, 126	General Chemistry	48 (Recommend student take chemistry placement test first)
<b>Foreign Language</b>		
FL 101 (French)	College French	48
FL 101 - 102 (French)	College French	50
FL 101 (German)	College German	48
FL 101 - 102 (German)	College German	50
FL 101 (Spanish)	College Spanish	48

FL 101 - 102 (Spanish)	College Spanish	50
<b>History and Social Science</b>		
HY 101	Western Civilization I	56 (plus A/B on departmental essay)
HY 102	Western Civilization II	56 (plus A/B on departmental essay)
HY 221	History of the United States, Part I	60 (plus A/B on departmental essay)
HY 222	History of the United States, Part II	60 (plus A/B on departmental essay)
SOC 100	Introduction to Sociology	50
PSC 101	American Government	50 (with essay)
PY 101	Introductory Psychology	65

**Business**

ACC 211 - 212	Principles of Accounting	50
ECN 142	Principles of Macroeconomics	50
ECN 143	Principles of Microeconomics	50
MIS 146	Information Systems & Computer Applications	50
MGT 301	Principles of Management	50
MKT 301	Principles of Marketing	50

**International Baccalaureate Program (IB)**

UAH recognizes IB credit with a score of 5, 6, or 7 on the higher-level examinations. Reports of IB scores should be sent to the UAH Office of Admissions for evaluation. Credit will be awarded on a course-by-course basis as approved by the department. (Some departments may award credit based on the subsidiary examinations.) The application of credits toward specific degree requirements will be determined by the academic unit responsible for the program of study.

<b>Information and Referral:</b>	Office of Instructional and Testing Services 226 Administrative Science Building 824-6725
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**UAH WELLNES CENTER STUDENT HEALTH SERVICES**

The services of the Wellness Center are available to students enrolled the current semester for three or more semester hours. The Wellness Center is staffed by a staff assistant, a registered nurse and two nurse practitioners. Services available include treatment of illnesses and injuries, preventive health care, health counseling and laboratory testing. There is a nominal fee for an office visit with additional minimum charges for laboratory testing and medications.

The Wellness Center is located in the University Center, Room 203 University Center. The Wellness Center is open on days the University is open from 8:15 AM to 12:00 PM and 1:30 PM to 5:00 PM. Students are seen by appointment, which can be scheduled by calling the Wellness Center at (256) 824-6775.

<b>Information and Appointments:</b>	Wellness Center 203 University Center 824-6775
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## FINANCIAL AID AND SCHOLARSHIPS

UAH has several programs to assist students in financing their college education. Comprehensive, updated information on all financial aid offered through UAH is available in a booklet published annually by the Office of Student Financial Services. It includes detailed information about kinds of aid, eligibility guidelines, application procedures, criteria for awards, disbursement methods and regulations, and institutional policy followed in administration of financial aid.

### GRANTS

**Federal Pell Grant:** is a non-repayable, federally funded grant program for undergraduate students only. Pell Grant awards vary in amount each year and are based on financial need and hours of enrollment. (For undergraduate students who have received full-time Pell awards for the Fall and Spring semesters, there is no remaining Pell for the Summer term).

**Federal Supplemental Educational Opportunity Grant (FSEOG):** is a non-repayable, federally funded and University based grant program. Awards are made to early applicants who demonstrate the most financial need. Funds for this program are limited.

**Alabama Student Assistance Program (ASAP):** State funded grants in varying amounts are available to Alabama residents who demonstrate financial need. Recipients are selected by the Office of Student Financial Services. Funds for this program are limited.

### STUDENT LOANS

**Federal Direct Subsidized Stafford Loans:** These are subsidized loans, which means the federal government will pay the interest on the loan while the student is in school and during specified deferments. The student must demonstrate financial need to receive this loan.

**Federal Direct Unsubsidized Stafford Loans:** Students may borrow these unsubsidized loans regardless of need but will have to pay all interest charges.

**Federal Direct PLUS Loans:** Parents of a dependent student may borrow a PLUS loan to pay for the student's education.

### SCHOLARSHIPS

Most scholarships at UAH are awarded for the academic year (nine months) but are seldom available for the summer term. Most scholarships are awarded on a merit basis. Scholarship applications are available from the Office of Student Financial Services and online at [financialaid.uah.edu](http://financialaid.uah.edu). The deadline for receipt of applications is February 1.

### APPLYING FOR FINANCIAL AID

- A student must be admitted or enrolled at UAH as a degree-seeking student. A student classified as non-degree is ineligible for financial aid.
- In general, a student must enroll with at least a half-time load to be eligible for financial aid:
  - Undergraduate students: 6 hours
  - Graduate students: 5 graduate - level hours

- Audited classes do not count toward establishing enrollment level. Non-credit (remedial) courses do count.
- Co-op status does not count as a full load for federal financial aid.
- A student must be a U.S. citizen or eligible non-citizen to qualify for financial aid.
- A student must maintain satisfactory academic progress to qualify for financial aid. Refer to special grade requirements in the UAH Student Financial Services Website at <http://finaid.uah.edu>.

### THINGS TO REMEMBER

- All financial aid funds are credited to students' accounts.
- If students withdraw or drop/add courses, they must notify the Office of Student Financial Services. Financial aid received may have to be repaid.
- Co-op students receiving financial aid must let the Office of Student Financial Services know their work and school periods.
- If a student drops out or reduces class load, he or she may have to repay part or all of financial aid received.

<b>Information and Referral:</b>	Office of Student Financial Services 212 University Center 824-6241
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### HONORS PROGRAM

The Honors Program provides academically talented undergraduate students with opportunities to develop their special talents and skills within an enriched version of the curriculum. Students in the Honors Program pursue structured enrichment activities, Honors course work that parallels regular offerings, special interdisciplinary seminars, and enhanced opportunities for independent study and research.

Students who complete the Honors Diploma must complete a minimum of 24 hours of Honors course work, including an Honors Senior Project. Individual courses of study will vary; however, all honors students normally complete three hours of Honors Forum (H 100). Those who enter as freshmen will take EH 105: Honors English Seminar instead of EH 101 - 102. Students may take either six hours of H 399: Honors Interdisciplinary Seminar, or three hours in H 399 plus three hours of upper-level honors course work in the major. The major course work is typically done via an Honors Contract that is approved by the instructor, the department chair, and the Director of the Honors Program. Academic advisors are urged to work with the director in order to assist students in their progress toward the Honors diploma.

The Honors Program serves academically outstanding students in all the colleges. Entering freshmen are invited to participate based on an evaluation of ACT or SAT scores, high-school grades, and an essay. Other students are admitted based on outstanding college performance. Students with a cumulative grade-point average of 3.3 or higher after earning at least 12 hours of credit at UAH are urged to discuss with the director how they may best participate in the Honors Program.

<b>Information and Referral:</b>	Honors Program 336 Morton Hall 824-6450
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## STUDENT SUCCESS COURSES

**ED 115: Effective Reading and Study Skills** is offered each semester. This developmental course focuses on acquiring strategies to expand a student's ability to read and study materials encountered in higher education. Effective reading and study strategies which incorporate reading, writing, and listening skills are taught and applied using college texts and related readings.

<b>Information and Referral:</b>	Education Department Dr. Mary L. Piersma 243 Morton Hall 824-6180
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**UNV 101: Orientation to University Life** is offered each semester. This course facilitates the transition of new students into the campus community by introducing them to campus resources, academic policies, and career opportunities. The course is designed to assist students in the development of academic and personal skills that contribute to success in college, the workplace and lifelong learning. The educational strategy includes cooperative learning, guided discovery activities, journal writing and various assessment measures.

<b>Information and Referral:</b>	Dr. Carolyn Sanders 209 Roberts Hall 824-2580
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## DEVELOPMENTAL COURSES

There are two developmental courses offered: MA 004 (Basic Algebra) and EH 003 (Basic Writing). Make sure that students who enroll in these know the following:

- While these courses do not count toward the 128 hour minimum to graduate, they DO count towards a student's full-time status (EH 101 + PY 101 + ED 115 + MA 004 will make a student full-time for the semester). **Exception: Student athletes need to check with Athletic Compliance to verify hours toward eligibility.**
- While these courses are not averaged into a student's GPA, a grade of satisfactory or unsatisfactory (or Incomplete for MA 004) for the class is received and recorded on the student's transcript. Also, continuation to the next English or math course depends on successful completion of developmental courses.
- Financial aid covers these courses in most cases.

### WHAT ADVISORS CAN DO

Because these courses are reviews of skills and knowledge from high school, many students have negative feelings about taking them. **The most important thing advisors can do for a student enrolled in developmental courses is to shape the concept of these courses in a positive manner.** Common student reactions include:

- Feeling like these are punishments for poor grades in high school.

**Response:** You can help the student to understand that these courses are actually extras the University offers to help them succeed. True punishment would be not offering developmental courses at all and letting students who need them enroll in classes for which they are not prepared.

