

I. ACADEMIC ADVISING

I-1. INTRODUCTION

As long as universities have existed, there has been a need for students to receive guidance and assistance as they plan their programs of study and become adjusted to the university experience with its unique academic, social and psychological demands. The role of advising is extremely variable depending on the academic unit, type of curriculum, and the age/maturity of the student. The requirements for effective advising of first year freshmen may fall into a category most appropriately defined as **mentoring**, while upperclassmen may need little more than help filling out forms or schedules.

1. Every Good Advisor

Every good advisor has to be aware of General Education Requirements (GER's) and major requirements, and often can offer students some suggestions on particularly useful or interesting courses outside their majors. Good advisors also are aware of how the registration process works and are able to assist their advisees in planning conflict-free schedules. An advisor often must encourage a student to focus on current scheduling issues rather than becoming bogged down in the multitude of variables that affect student life. Most advising of this type, by necessity, converges on planning for the near future.

2. Advisor as Mentor

On the other hand, **mentoring** takes more time and effort but can bring great satisfaction to the advisor. Mentoring advisors are aware that, in many cases, it is impossible to limit an advising session to simply approving an advisee's upcoming quarter schedule. These types of advisors are interested in their students and become familiar with their interests and talents. Observing a student's aptitude allows an advisor to make some judgments about whether that student has selected a major appropriate for him or her. A mentoring advisor can spot potential difficulties with an academic career path long before a student is even aware that he or she may have made a bad choice. A mentoring advisor provides some time to discuss career options or long-range plans with advisees. A well-advised student is aware of how the current quarter's schedule fits into his or her immediate career plans and, eventually how their education fits into their life goals.

3. Three Misconceptions - *That Faculty Often Have About Advising*

There are 3 basic misconceptions that many faculty have about advising in a university setting that we should consider when we accept the responsibility for helping students make decisions that can affect the rest of their lives.

- (a) **All college students are adults who have adapted to their new environment.** It is easy to forget sometimes that the new freshman sitting in front of you was a high school student 3 months ago. They may have the mind, social skills and responsibility levels of someone who has had most of their decisions made for them their entire life. They may be late for their advising appointment because they could not find your office, but they sure will not admit that they are intimidated and frightened. Our job is not only to help students progress academically but to help them develop emotionally.
- (b) **Students are here because this is the only place they can get what they want.** Many faculty members, particularly the older ones, were educated in an environment where students were culled instead of assisted throughout the educational process because most universities were operating at full capacity. This is no longer the case. Many students, particularly the best ones are heavily recruited and they shop around. Their parents are typically better educated and are frequently aware of the opportunities available for their children. As a consequence successful universities have changed their outlook to begin viewing students as consumers. Our job as university faculty should be to provide the best possible services and support available.
- (c) **Advising only involves academic issues.** Some faculty members feel that they have fulfilled their advising responsibility when they have filled out the registration form and signed it. While this may work for senior or graduate level students, other categories of students such as freshmen or non-traditional groups require more. An interesting note about Louisiana Tech is that of the freshman students who leave us, only 30% leave for academic reasons. *Seventy percent leave for the following reasons (in descending order):*
- Adjusting to campus life
 - Family problems
 - Financial difficulties.
- If a faculty member does not feel prepared to address these types of issues, the university offers a whole host of support programs that an effective advisor can recommend.

This handbook will hopefully help you forge a productive relationship with your advisees which will benefit the achievement of student educational goals as well as Tech's enrollment goals.

Section VII contains a list of "Offices That You May Need to Contact" for your convenience in helping a student find the assistance that he or she needs. It contains phone numbers and hyperlinked web sites, if one is available, for each office.

I-2. ADVISING PROGRAMS AND INFORMATION

1. Advising at Louisiana Tech

Undergraduate academic advising at Louisiana Tech University is a decentralized function that relies heavily on the commitment of individual faculty and the admissions staff.