- Feeling like these courses are "holding them back."

**Response:** Reassure the student that while it is true that these are taken in addition to the 128 hours needed to graduate, they provide opportunities in one semester for the student to get the necessary knowledge as opposed to delaying graduation by repeatedly failing a course.

- Feeling angry because they always made good grades in the subject in high school.

**Response:** Explain to students that it is almost impossible to compare high school grades among different teachers and different high schools. As a result, UAH uses standardized tests (like the ACT and placement tests) to make sure that students are in the right courses. Evidence from two sources usually indicates a need for the developmental course, so encourage the student to enroll.

- Feeling stupid.

**Response:** This is perhaps the most difficult reaction to handle. First of all, remind students that if UAH considered them "stupid" they wouldn't have been admitted at all. Admission to UAH should tell them that the University anticipates that they are intellectually capable of obtaining a college degree. After that, reassure students that there are a number of reasons why they placed in these, most of which have to do with their academic background. Try to help the student see these courses as opportunities to be more successful in college.

<b>Information and Referral:</b>	
Math Department 204 Madison Hall 824-6470	Office of Admissions 116 University Center 824-2773
English Department 222 Morton Hall 824-6320	Academic Advisement Center 108 Madison Hall 824-6290

### TUTORING SERVICES

Student Development Services offers tutorial services in most academic subjects. Services are **free** for all UAH students. Tutoring is currently available in:

Accounting	Computer Science	Foreign Languages
Biological Sciences	Engineering	Mathematics
Chemistry	English	Physics

For other subjects, please contact Student Development Services.

Students who would like to be a tutor are required to list two previous faculty members who can be contacted as references.

<b>Information and Referral:</b>	Student Development Services 113 University Center 824-6203
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### **WRITING ASSISTANCE**

The UAH **Writing Center** offers consultations in most writing areas, with the possible exception of highly specialized writing, and at all stages of the composing process. Students can receive one-on-one or small group assistance with, for example, finding a topic and thesis, developing ideas, improving organization, planning a research paper, building better sentences, and reviewing basics. Assistance in many other areas is available.

This service is not simply remedial. The aim is to help all students become stronger, independent writers. Please note, however, that the Writing Center is not a proofreading or editing service. Consultations are **free** to all UAH students.

<b>Information and Referral:</b>	Writing Center 228 Morton Hall 824-2363
Web address:	<a href="http://www.uah.edu/writing">www.uah.edu/writing</a>

### **THE MATHEMATICS LEARNING CENTER, TUTORING CENTER & CALCULUS WORKSHOPS**

The **Mathematics Learning Center** is the Mathematics Department's computer laboratory in the Salmon Library. It is used exclusively for placement testing and for introductory courses that have a significant computer-based instructional component (currently MA 004 and MA 112). The operating hours are posted at the beginning of each semester. Students must have a current, valid UAH ID card and be enrolled in either MA 004 or MA 112 only in order to use this lab.

The **Mathematics Tutoring Center** is located in Madison Hall, Room 207. The Tutoring Center offers free tutoring to UAH students in 100 level mathematics courses. The lab is staffed primarily by graduate teaching assistants. The operating hours are posted at the beginning of each semester. Students must have a current, valid UAH ID card in order to use this lab.

The Mathematics Departments offers **Calculus Workshops** in MA 171 (Calculus A) and MA 172 (Calculus B) during Fall and Spring semesters. These workshops are designed to follow the schedule of these courses, providing additional practice for current topics as well as emphasizing the connections and relationships to past topics. Students will work on problems that range from basic to challenging. The methods employed will be varied, from whole group and guided practice to small group and individual work. Registration is required, and workshop hours and locations are posted at the beginning of each semester.

<b>Information and Referral:</b>	Mathematical Sciences Department 204 Madison Hall 824-6470
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### **CHEMISTRY TUTORING LAB**

The **Chemistry Tutoring Lab** provides tutoring for 100 and 200 level Chemistry classes taught by senior undergraduates or Graduate Teaching Assistants (GTAs). The lab is open on Monday through Thursday. Please contact the Chemistry Department for times.

<b>Information and Referral:</b>	Chemistry Department 200 Materials Science Building 824-6153
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### THE PHYSICS SUCCESS CENTER

The **Physics Success Center** provides a central location from which students in the physical sciences can seek guidance from experienced tutoring personnel free of charge. Tutoring personnel are available from 9:00 a.m. to 5:00 p.m. Monday through Friday.

<b>Information and Referral:</b>	Physics Department 200 Optics Building 824-6276
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### COUNSELING SERVICES

The **Counseling Center** at UAH provides specialized professional services designed to assist students in their academic, personal, and social development. Many students encounter personal difficulties that affect the course of their collegiate experience. The Counseling Center provides short-term therapy to help students cope with stress and/or learn new skills.

Counseling services are **free of charge** to all UAH students currently enrolled for 3 or more credits. Our staff has a commitment to meeting the needs of individuals from diverse backgrounds. Services are confidential and in accordance with the ethical guidelines of the American Psychological Association. Information about counseling sessions does not go on a student's academic record and is not released to any other individuals (on campus or off) without the student's written permission – or in rare situations as mandated by law.

Our counselors are available to advisors who need to consult about an individual student or who want general mental health information. We are available between 8:15 a.m. and 5:00 p.m. Monday through Friday. Campus police know how to contact us for an after-hours emergency. See our webpage at [www.uah.edu/counseling/](http://www.uah.edu/counseling/) for more information.

<b>Information and Referral:</b>	Counseling Center 113 University Center 824-6203
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### UAH CAREER SERVICES

The Office of Career Services (OCS) provides students valuable resources throughout their career development process. Career development includes:

- **self-assessment** (discovering personal interests, values and abilities)
- **career exploration** (applying self-assessment to career choices and exploring options)
- **job search** (developing the skills to conduct a successful job search).

### ASSESSMENT TOOLS

To help students and graduates discover their individual abilities, interests and values and relate these factors to relevant career choices and college majors, OCS offers several assessment tools that are used in conjunction with career counseling appointments.

**Sigi 3:** An online career guidance system allows students to determine individual values, skills, and interests. Sigi 3 also provides information concerning occupational and educational programs. One unique feature of Sigi 3 is that it provides information regarding careers that closely match the student's personal preferences.

**COP System:** This comprehensive, written inventory is comprised of three parts: values, abilities and interests. It is designed to increase self-awareness and facilitate connecting personal preferences with appropriate career choices.

**Myers-Briggs Type Indicator and Strong Interest Inventory:** These assessment tools are available if additional information is needed.

### CAREER EXPLORATION RESOURCES

**Career Exploration:** This class (OCS 111) is taught Spring semester. Career Services encourages students to start exploring early in their college tenure through this one-hour class.

**Career Resource Center:** Includes reference books, videos, articles, and other occupational information. Also houses numerous books on job search issues, salary information, company literature, employer directories, and graduate school information.

**Student Employment Programs:** Provides part-time on and off-campus employment opportunities for currently enrolled students. Gaining work experience while in school can be a significant advantage upon graduation.

**Graduate and Professional School Day:** Held each October. Allows students the opportunity to talk with representatives from over 40 graduate and professional school programs.

**Annual Fall and Spring Career Fairs:** Offers an excellent exploration tool, as potential future employers talk with students about their companies, professions and the types of employees they hire.

### JOB SEARCH

All seniors, degree-seeking graduate students and UAH graduates who register with the office, for employment assistance, will establish an online file. To register, the student submits a pre-registration form and one resume. The student will be emailed a user name and password in order to log on the system and complete the registration process. Students should register with OCS **at least** 9 months prior to graduation. Registered individuals have access to online services including: the Resume Referral program, full-time employment job postings, on-campus interviews, and periodic emails with job search tips and trends. Other job search resources include:

**Job Fairs:** Held in conjunction with the Fall and Spring Career Fairs, provide graduating students and alumni with the opportunity to talk with employees about job openings and to hand out resumes.

**Workshops:** Conducted each semester on Resume Writing, Interviewing Skills, and Job Search Strategies.

**Individual appointments:** Available for resume critiques and other job search issues.

<b>Information and Referral:</b>	Office of Career Services 117 Engineering Building 824-6612 careers@uah.edu www.uah.edu/careerservices
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## COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program allows students the opportunity to enhance their education with supervised, paid work experience directly related to their major. Students generally alternate full-time periods of school with full-time periods of employment in local business and industry, although some students may work on a continuous part-time basis.

Through Co-op, students:

- apply classroom theories to real-world problems
- improve their motivation for earning a degree
- verify their career goals and interests
- learn appropriate professional behavior and expectations
- work with professionals and establish contacts in their expected career field
- earn money to pay for tuition
- increase employment prospects at graduation.

### QUICK FACTS

- ✓ The program is open to all degree-seeking students, including undergraduate, graduate, and international students.
- ✓ Between 200-250 students co-op per semester, representing all schools.
- ✓ 75% are engineering students, 25% are in non-technical majors.
- ✓ Most Co-op employers are in the immediate Huntsville area and include a variety of businesses.
- ✓ Co-ops can continue to live in the residence hall and stay involved in campus activities.
- ✓ Co-ops earn, on average, approximately \$9,000 per work term.
- ✓ Over 3,500 students have participated in the UAH Co-op program and have earnings of more than \$5.2 million.
- ✓ The UAH Cooperative Education Program is accredited by the Accreditation Review Board of the Accreditation Council for Cooperative Education and is listed in the Directory of Accredited Programs in conformity with Attributes of Cooperative Education Programs.

### TO FIND OUT MORE

- The Co-op staff is glad to meet with students to help them **prepare** to qualify for the program. If a student is not eligible at the time they come in, the Co-op staff will work with them to help them become eligible as soon as possible.
- Students are encouraged to get detailed information about the Co-op Program **before** they make a final decision. Students may pick up application/information packets and/or sign-up for a Co-op Orientation session at anytime.

### QUALIFICATION REQUIREMENTS

Many students come to UAH **because of the opportunities available** through the Co-op Program. Be aware generally of the requirements so freshmen and new transfer students can complete the courses they need as quickly as possible so it does not delay their participation in

the program. Students who do not yet meet hour requirements are encouraged to talk with the Co-op staff during the first term at UAH.

**Earned credit at UAH:** Freshmen complete at least 24 semester hours of course work.  
 Transfer students complete at least 12 semester hours.  
 Graduate students complete at least two graduate level classes.

**Grades:** Students must have a GPA of 2.5 or higher on UAH coursework with no recent grades below a C. Other factors affecting academic performance are also evaluated. A cumulative GPA of 3.0 or higher is recommended to be competitive.

**Class standing:** Students should expect to work for at least a calendar year, so they should have at least one year of academic work remaining to complete a full rotation schedule. Many Co-ops begin working their **sophomore** year, but freshmen or seniors can participate if they meet the criteria as described here.

**Entry level courses:** All engineering and other technical majors are encouraged to complete Calculus and a technical programming class. All other majors should complete entry level courses in their major or degree program.

**WHAT ADVISORS CAN DO**

- Encourage students to consider the Co-op Program as a way to make their collegiate experience more meaningful. Encourage them to come in early in their 1<sup>st</sup> term on campus; the senior year is usually too late to begin. Help students plan ahead and speak with the Co-op staff early.
- Be a resource for the office to help recruit students. Occasionally a vacancy comes in for which we have no qualified candidates. Contacting your advisees helps spread the word quickly so that the job opportunity is not lost.
- For students who are already Co-ops, remind them to register for the correct Co-op section each year. Unfortunately, Co-ops sometimes get closed out of a critical class. Any help you can provide to help them find appropriate alternative classes or get into the closed class is appreciated.
- Since Co-ops are required to plan very far ahead, work with them to map out their entire plan of study. Helping them to choose appropriate courses and course loads, and being mindful of sequencing and prerequisite requirements, forces them to be realistic and structure their schoolwork for success. Alternating Co-ops are required to take at least 12 hours during school rotations; parallel students take 9 hours each semester and limit work hours to 20 hours per week.
- Finally, any contacts or information you have about businesses in Huntsville would be welcomed. The Co-op staff is glad to follow up on job leads.

**Information and Referral:** Cooperative Education Office  
 117 Engineering Building  
 824-6741  
 coop@uah.edu  
 www.uah.edu/coop/

### GLOBAL STUDIES COGNATE AND STUDY ABROAD COURSES

The Global Studies cognate is an interdisciplinary minor aimed at students interested in pursuing an in-depth study of the world outside the United States. Working with the Global Studies Advisor, students develop a thematic focus that suits their interests, and one that will ideally assist them in their careers or graduate studies.

As part of the effort to create a more globally focused curriculum, Global Studies is also helping UAH faculty from all colleges develop courses with study abroad components. These courses provide students opportunities to expand their academic horizons and learn about foreign cultures first hand.

**Information and Referral:**

Dr. Kathy Hawk, Global Studies Advisor  
250 Morton  
824-2315  
hawkk@uah.edu

Dr. David Johnson, Global Studies Abroad Coordinator  
250 Morton Hall  
824-6288  
johnsod1@uah.edu

### OFFICE OF INTERNATIONAL PROGRAMS

The Office of International Programs functions as the “home” unit for international students. OIP assists UAH students with questions and concerns regarding University requirements and procedures, housing, student organizations, along with orienting students to community and cultural surroundings. OIP also advises UAH students in identifying study abroad opportunities. OIP is an issuing office for the International Student Identity Card.

**Information and Referral:**

Office of International Programs  
137 Morton Hall  
824-6055



# Section 5

## Academic Policies And Procedures

## INFORMATION AND REFERRAL

This section does not provide a comprehensive list of all UAH academic policies. It details those that may be particularly useful to know during the advising process. Questions relating to information in this section should generally be directed to:

Charger Central 118 University Center 824-7777
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## TRANSFER CREDIT EVALUATION

### Transfer Credit

Students with coursework completed at other institutions will receive a listing of all the courses transferred to UAH. This will be mailed to the student before the end of the first semester in which he or she is enrolled at UAH. Effective Fall 1998, grades of "D" earned at other accredited colleges and universities are accepted for credit at UAH. This policy covers evaluation of transfer transcripts for admission as a degree seeking student at UAH, without regard to the date the course was completed. In compliance with the Statewide Articulation and General Studies Committee guidelines, a grade of "C" or better is required in all freshman composition courses and is a prerequisite for advancement to another English course at UAH. In addition, courses from other institutions in subject matter that is unacceptable at UAH will not be transferred.

**The acceptance of credit and application of credits to a specific degree program are two separate and distinct processes.** The academic department where the course would be taught at UAH will make the decision on course equivalency. The department may ask for course descriptions or other information from the student to make the decision. There is a transfer equivalency form that may be used to route the request. The department should notify the student and the Office of Student Records of the decision.

Credit for engineering courses taken at schools accredited by the Accrediting Board for Engineering and Technology (ABET) is transferable to UAH. Engineering courses taken in non-ABET accredited institutions may also be applied toward a BSE degree based upon an appropriate examination (written or oral) at the discretion of the respective department. All inquiries concerning applicability of credit should be made to the UAH engineering department chair where the course, or its equivalent, is taught.

Credit for business administration courses taken in schools with American Assembly of Collegiate Schools of Business (AACSB) accredited programs is transferable to UAH. Credit in courses taken in programs without AACSB accreditation may be accepted with approval of the Dean of the College of Administrative Sciences. All inquiries concerning applicability of transfer credit should be made to the Office of Academic Assistance, Administrative Science.

Acceptance of transfer credits to a student's program of study is determined by the student's academic advisor in the student's college. Credits earned in quarter hours will be converted to semester hours on the basis of two-thirds of one semester hour for each quarter hour.

Once a student has enrolled and accumulated 64 semester hours from all sources, no additional credit may be transferred to UAH from a two-year institution.

Note: *The applicability of credit for courses with “D” grades to a student’s program rests with the college of the student’s intended major.*

#### **Academic Residence Requirement**

A minimum of 25% of the total requirements and 12 of the last 18 hours must be completed at UAH. Also, unless otherwise specified by the department involved, a minimum of 12 semester hours of upper-level courses numbered 300 or above must be completed at UAH in a student’s program (6 hours in the major and 6 hours in the minor or cognate studies).

#### **Permission to take Classes at Other Institutions**

Students desiring to take classes at other institutions while enrolled at UAH must adhere to the transfer guidelines as outlined above. Students should work with their advisors before enrolling at other institutions to ensure that the classes will transfer back to UAH. Students must obtain proper permission and documentation from the office of Student Records in Charger Central, UC 118, and their academic advisors before registering as transient students at other institutions.

## **REGISTRATION**

Dates of registration are listed in the UAH academic calendar available online and in the schedule of classes. All past financial obligations to the University must be cleared before a student may register for courses. Students should be strongly encouraged to register early for the following reasons:

- **Convenience:** Waiting in line is avoided, and there is extra time available for advising.
- **Class availability:** There is a better chance for a student to get desired courses because classes may close later. Classes that are not filled during early registration may also be canceled.
- **Information:** Deans and department chairs can consider early registration information and make scheduling adjustment based on student needs.

**Web Registration** is the most convenient registration method. Students will need their Personal Identification Number (PIN) to register. Students who need an advisor’s signature are required to meet with their advisor prior to registering. After meeting with their advisor, students will receive a Registration Access Code allowing them to Web register. Registration Access Codes are valid for one semester. Students in the Colleges of Administrative Science, Liberal Arts and Science with a program of study on file in the Records Office will automatically have Web access. Specific instructions for Web Registration will be mailed to each student who has been registered for any of the preceding 3 semesters and will also be available in the Schedule of Classes. Students who do not have computers at home may use computers in Charger Central (UC 118) and any campus computer lab. Questions regarding Web Registration may be directed to Charger Central, 824-7777.