When students who are new to our campus (or are returning after an extended absence) arrive at Tech they typically attend an orientation session where the process of advising is explained to them. There are four 3-day orientation sessions scheduled each summer for entering freshmen, two 1-day sessions for transfer students and a mini-orientation the day before classes begin each quarter. Advisors dealing with new or transfer students should strongly urge their advisees to attend one of these sessions. Information regarding dates and times can be obtained from the Admissions Office. For those who have a major in mind, the various academic units on campus send representatives to the orientation sessions to assist these students. For those who are not sure of a major, the staff in the Admissions Office handles the advising process. While this process works well, there are inevitably students who apply for admission late, are unable to fit one of the orientation sessions into their schedule, or simply “fall through the crack” and do not attend an orientation session. We are also seeing a larger number of students who choose to attend Tech beginning in the winter or spring quarter and thus might miss an orientation opportunity. Additionally, we have Anon-traditional@ students who may be working and cannot (or choose not to) attend one of the orientation sessions. For our new students who miss orientation, the advising process can become confusing and faculty or admission personnel who encounter one of these students need to be aware that this person may not understand how our system works. It is always a good idea for an advisor to ask a new student if they have attended an orientation session. If they have not, more time and care should be given to this student until they are acquainted with the Tech system.

Once a student has been through one or more advising periods they typically become more comfortable, whether they have chosen a major and are being advised in an academic unit, or choose the Admissions Office for advice. Different Colleges/Departments choose to advise their students in various ways, but the fundamental conviction of the importance of the advising role transcends departmental divisions. Faculty, particularly new ones, should request unit-specific advising information from their Dean or Department Head unit prior to advising. Tech’s commitment to the necessity of mandatory undergraduate advising, mentoring, and educational/career guidance is based upon a dedication to student welfare. There is also the recognition of the intrinsic rewards to faculty provided by advising our diverse student population. Tech’s

commitment to the retention and graduation of our students compels both accurate schedule planning and strong mentoring. Without the willing, attentive participation of the faculty and staff, our advising program would not succeed, nor would its students.

2. Effective Advising is a Shared Responsibility

The advisor and the student advisee mutually benefit when both understand their roles and it is usually a good idea to discuss these roles at the first advising session.

Advisor Responsibilities

- uses good listening and communication skills
- demonstrates sensitivity
- is available and organized
- monitors students progress and keeps accurate records
- keeps informed and is knowledgeable
- uses available resources and provides appropriate referrals
- attends training programs to stay current
- protects confidential materials

Student Responsibilities

- prepares for advising appointments
- keeps appointments and is on time
- takes responsibility for their academic career
- understands the Tech Catalog and knows policies and procedures
- understands the General Education Requirements
- is familiar with the current Schedule of Classes (Racing Form)
- follows through on advisor suggestions

3. Outstanding Advising at Louisiana Tech

In 1995, in an effort to convey to the faculty the importance of advising, Louisiana Tech began recognizing faculty who had distinguished themselves as good advisors. Each year, students and faculty in the various academic departments are encouraged to nominate their best academic advisors to compete for the Outstanding Advising Award. The Student Government Association (SGA) oversees this process and senators from the individual colleges participate in selecting a nominee from their college to compete with nominees from the other colleges. A final selection committee composed of student and faculty representatives then selects the winner. An award of \$2000 and a plaque is presented at the annual fall faculty meeting. Nominations for this award are evaluated based on guidelines developed by the National Academic Advising Association (NACADA). Advising excellence includes evidence of these characteristics:

Effective interpersonal skills
Current knowledge of university policy
A caring attitude toward students
Scheduling adequate advising time
Referring students to appropriate sources of help/advice
An understanding of student concerns
Willingness to share advising skills with colleagues
Working to improve style and substance of advising
Advising special populations
Attendance at and support of advising development programs

Louisiana Tech's Outstanding Advisors

1995 Dr. Gary Stokley, Social Sciences
1996 Ms. Mary Belle Tuten, Human Ecology
1997 Dr. Bobby Price, Civil Engineering
1998 Ms. Ruth E. Schimpf, Foreign Languages
1999 Dr. Bill Elmore, Chemical Engineering
2000 Ms. Pamela Milstead, Computer Information Systems
2001 Ms. Sallie R. Hollis, Journalism
2002 Dr. Norm Pumphrey, Civil Engineering
2003 Ms. Susan Corley, Computer Information Systems
2004 Dr. Larry Sellers, Biological Sciences
2005 Dr. Edward J. Miller, Curriculum, Instruction and
Leadership
2006 Ms. Michelle G. Jimmerson, English
2007 Dr. William H. Green, Agricultural Sciences

4. Confidentiality of Student Records

Advisors should be aware that academic records are confidential and that they are obligated, both morally and legally, to safeguard this confidentiality. Items such as high school grades, transfer school grades, aptitude test scores, and Tech grade sheets and transcripts fall under the umbrella of confidentiality. Additionally, student records are federally protected by the Family Educational Rights and Privacy Act (FERPA) of 1974 (also called the Buckley Amendment). The basic tenet of this Act is that students have exclusive ownership of their educational records.