## **MID-SEMESTER PROGRESS REPORTS**

Mid-semester evaluations are done in courses numbered 0 - 299, except Co-op courses, to help students determine their likelihood of success. Students and advisors should use these evaluations as an opportunity to discuss academic progress, garner appropriate resources or take appropriate action. The following procedure is used:

1. Mid-term grading will be done through Banner. The grading system is as follows:
  - A = Superior achievement
  - B = Above average achievement
  - C = Average achievement
  - D = Marginally passing work
  - F = Failing work
  - P = passing work
  - N = No grade or not attending
2. Reports are mailed to the student and the student's advisement office at the beginning of the seventh week.

## GRADES

### Student Grade Report

At the completion of each semester, a report of final grades is mailed to the address furnished by the student. Grades are also available on the web. The University of Alabama in Huntsville's grading system includes grades of A, AU, B, C, D, F, I, N, NC, P, S, S\*, U, W, X.

Instructors have the option of augmenting the course grades of A, B, C, and D with the symbols "+" and "-" signifying, respectively, high and low achievement within the assigned grade. These augmented letter grades become part of the student's permanent record and appear on transcripts, but augmentation of a letter grade does not affect its value for the purposed of GPA computation.

A = Superior achievement. Credit given; four quality points given per semester hour.

AU = Audit. Course attendance as a listener. No credit given, no quality points assigned, and no attendance requirement.

B = Above average achievement. Credit given; three quality points given per semester hour.

C = Average achievement. Credit given; two quality points given per semester hour.

D = Passing work. Credit given; one quality point given per semester hour.

F = Failing work. No credit given; no quality points assigned.

I = Incomplete. Assigned by the instructor when a student, due to circumstances beyond his or her control, has not satisfied some requirements of the course. The deadline for a student to remedy a grade of I is the last day of class of the next term enrolled or one calendar year from the date of the grade whichever occurs first. If the grade of I is on a student's record at the time of graduation, it is treated as an F.

N = No grade. Assigned by the Office of Student Records when a grade is not reported by the instructor.

NC = No credit. Assigned for failing work in specified courses. No quality points assigned. A student who receives a grade of NC twice for the same course must obtain permission from the department offering that course before registering for it again.

P = Passing work. Assigned in some courses. See Pass-Fail System.

S = Satisfactory work. Applicable to noncredit courses and to some specified credit courses and will not be counted in the grade point average (GPA).

S\* = Satisfactory work. Applicable to remedial courses only. Will not be counted in the grade point average (GPA).

U = Unsatisfactory work. Applicable to noncredit courses and to some specified credit courses.

W = Withdrawal. Recorded by the Office of Student Records when a student withdraws from a course. (See Withdrawal policy.)

X = Excused absence from examination. Assigned by the instructor when a student completes all course requirements except the final examination. This grade becomes an F unless the examination is completed by the time of the announced deferred examination date at the beginning of the term of the next regular enrollment of the student. (See UAH Semester Calendar.) The time schedule permits a student to take only one examination on this date. If a student receives more than one grade of X, he or she should make arrangements directly with other instructors for additional makeup examinations.

**A word of caution with regard to the grades of I and X:** Be sure that you make and carry out arrangements to have these grades remedied before the indicated deadline. Grade changes from I or X to a letter grade must be recorded on an official Change of Grade Form that may be obtained from the departmental staff assistant.

### Figuring the GPA

The grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of quality semester hours attempted. Courses in which a grade of AU, I, NC, P, S, S\*, U, or W is assigned are not included. The UAH grade point average is based solely on courses completed at UAH. Transfer coursework and grades are not included.

To determine Quality Points needed to achieve a certain GPA:

$$\begin{aligned} \text{HRS earned (including those to be taken)} \times \text{desired GPA} &= \text{Total} \\ \text{Total} - \text{earned quality points} &= \text{Number of quality points needed} \end{aligned}$$

### How Incomplete Grades Affect the GPA

Grades of I will not be counted in computing an undergraduate student's GPA. The credit hours in which an I is assigned will not be included in computing the GPA or academic classification until the grade is remedied or converted to an F through the student's failure to remedy the I. The deadline for a student to remedy a grade of I is the last day of class of the next semester enrolled or one calendar year from the date of the grade whichever occurs first.

### Credit to Audit

A student is permitted to change a course from credit to audit through the fourth week of classes. The instructor is not required to grade any written assignments that may be submitted by an auditing student. A student who elects to audit a course may not at any point after electing to audit, change to "for-credit," i.e., graded status. Any student failing to follow established procedure for change to audit will continue to be enrolled in the class for credit and may receive a failing grade in that course.

### Pass-Fail Option

A student wishing to exercise a P-F option must apply in Charger Central, UC 118, when registering or before the end of the third week of classes. Any undergraduate student not on

academic probation may take courses on a P-F basis. A student is limited to 12 semester hours of credit on a P-F basis over the course of the degree. Courses within an area of concentration (major, minor, cognate, track, cluster and option) may not be taken P-F. Required courses in English composition and mathematics may not be taken P-F. Departments may limit the P-F to courses outside the department or college. A grade of P may be changed to a regular grade only if the student changes his or her program to an area in which a regular grade is required. The change must be initiated at the dean's office and must go through the normal grade change procedures. Once a P grade has been changed to a regular grade, the regular grade must remain. Under the P-F system, a grade of P will not be counted in the student's grade-point average; a grade of F will be counted in a student's grade-point average. Even though a student chooses to take courses on the P-F basis, instructors should maintain letter grades for future reference. The student may be informed of the regular grade upon request.

### **Change of Grade**

A student is permitted a maximum of one semester from the date a grade is assigned to request a change of course grade. Grades submitted to the Office of Student Records can normally be changed only by submission of a Change of Grade form by the instructor containing a written explanation of the error. The Change of Grade form must be approved by the department chair and the dean of the college concerned and received in the Office of Student Records no later than two semesters from the date the original grade was assigned.

## **WITHDRAWAL FROM A CLASS**

### **Course Withdrawal Policy for Undergraduates**

**Purpose of Policy:** When a student signs up for a course, the University and its faculty allocate resources for the benefit of that student which are not truly recovered from the student's tuition. Furthermore, for many courses the demand exceeds the availability of resources making it impossible to serve all students desiring such courses. It is, therefore, incumbent on the student to make best possible use of these resources. In particular, withdrawing from a course, without just cause, should be discouraged. Not only does it represent a misuse of both the student's and the faculty's time and resources, but potential employers and graduate schools tend to view an excessive number of withdrawals on a student's transcript with disfavor.

The University recognizes, however, that there are occasions when a withdrawal from one or more courses is justifiable and even necessary. It is understood that a student may grossly underestimate the demands of a particular set of courses and should be given the opportunity to adjust his or her course load before time and other resources are inappropriately spent by all involved. Later in the term, illness or changing job requirements may make it impossible to continue in a course. It is to handle these exigencies that the following policy is adopted:

**General Policy:** Up through the tenth week of the Fall or Spring semester a student may withdraw from any course. After the tenth week a student may withdraw from a course only under extenuating circumstances and with the approval of the dean of the college in which the student is enrolled. In any case, the student must initiate a formal request for withdrawal through the Office of Student Records. Class non-attendance does not constitute withdrawal nor does notification of the instructor. Any student failing to follow the established procedure for withdrawal will continue to be enrolled in the class and may receive a failing grade in that course.

**Recording of Withdrawals:** If the withdrawal process is completed during the first two weeks, the withdrawing student's name does not appear on the final rolls of the class from which the student withdrew, and that course does not appear on the student's permanent record. If the withdrawal process is completed after the first two weeks, then the withdrawing student's name

will be on the final rolls of the class from which the student withdrew, and that course will be recorded on the student's permanent record with a final grade of **W**. It is the responsibility of each instructor to monitor class rolls. The University does not use grades of W to compute grade point averages.

**Approvals Required:** The University does not require that the student justify any course withdrawal completed before the end of the tenth week. Withdrawing after the tenth week constitutes a late withdrawal, and the student must give evidence of extenuating circumstances to justify withdrawal and obtain permission from the student's college. Avoidance of an undesired grade does not justify withdrawal. It is the duty of the dean of the college in which the student is enrolled to verify that the circumstances justify withdrawal from a course. In addition, students participating in certain programs must secure approval or give adequate notification to the appropriate officers of these programs. It is the duty of these programs and the Office of Student Records to insure that students participating in these programs are aware of any such requirements. Late withdrawals can only be granted through the last day of classes for the term (also see below: Petition for Retroactive Withdrawal).

**Counseling:** Many potential employers, as well as graduate and professional schools, view an excessive number of W's on a transcript as a flag that the student cannot be counted on to complete demanding projects. Advisors should encourage their students to discuss any plans to withdraw from a course with them, especially after the first two weeks of the semester. Students who are receiving Title IV funds and withdraw **MUST** speak with a Financial Aid advisor as they may be required to repay funds.

## PETITION FOR RETROACTIVE WITHDRAWAL

Undergraduate students may at times experience extraordinary problems during an academic semester. Within two years of having completed such a semester, a student may petition the Vice President for Student Affairs to withdraw retroactively from all classes taken during that semester. A retroactive withdrawal is granted only under exceptional circumstances, such as extraordinary medical or personal problems. The petition should include clear and documented evidence whenever possible. If a retroactive withdrawal is granted by the Vice President for Student Affairs, the grades for all courses taken during the semester in question will be changed to W's. Students cannot retroactively withdraw from certain classes only.

## COURSE REPEATING

The course repeat policy allows students to repeat courses on a limited basis to replace a grade in a course. Undergraduate students may have up to five separate course repeats in courses in which they have earned a grade of C, D, or F at UAH. For courses selected as repeats under this policy, the transcript will show both the original grade and the course repeat grade, but only the grade point and credit hours earned in the repeat enrollment will count towards graduation and will be averaged into the student's overall grade point average. Prerequisite courses for other higher-level courses in which the student has earned academic credit are ineligible for application of this course repeat policy. For example, MA 119 may not be repeated if the student has credit for calculus. Concurrent registration for multiple sections of a course is not allowed.

For all other courses repeated at UAH, both the original grade and the repeated grade will show on the transcript and will be calculated in the student's grade point average. A student wishing to exercise the course repeat option must file the intent to do so in the Office of Student Records by the end of the registration period.

**Note: A grade of "NC" is not subject to the Course Repeat Policy.**

## ACADEMIC BANKRUPTCY

An undergraduate student may petition the Admissions and Scholastic Affairs Committee to declare academic bankruptcy. The Scholastic Affairs Committee, after reviewing the petition and consulting with the Office of Admissions and Records, will decide whether to grant the student academic bankruptcy. Under this policy, all college-level work completed at UAH prior to a date specified by the student is eliminated from computation of grade point averages and will not be applied toward a degree at UAH. Such work will not be expunged from the student's scholastic records and transcripts, although it will be designated as work not included in the computation of grade point averages or towards degree requirements. There must be a minimum of two calendar years between the date of petition and the date specified by the student in the bankruptcy petition. Academic bankruptcy will only be granted once during a student's academic career at UAH.

## REQUESTING AN OFFICIAL TRANSCRIPT

Official transcripts are issued and sent by the Office of Student Records. Transcripts are issued only upon receipt of a written request from the student. Official transcripts issued directly to the student will have a disclaimer announcing that the official transcript was issued to the student. No transcript will be issued for a student who has a financial obligation to the University.

There is a cost of \$4 per transcript. Faxed transcripts also require a mailed hard copy. The cost for the faxed service is \$10, which includes the mailed transcript. Overnight service is available for a fee of \$20. This includes one copy of the transcript and the fee for overnight service. All services require a written request before transcripts are issued.

**Free transcripts are available to the student in the form of unofficial student copies.** A student may receive a copy from Charger Central, UC 118, with a photo ID.

## CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the confidentiality of student education records. To implement FERPA, the University has formulated and adopted a written institutional policy governing the handling of student records. Copies of this policy document are available to students in the Office of Admissions and Records, and it should be referred to for a more comprehensive treatment of this subject. Additional information can also be found in the University's undergraduate and graduate catalogs in the section on "Academic Information."

Under FERPA and University policy, a student has a right of access to his/her education records and may inspect and review the information contained in them. To exercise this right, the student should present a request to the University office where the record is located, and a response will be made no later than 45 days later. In certain cases, a copy of the record may be provided, with a copying fee, as an alternative to actual inspection. Some records are not within this right of review, such as financial information from the student's parents and confidential letter or statements of recommendation where the student has waived the right of access.

A student who believes his/her education records contain information that is inaccurate, misleading or in violation of his/her privacy rights may bring the matter to the attention of the appropriate records official. If by information discussion with this official the student does not obtain the corrective action desired, the student will then be entitled to a hearing at which he/she may challenge the objectionable item. Additional information about hearing procedures will be given to the student at that time. The decision of the hearing official or panel shall be final. If the



decision is adverse to the student, he/she may insert in the education record an explanatory statement about the disputed item.

Any student who believes that his/her rights under FERPA have been violated by the University may notify and request assistance from the Provost and Vice President for Academic Affairs. The student may also file a complaint with the Family Policy compliance Office, U. S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202-4605.

# Section 6

## Academic and Degree Requirements

### Undergraduate Degree and Certificate Programs

Accounting	B.S.B.A.; Certificate
Art	B.A.
Biological Sciences	B.A., B.S., Recommendation for 6 - 12 Certification
Chemistry	B.S., Recommendation for 6 - 12 Certification
Communication Arts	B.A.
Computer-Mediated Communication	Certificate
Computer Science	B.S.
Education, Elementary	B.A., Recommendation for K - 6 Certification
Education, Secondary	Recommendation for 6 - 12 Certification
Education, Special (Collaborative Teacher)	Recommendation for K - 6 Certification
Education, Special (Collaborative Teacher)	Recommendation for 6 - 12 Certification
Engineering, General	B.S.E.
Aerospace	As an option in Mechanical Engineering
Chemical Engineering	
Civil Engineering	
Computer Engineering	
Electrical Engineering	
Industrial and Systems Engineering	
Mechanical Engineering	
Optical Engineering	
English	B.A.
English Language Arts	Recommendation for 6 - 12 Certification
Environmental Science	Certificate
Finance	B.S.B.A.
Foreign Language, General	B.A.
French	Recommendation for 6 - 12 Certification
German	Recommendation for 6 - 12 Certification
Russian	Recommendation for 6 - 12 Certification
Spanish	Recommendation for 6 - 12 Certification
Foreign Languages and International Trade	Concentration
General Science	Recommendation for 6 - 12 Certification
History	B.A., Recommendation for 6 - 12 Certification
Management - Human Resources Management	B.S.B.A.
Management - Human Resources Management	Certificate
Management Information Systems	B.S.B.A.
Marketing Management	B.S.B.A.
Marketing - e Business	B.S.B.A.
Mathematical Sciences	B.A., BS, Recommendation for 6 - 12 Certification
Music	B.A., Recommendation for P - 12 Certification
Nursing	B.S.N.
Philosophy	B.A.
Physics	B.S., Recommendation for 6 - 12 Certification
Political Science	B.A.
Psychology	B.A.
Social Science	Recommendation for 6 - 12 Certification
Sociology	B.A., Recommendation for 6 - 12 Certification

## MINORS

Students in most majors in the colleges of Science and Liberal Arts are required to have a minor or cognate. A student may choose a minor from any area offering a major. The minimum number of hours for a minor is 18 semester hours in a single department with a minimum of 12 semester hours at the 300 level or above. It is possible to design a special minor (see cognate). Be sure to consult the catalog or call the department about the minor because the hours and requirements vary. Students in the colleges of Administrative Science, Engineering, and Nursing are not required to have a minor, but may add a minor to their program if desired.

## COGNATE

In lieu of a minor, students may choose a minimum of 21 semester hours in cognate studies drawn from two closely related disciplines. A minimum of 6 hours must be at the 300 level or above. The major department must approve cognate studies.

## DOUBLE MAJORS

A student may choose to have a double major and earn one degree. With approval of the two appropriate departments, a student who wishes to concentrate in two disciplines may pursue a program of study that leads to a B.A. or B.S. degree with a double major. The minor requirement is waived for students with double majors. General education requirements and all requirements stipulated for each of the two majors must be completed. The total requirements of some programs may exceed 128 semester hours.

## DUAL DEGREES

Students may work to complete two degrees at one time. Students indicating their desire to earn two degrees do not have to earn the 25 percent additional requirement that is required of a second bachelor's degree. The student is still responsible for all degree requirements for both degrees. The Office of Student Records can provide additional information and assistance.

## SECOND BACHELOR'S/DUAL DEGREE

The following policy applies to those students who wish to earn two degrees simultaneously or sequentially after a first degree. As early as possible, a student should meet with an assigned faculty advisor to indicate on the Program of Study form the intent to pursue a second degree. The Program of Study form must specify the requirements for each degree and contain the approval of the appropriate chairs and dean(s).

### Dual Degree

If a student elects to earn a second degree simultaneously with a first degree (e.g., B.A. and B.S.), the student must: (1) satisfy all applicable requirements for each degree; (2) earn at least an average grade of C in all UAH coursework; (3) complete a minimum of 128 hours in the combined degree program; and (4) complete majors and/or minors appropriate to the degrees (a major for one degree may count as a minor for the other degree).