A Brief Synopsis of the Buckley Amendment for Advisors:

A student has the right to inspect their records within 45 days after requesting permission from the person responsible for custody and maintenance of these records (Registrar).

The right to a hearing before a Student Court to delete any portion of any record that is inaccurate, misleading or inappropriate.

Discrepancies should first be brought to the attention of those responsible for maintaining the records so they may have an opportunity to make appropriate changes.

Exceptions to the confidentiality of these records include:

- ✓ university personnel for legitimate purposes
- ✓ representatives of the Comptroller General of the U.S., administrative head of an education agency, or state educational authorities
- ✓ in compliance with judicial order or lawfully issued subpoena
- ✓ in connection with a student's application for or receipt of financial aid

The right to have records transferred to third parties only on condition that such parties will not permit any other party to have access to such information.

Information not subject to confidentiality restrictions includes: name, age, phone, address, major, college affiliations, class level, dates of attendance, honors, awards, and athletic participation or any other information that is typically regarded as "directory information." However, if a student wishes not to have this information disclosed, they must notify the Registrar within one week after the close of registration of any information not to be disclosed. If a student has requested that their Directory Information not be disclosed, it will appear on Screen 011 of the Student Information System (SIS). If you request information in the SIS about a student who has requested privacy, the first screen you will see after typing in the student's identification number is screen 011. To proceed through screen 011 to the information requested, press "enter."

What About Parents?

Parents sometimes find it difficult to understand that student records belong to students, particularly if they are funding their child's education. Occasionally, parents will contact their child's advisor for assistance accessing academic records. This can put an advisor in a precarious position; on one hand wanting to be helpful to the parent and on the other maintaining the confidentiality of student records. The following guidelines may be useful when dealing with parents who approach you for information.

1. Explain up front the ground rules and laws regarding confidentiality. Tell them exactly what information you can share, what you can't and why.
2. Share as much legitimate information as possible.
3. Students may sign an information release in the Registrar's Office that will permit parents to view their records and progress.
4. If a student refuses to sign a release or share information with their parents, there is not much an advisor can do except try to work with both parties to re-establish lines of communication. Sometimes this requires a referral by the advisor for counseling or other professional help. A good advisor should have these sources available in such situations.
5. A cold and hard approach that can be suggested to parents in extreme situations is to withhold the next tuition check. This usually works.
6. Be sure the parents understand Tech's academic standing policy. Good standing (2.0 GPA), academic probation, and suspension should be explained to them.

5. **Kinds of Advice Students Need and When They Need It**

While there is no real 'typical' student and every one has special and unique circumstances, the following is a checklist that might prove useful to new advisors.

First Year (Exploring and learning the system)

Explain majors, General Education Requirements, and University rules/requirements

Teach student how to use Catalog and Racing Form (Schedule of Classes) as well as accessing their class schedule and planning future schedules using Tech's web site at <https://boss.latech.edu>

Assist students in preparing a reasonable course schedule for their interests and abilities

Encourage exploration of various disciplines

Discuss major options and refer to Career Center and appropriate academic departments

Help students understand Tech's registration system and deadlines

Second Year (Finalizing major selection)

Review educational progress and guide student toward major declaration

Require student to be responsible for course selection preparation

Review course requests and approve

Encourage participation in campus organizations and activities

Offer support and mentoring

Third Year (Immersing themselves in their major)

Assist students who have earned more than 60 credit hours in preparing a quarter-by-quarter advance course schedule for the remainder of their degree plans. This is particularly important for majors requiring courses that are taught infrequently. A tentative future course availability can be found on the web at <http://ir.latech.edu/odir> or from the Tech home page click 'Current Students' then 'Records/Registrar' and finally 'Future Course Offerings' (under Resources). An example of printed screens from this site can be found in the reference section of this handbook.

Advise students on particular courses in chosen major/minor (particularly electives)

Encourage in-depth exploration of major/minor through special topic courses, internships, etc.