### Second Bachelor's Degree

If a student elects to earn a second degree at UAH after having earned a first degree at UAH or another institution (e.g., B.A. after earning a B.S.B.A.), the student must: (1) satisfy all applicable requirements for the degree; (2) earn at least an average grade of C in all UAH coursework; (3) complete a minimum of 25% of the total degree requirements at UAH for the second degree; and

(4) complete major and/or minor appropriate to the degree (a major for one degree may count as a minor for the other degree).

## PREPROFESSIONAL PREPARATORY PROGRAMS

### Prelaw Program

To be admitted to an accredited law school, the student must have a bachelor's degree, an acceptable score on the Law School Admissions Test (LSAT), and, in most cases, an accumulative grade point average of B or better. The LSAT should be taken not later than June or October of the year before the student plans to enter law school. Applications to law school, together with test scores, transcripts, and recommendations, would normally need to be submitted to law schools no later than January 1 of the year the student plans to begin law school. For specific admission requirements, the student should consult the catalog of the law school the student wishes to attend.

No law school recommends a particular major or minor as preparation for admission. In pursuing a pre-law program at the UAH, the student will find that the best preparation during the first two years is the completion of the general education requirements. In addition to these courses, the pre-law program should include courses in:

American History	Philosophy (especially logic)
Economics	Political Science
English	

Since admission to law school is highly competitive, completion of recommended programs and requirements will not necessarily ensure admission. All Pre-law students should seek academic counseling from Pre-law advisors in the Dean's office, College of Liberal Arts, or in the departments of English, History, Philosophy, and Political Science. Materials and information are available in these departments or in the Academic Advisement and Information Center. The official Pre-law Handbook may be consulted in these offices or ordered from the Law School Admission Council, 662 Penn Street, Box 2000, Newtown, PA 18940. Applications for the LSAT are available in the Office of Testing and Instructional Services, located in the Administrative Science Building, Room 226, and from the UAH Pre-law Advisor, Dr. Brian Mackintosh, Morton Hall, Room 332A.

### Pre-professional Healthcare Program Preparation

Pre-professional healthcare program preparation might include pre dental, premedical, preoptometry, preosteopathic medicine, prepharmacy, prephysical therapy, preveterinary medicine and many other related disciplines. Even though there are approximately 80 different healthcare related professions to choose from, it is very important that students seek information regarding specific requirements and recognize the competitive nature of the entire preparatory process of their career choice as soon as possible. UAH offers academic preparatory opportunities and guidance, providing a broad enough background to satisfy a wide variety of career objectives, including the diverse fields in the healthcare professions. For most health related professional schools, acceptance is usually dependent on good grades (i.e. above average science grades), quality recommendations (e.g. PPAC, employers, faculty), health related experiences (e.g. volunteering, internships, research, shadowing, AED/MCC participation), quality interviewing skills, acceptable standardized admissions test scores (e.g. MCAT, DAT, OAT, VCAT) and a descriptive, concise personal/career goals statement.

At UAH the Pre-professional Advisory Committee (PPAC) continues to be a vital part of the application process for many of the healthcare professional schools. Important roles of the PPAC are to give appropriate advice and to support the goals of students pursuing careers in the healthcare professions. The PPAC is composed of University faculty and professionals from the local community that meet as a formal body to review academic profiles and other important characteristics of pre-professional students. The PPAC provides advice on admissions to professional schools, gives input on the mechanics of interviewing, makes recommendations to enhance the competitiveness of the applicant, and sends a composite evaluation to the professional schools of the applicant's choice. The PPAC Office, located in Wilson Hall, Room 242, is available to students to peruse information resources related to the various healthcare professions.

Most students entering professional schools (e.g. medical, dental, veterinary) do so after earning an undergraduate and sometimes a graduate degree. No particular academic major or minor is preferred. However, it is very important to consult with the desired professional school to determine specific admission requirements. Competition to professional schools is very intense and students should realize that completion of only the admissions requirements does not insure acceptance.

Typical college work representing the requirements for admission to medical colleges are those which follow for the University of Alabama School of Medicine and the University of South Alabama College of Medicine:

#### Semester hours

- |   |        |
|---|--------|
| 1. General Biology or Zoology (Embryology, Genetics, Cell Biology recommended)                                    | 8 hrs. |
| 2. General Chemistry with laboratory  | 8 hrs. |
| 3. Organic chemistry with laboratory  | 8 hrs. |
| 4. General Physics with laboratory  | 8 hrs. |
| 5. Two semesters of mathematics (college level algebra, calculus, statistics or computer science may be required) | 6 hrs. |
| 6. English (composition and literature)   | 6 hrs. |

The University of South Alabama College of Medicine has the same admissions course requirements with the addition of 6 semester hours of Humanities courses.

Students are advised to choose programs of study according to individual interests and abilities so that they may fulfill their maximum academic potential.

Typical of the requirements for admission to dental schools are those which follow for the University of Alabama School of Dentistry:

#### Semester Hours

- |   |         |
|---|---------|
| 1. Biological sciences  | 12 hrs. |
| 2. General chemistry (including qualitative analysis)   | 8 hrs.  |
| 3. Organic chemistry  | 8 hrs.  |
| 4. Biochemistry is strongly recommended   | 4 hrs.  |
| 5. Physics (including laboratory)   | 8 hrs.  |
| 6. Analytic geometry and calculus   | 6 hrs.  |
| 7. 30 semester hours of non-science courses to include:<br>English (6 hrs.), history, political science,<br>economics, philosophy, psychology, and sociology.<br>Courses to enhance manual dexterity (sculpture, painting, etc.)<br>are encouraged. | 30 hrs. |

8. The completion of a minimum of 90 semester hours of collegiate work with a maximum of 60 semester hours earned at an accredited junior college. Students interested in pre-professional healthcare related programs are encouraged to contact the UAH Pre-professional Advisor early in their college career by contacting Dr. A. D. Johnson, Sr. by telephone at (256) 824-6235 or by email at johnsona@uah.edu.

### **PROGRAMS OF STUDY AND DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)**

The Bachelor of Science in Business Administration degree program is a comprehensive four year program which includes a liberal arts and science foundation, a pre-business administration core curriculum, a junior-senior business administration core curriculum, a major, and a choice of elective course.

The undergraduate curriculum is divided into the lower and upper division. At the undergraduate level students concentrate the first two years of study on general course work in the humanities and fine arts, the behavioral and social sciences, the natural sciences, and mathematics. This general education component along with the pre-business administration core curriculum prepares the student for admission to upper division course work in the College of Administrative Science.

The remaining two years of course work develop the student's understanding of the diverse function of business in the American and worldwide economy. This is accomplished by studying the essential concepts of business administration as well as focusing on one of the major disciplines. The student may declare a major in **accounting, finance, management – business administration track, management – human resources management track, marketing – management track, marketing – e-business track, or management information systems.** Students enrolling in the college's programs who have already chosen the major they wish to pursue may designate that major when they register. Students who are undecided about what major they wish to pursue should mark management on the registration form.

Each student must meet the following degree requirements established by the University and the faculty of the College of Business Administrative Science to be awarded a BSBA:

1. Complete the lower division general education requirement (see next section).
2. Complete the lower division business administrative core curriculum (see below).
3. Complete the upper division general education requirement.
4. Complete the upper division business administration core curriculum.
5. Complete the courses required for the major.
6. Complete a minimum of 128 semester hrs. of work with a minimum of 39 semester hours in courses numbered 300 and above.
7. Attain a minimum grade point average of 2.0 in all course work attempted.
8. Attain a minimum grade point average of 2.0 in the Business Administration Core curriculum (48 hrs.)
9. Attain a minimum grade point average of 2.0 in the major
10. Complete the business policy course (MGT 499) with a minimum grade of "C."
11. Comply with University and college and Administrative Science residence requirements.

#### **ADVISING STUDENTS**

When advising students planning to major in the College of Administrative Science, be aware of these lower level requirements so that you can help freshmen and sophomores plan appropriate schedules. Additional information is available in the UAH catalog or from the College.

**GENERAL EDUCATION REQUIREMENTS FOR BSBA DEGREE**

<b>Communications</b>	<b>6 hrs.</b>	
English Composition	6 hrs.	EH 101 and 102 ("C" or better)
<b>Mathematics and Natural Sciences</b>	<b>14 hrs.</b>	
Mathematics with Applications I	3 hrs.	MA 107 or 112 ("C" or better)
Mathematics with Applications II	3 hrs.	MA 120
Laboratory Science	8 hrs.	AST, BYS, CH, ES, or PH
<b>Humanities and Fine Arts</b>	<b>12 hrs.</b>	
Literature (6 hr. sequence)	6 hrs.	EH 205 - 206, 240 - 241
Fine Arts	3 hrs.	ARH 100, ARH 101, ARS 160, CM 122, MU 100
Humanities Elective	3 hrs.	
<b>History, Social and Behavior Sciences</b>	<b>6 hrs.</b>	
History (1 course)	3 hrs.	
Behavioral/Social Science	3 hrs.	PY 101, SOC 100, or SOC 200
<b>TOTAL</b>	<b>38 hrs.</b>	

**LOWER DIVISION BUSINESS CORE CURRICULUM**

Macroeconomics	3 hrs.	ECN 142
Microeconomics	3 hrs.	ECN 143
Mgmt. Info. Systems	3 hrs.	MIS 146
Business Statistics I	3 hrs.	MSC 287
Business Statistics II	3 hrs.	MSC 288
Legal Environment	3 hrs.	BLS 211
Principles of Acct. I	3 hrs.	ACC 211
Principles of Acct. II	3 hrs.	ACC 212
<b>TOTAL</b>	<b>24 hrs.</b>	



## PROGRAMS OF STUDY AND DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN ENGINEERING (BSE)

UAH currently offers the Bachelor of Science in Engineering degree with programs in the following:

Aerospace Engineering Chemical Engineering Civil Engineering Computer Engineering	Electrical Engineering Industrial and Systems Engineering Mechanical Engineering Optical Engineering
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Degree requirements for each program are available in the UAH catalog and in the Engineering Student Affairs Office (EB 157).

### GENERAL EDUCATION REQUIREMENTS FOR BSE DEGREE

<b>English Composition</b>	<b>6 hrs.</b>	EH 101, 102
<b>Mathematics</b>	<b>18 hrs.</b>	
Calculus A	4 hrs.	MA 171
Calculus B	4 hrs.	MA 172
Calculus C	4 hrs.	MA 201
Linear Algebra	3 hrs.	MA 244 (except CHE majors)
Differential Equations	3 hrs.	MA 238
<b>Basic Sciences</b>	<b>12 hrs.</b>	
General Physics w/ Calculus	8 - 12 hrs.	PH 111/114 and PH 112/115 (all)
Chemistry	4 -16 hrs.	PH 113/116 (EE and OPE) CH 121/125 (all) CH 123/126 (CE, ME, CHE) CH 331/335, CH 332/336 (CHE)
Science Elective (ISE)	3 - 4 hrs.	BYS 119, CH 123, MA 385
<b>History, Social and Behavioral Sciences/ Humanities and Fine Arts</b>	<b>18 hrs.</b>	

Engineering students are required to take 9 semester hours in history and social and behavioral sciences and 9 semester hours (in addition to EH 101 and 102) in the humanities and fine arts. In these 18 hours the student must have:

- A minimum of 3 hours (one course) in History,
- A minimum of 3 hours (one course) in Literature,

- A minimum of 3 hours (one course) in Fine Arts,
- One 3 hour course in Ethics, and
- 6 hours in a particular discipline (two-course sequence).

Courses should be selected to fulfill an objective appropriate to the engineering profession. Courses treating subjects such as accounting, industrial management, finance, personnel administration, and ROTC normally do not fulfill this objective regardless of their general value in the total engineering curriculum. Please see Table 1 for a list of courses. A list of courses which satisfy the humanities and social sciences electives is maintained in the Engineering Student Affairs Office, EB 157.

#### **Electives in History and Behavioral and Social Sciences (9 hours):**

Three courses from the following:

Area	Minimum	Stand Alone Course	Two Course Sequence
<b>Economics</b>	1 course	ECN 142 or 143	ECN 142 & 143
<b>General Studies</b>		GS 200	
<b>Geography</b>		GY 105 or 110	GY 105 & 110
<b>History</b>		HY 101, 102, 103 or 104	HY 101 & 102 or HY 103 & 104
<b>Political Science</b>		PSC 101	PSC 101 & 102
<b>Psychology</b>		PY 101	PY 101 & 201
<b>Sociology</b>		SOC 100 or 200	SOC 100 & 200
<b>Women's Studies</b>		WS 200	

#### **Electives in Humanities and Fine Arts (9 hours):**

Three courses from the following:

Area	Minimum	Stand-Alone Course	Two-Course Sequence
<b>Literature</b>	1 course	EH 205, 206, 230, 240, or 241	EH 205 & 206, or EH 205 & 241, or EH 205 & 230, or EH 240 & 241, or EH 240 & 206, or EH 240 & 230
<b>Fine Arts</b>	1 course	ARH 100 or 101 or 103	ARH 100 & 101
		CM 122	
		MU 100	MU 100 & 101
<b>Philosophy</b>	1 course	PHL 202	

#### **SUCCEEDING IN ENGINEERING**

Because so many of the courses in the engineering curricula build on the prerequisites, the college has a rule that the student must receive a grade of "C" or better in any course which is a prerequisite for any required course.

Those students who are dropped from the University for academic reasons are also dropped from engineering. Students must apply to the Engineering Admissions Committee for re-admission to the College.

### **PROGRAMS OF STUDY AND DEGREE REQUIREMENTS FOR BACHELOR OF ARTS (BA)**

Students pursuing a B.A. degree must file an official program of study no later than the close of the sophomore year. This program of study must include a major and minor or cognate studies. The major must be chosen from the following disciplines:

Art	History
Biological Sciences	Mathematics
Communication Arts	Music
Elementary Education	Philosophy
English	Political Science
Foreign Languages and International Trade	Psychology
Foreign Language with a concentration in: French, German, Russian, Spanish	Sociology

Specific requirements for each discipline are stated in the UAH catalog.

The major will consist of a minimum of 30 semester hours in a program of study in a single department with at least 21 hours at the 300 level or above. The supporting studies must include one of the following variations:

1. A minor drawn from any discipline with a minimum of 12 hours at the 300 level or above.
2. An approved cognate area from two closely related disciplines approved by the major department with 12 semester hours at the 300 level or above.

Any minor chosen by a student is subject to approval by the department offering the minor. Cognate studies are subject to approval by the chair of the student's major department.

#### **GENERAL EDUCATION REQUIREMENTS FOR BA DEGREE**

<b>English Composition</b>	<b>6 hrs.</b>	EH 101 - 102 (Honors may substitute EH 105H)
<b>Humanities and Fine Arts</b>	<b>25 hrs.</b>	
Literature	6 hrs.	
One from Group A: EH 205, 240, 250*		
One from Group B: EH 206, 230, 241, 251*		
Fine Arts	3 hrs.	ARH 100, ARH 101, ARH 103, ARS 160, CM 122 or MU 100
Humanities and Fine Arts	6 hrs.	ARH 100, ARH 101, ARH 103, ARS 160, CM 122, FL 200, FL 204, MU 100, PHL 101, PHL 201, PHL 202, WS 200. Teacher certification requires

			CM 113. It may be taken in this area.
	Foreign Language/Literature	10 hrs.	FL101, 102 or proper placement
	<b>Natural Science and Mathematics</b>	<b>11 hrs.</b>	
	Mathematics	3 hrs.	MA 107, MA 110, or MA 112 at Level I or one other course at a Higher level. (Elementary Education majors must complete 3 courses in college level math to meet state requirements)
	Natural Science	8 hrs.	AST 106, AST 107, BYS 119, BYS 120, CH 101, CH 105, CH 113, CH 121, CH 123, CH 125, CH 126, ES 102, PH 100, PH 101, PH 102, PH 111, PH 112, PH 114, PH 115 (Elementary Education majors must complete 3 courses including BYS 119 and BYS 120.)
	<b>History, Social, Behavioral Sciences</b>	<b>18 hrs.</b>	
	History	6 hrs.	HY 101, 102 or HY 103, 104
PSC	Social/Behavioral Sciences	12 hrs.	ECN 142, ECN 143, GY 105, GY 110, GS 200, PSC 101, 102, PSC 260, SOC 100, SOC 200, PY 101, PY 201 (no more than 6 hrs. may be taken in a single discipline)
	<b>Total</b>	<b>60 hrs.</b>	

## PROGRAMS OF STUDY AND DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN NURSING (BSN)

### LOWER DIVISION PROGRAM OF STUDY

The pre-nursing component of the nursing curriculum is referred to as the lower division of the program and is completed during the freshman and sophomore years. It is predominantly comprised of general education courses that are prerequisite to the upper division or professional nursing component of the curriculum. All lower division students (UAH and transfer) should remain in close contact with the Nursing Office of Student Affairs. Students completing the lower division of the program at UAH should follow the program of study outlined below. Transfer students should follow the program of study approved by the Articulation and General Studies

Committee and presented under Admission as a Transfer Student. Transfer students are encouraged to complete courses equivalent to those listed below:

**Written Composition (6 semester hours):**

English Composition: EH 101, EH 102 or Honors EH 105

**Humanities and Fine Arts (12 semester hours):**

Literature (3 - 6 semester hours):\* If planning a literature sequence, include **one early and one late literature. If planning a History sequence, choose only one literature from either category.**  
**Early: EH 205, 240, or 250 (Honors)**  
**Late: EH 206, 230, 241, or 251 (Honors)**

Philosophy (3 semester hours): PHL 101, PHL 201, or PHL 202

Humanities and Fine Arts (3-6 semester hours): ARH 100, ARH 101, ARS 160, CM 122, MU 100, or MU 101

**Natural Sciences and Mathematics (23 semester hours):**

Mathematics (3 semester hours): MA 110 (Finite Math) or MA 112 (Precalculus Algebra)

General Biology w/lab (4 semester hours): BYS 119

Chemistry w/lab (4 semester hours): CH 101 (w/lab CH 105)

Infection & Immunity w/lab or Microbiology w/lab (4 semester hours): BYS 214 or BYS 221

Anatomy and Physiology I and II w/labs (8 semester hours): BYS 313 and BYS 314

**History, Social and Behavioral Sciences (19 semester hours):**

Introduction to Sociology (3 semester hours): SOC 100

General Psychology (3 semester hours): PY 101

History (3 - 6 semester hours):\* (HY 101 – 102), (HY 103 – 104) or (HY 221 – 222) (parentheses indicate series.)  
If planning a literature sequence, choose one history from those listed above.

Statistics (4 semester hours): PY 300 or SOC 333

Lifespan Development (3 semester hours): PY 201

History, Social and Behavioral Sciences (3 - 6 semester hours): ECN 142, ECN 143, GY 105, GY 110,

GS 199, GS 200,  
PSC 101, PSC 102,  
PY 102, SOC 106, or  
SOC 200

**Total 60 semester hours**

**\*Two - course sequence in Literature or History required.**

**UPPER DIVISION PROGRAM OF STUDY**

The upper division of the nursing curriculum is predominantly composed of professional nursing courses, including a heavy emphasis on clinical nursing. It is completed during the junior and senior years. Admission to the Upper Division is competitive and requires a separate application to the College of Nursing. The following Upper Division courses are required for a baccalaureate degree in Nursing. Please note that curricular changes may be made in the coming year. Contact the College of Nursing Office of Student Affairs for the most current information.

Nursing and Health Promotion	3 hrs.	NUR 302
Health Assessment w/lab	3 hrs.	NUR 303
Applied Pathophysiology	3 hrs.	NUR 304
Nursing Process for Mental Health	6 hrs.	NUR 305*
Ethics in Health Care	3 hrs.	NUR 306
Scholarly Inquiry in Nursing	3 hrs.	NUR 307
Care of Adults with Alterations I	6 hrs.	NUR 308*
Professional Practice in Nursing I	4 hrs.	NUR 310*
Care of Adults with Alterations II	6 hrs.	NUR 401*
Population Based Health Care	3 hrs.	NUR 402
Family Centered Parent-Infant Nursing	4 hrs.	NUR 403*
Family Centered Care of Children	4 hrs.	NUR 404*
Community Health Nursing	6 hrs.	NUR 405*
Leadership and Management	3 hrs.	NUR 406
Professional Practice in Nursing II	6 hrs.	NUR 407*
Pharmacology	3 hrs.	NUR 321
Nursing Elective	3 hrs.	NUR 300-level or above
<b>Total</b>	<b>69 hrs.</b>	

**\* Asterisk indicates that the course includes a clinical component.**

**Total semester hours to graduate with a BSN degree                      129 hrs.**

**Program of Study for Registered Nurse Students: Online Program**

**Lower Division:** Complete the same 60 semester hours of courses as basic BSN students.

**Upper Division:**

Health Assessment for the Practicing Professional Nurse:	3 hrs.	NUR 414
Scholarly Inquiry in Nursing	3 hrs.	NUR 307
Transition into Professional Roles	4 hrs.	NUR 410 <sup>†</sup>
Theoretical Applications in Nursing Practice	5 hrs.	NUR 411
Caring for Families, Aggregates, & Populations	7 hrs.	NUR 412*
Nursing Leadership in Professional Practice	3 hrs.	NUR 413

Introduction to Computers in Nursing	3 hrs.	NUR 339
Electives at 300-level or above	<u>9 hrs.</u>	

**Total** **37 hrs.**

† Upon successful completion of NUR 410, 32 hours of validated Nursing credits will be applied to the student's transcripts. A fee is assessed for "Credit by Validation."

\* Asterisk indicates that the course includes a clinical component.

**Total semester hours to graduate with a BSN** **129 hrs.**

### PROGRAMS OF STUDY AND DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE (BS)

The College of Science awards bachelors degrees through five academic departments:

- Biological Sciences
- Chemistry
- Computer Science
- Mathematical Sciences
- Physics (includes Optics)

Specific degree programs available include:\*

Biological Sciences	B.S., B.A.
Chemistry	B.S.
Computer Science	B.S.
Mathematics	B.S., B.A.
Physics (including Optics)	B.S.

\* Please refer to the UAH undergraduate catalog for various options within these degree programs.

Other options:

- Atmospheric Science (minor)
- Environmental Science (certificate + minor)

#### GENERAL EDUCATION REQUIREMENTS FOR BS DEGREE

##### AREA I - ENGLISH COMPOSITION (6 HRS) (OR 3 HOURS IF HONORS ENGLISH)

EH 101 - 102 or Honors EH 105

##### AREA II - HUMANITIES AND FINE ARTS (12 HRS) (No more than 2 course from one discipline)

<b>Fine Arts</b> (1 course)	ARH 100, ARH 101, ARH 103, ARS 160, CM 122, MU 100, MU 101
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<b>Literature</b> (1 - 2 courses)*	If planning a literature sequence, include <b>one early and one late literature</b> . <b>If planning a History sequence only, choose one literature from either category.</b> <b>Early: EH 205, 240, or 250 (Honors)</b> <b>Late: EH 206, 230, 241, or 251 (Honors)</b>
<b>Humanities and Fine Arts</b> (1 – 2 courses)	<b>CM 113 is required.</b> ARH 100, ARH 101, ARH 103, ARS 160, CM 122, one 100 or 200 level foreign language course chosen from FH, GK, GN, JE, LN, RN or SH, MU 100, PHL 101, PHL 201, PHL 202, WS 200

**AREA III - NATURAL SCIENCE AND MATH (11 hours)**

<b>Mathematics</b> (1 course at Level I)	MA 112 or higher (All BS degrees require at least a calculus course for graduation. See major department for specific requirements.)
<b>Natural Science</b>	A 2-course sequence in a laboratory natural science outside the major and minor. See disciplines for specific course requirements.

**AREA IV - HISTORY, SOCIAL AND BEHAVIORAL SCIENCES (12 hours)**  
(No more than two courses can be counted in a single discipline.)

<b>History</b> (1 - 2 courses)*	(HY 101 - 102), (HY 103 - 104) or (HY 221 - 222) (parentheses indicate series)
<b>Social and Behavioral Sciences</b> (2-3 courses)	ECN 142, ECN 143, GY 105, GY 110, GS 199, GS 200, PSC 101, PSC 102, PSC 260, PY 101, PY 201, SOC 100, SOC 106, SOC 200

**AREA V - PRE-PROFESSIONAL AND ELECTIVE COURSES (15 hours)**  
(See individual major for specific requirements.)

**One Science or Engineering Course** outside the first major and outside the first minor. Math and Computer Science majors must take a laboratory science (AST, BYS, CH, PH) to meet this requirement. Math may also use ES courses. For others, non-laboratory sciences may also be used here.

**One Computer Science course:** CS 100, 102, 103, 121 or higher. See major department for specific requirements.

**Technical Writing EH 301**

**Other requirements:** Calculus must be taken here if it is not taken in Area III or in major or minor.



\* Two-course sequence in Literature or History required.

Please note that students seeking certification to teach and students in the Honors Program may be restricted in their choice of classes. Contact the Education Department or the Honors Program for information about additional requirements and/or required course selection.

### **APPLICATION FOR DEGREE**

Each student completes an **application for degree which is** available in Charger Central. The Office of Student Records attaches a working transcript, POS, and other pertinent memos to the application and forwards them to the student's major department. Each department chair verifies the program of study, indicates hours completed, hours remaining and courses remaining, and signs the application. It is then routed back to the Office of Student Records. All totals are checked and number of electives taken and/or needed are noted. Other degree requirements such as GPA and the total hours at the 300-level or above are also verified. A letter, with notations on remaining requirements, is mailed to the student.

**The deadlines for undergraduate degree applications to be received in the Office of Student Records are as follows:**

<b>Spring Candidates</b>	<b>October 1</b>
<b>Summer Candidates</b>	<b>February 1</b>
<b>December Candidates</b>	<b>June 1</b>

**The deadlines for graduate degree applications to be received in the Office of Student Records are as follows:**

<b>Spring Candidates</b>	<b>February 1</b>
<b>Summer Candidates</b>	<b>June 1</b>
<b>Fall Candidates</b>	<b>September 1</b>

# Bibliography

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