Encourage participation in campus organizations associated with chosen major

Stimulate student thought regarding "life after college"

Discuss what one can do with a major in "x" and graduate school options

Fourth Year (Exploring career options and internships)

Review graduation papers

Finalize plans to complete degree requirements

Suggest internship and career exploration

Recommend GRE/GMAT or other specific testing for graduate school (when appropriate)

Refer again to Career Center and assist with job interview arrangements if necessary

Attend graduation and offer congratulations

I-3. UNDERGRADUATE ADMISSION STANDARDS

1. Freshmen

(a) In-State First-time Freshmen

First time freshman students receive an application for admission if they stipulate that their ACT or SAT scores be sent to Louisiana Tech. If they have not yet taken the ACT or SAT examination, they may request an application from the Admissions Office. If a student applies to Louisiana Tech they must submit a medical history form and a \$20 application fee (international student fee is \$30). Successful applicants must show proof of graduation from an accredited high school or successful completion of the General Education Development (GED) test. Applicants must have completed the Regents' high school core curriculum (TOPS), must not require more than one remedial course and must meet **one** of the criteria:

- (1)** High school GPA of 2.5 on a 4.0 scale with 17.5 units of core courses (see University Catalog for specific courses). **OR**
- (2)** Rank in the top 25% of their high school graduating class. **OR**
- (3)** Have an ACT composite score of 23 or 1060 on the SAT.

(b) Out-of-State Student and Home-Schooled Admission

Students must meet one of the following criteria:

- (1)** The in-state first-time freshmen requirements listed above
- (2)** Have an ACT composite score of 23 or 1060 on the SAT, high school GPA of 2.5, rank in the top 25% of their high school graduating class, and must not require more than one remedial course

(3) Have an ACT composite score of 26 or 1170 on the SAT, and must not require more than one remedial course

(c) **Students Who Do Not Meet Stated Admission Requirements**

Louisiana Tech may use an admissions over-ride to admit a maximum of 7% of new students who do not meet the admission requirements. These admission decisions will be based on the student's potential for degree completion and the need to enhance the University's demographically diverse population. Some factors to be considered include age, experience, ethnic background, and talent. The Admissions Office will make such determinations. No student with an ACT less than 15 composite score (SAT less than 710) will be considered for an admission over-ride.

(d) **Application Deadline**

A student may apply for admission at any time during the academic year, however for Fall Quarter admittance, the priority deadline for applications and test scores is July 1.

2. **Transfer Students**

(a) **Admission Requirements for Transfer Students**

(1) Students transferring **fewer than 18 credit hours** must have earned a minimum GPA of 2.25 on a 4.0 scale and must follow the guidelines for first-time freshmen.

(2) Students who have earned **18 or more credit hours** must have earned a minimum GPA of 2.25 on a 4.0 scale on all college level work, and must submit an application for admission to Louisiana Tech. Additionally, an official transcript from each previously attended institution must be sent directly from the previous institution to Louisiana Tech.

(b) **General Information**

Louisiana Tech University has the right to determine transferability of courses regardless of the ruling of any prior institution. Also, the applicability of courses toward a particular curriculum is determined by the Dean/Department Head of the academic unit where the sought after degree is administered. For more detailed information see the section entitled "Advising the Transfer Student" in section III-5 of this handbook.

- (c) **Transfer Credit Must be from an Accredited Institution**
Transfer credit is granted for only those courses taken at an accredited educational institution (see University Catalog for a listing of accrediting agencies). This criterion is checked in the Admissions Office upon application by the transfer student. Advisors should contact the Admissions Office if there is any question that the transfer courses are from an unaccredited university.
- (d) **Provisional Admission for Transfer Students**
Louisiana Tech offers provisional admittance for transfer students pending receipt of official transcripts. However, if the transcripts are not received by the end of the first Quarter in which the student is enrolled, they will not be allowed to enroll the following Quarter. Upon receipt of official transcripts, if the transfer student is deemed to be non-admissible, credit will not be given for the work completed while at Tech. A student under academic or disciplinary suspension from another institution will not be admitted, and Tech will not recognize transfer credit from another institution if the work was completed under suspension.
- e) **Maximum Transfer Hours Allowed from Community/Junior Colleges**
A maximum of 68 credit hours may be transferred to Louisiana Tech from a community college or a junior college and applied to a bachelor's degree.

3. **Special Types of Admission**

Louisiana Tech offers four types of admission other than traditional first-time student and transfer student admissions with which advisors should be familiar.

- (a) **Readmission**
Applicants must submit an application if they have not been enrolled for one or more quarters (except Summer Quarter). Students who have attended another institution since leaving Tech must submit official transcripts from all institutions attended. Policies regarding receipt of the transcripts, suspensions and credit for work are the same as those listed in the transfer student guidelines.
- (b) **International Admission**
All international students whose first language is not English must take the Test of English as a Foreign Language (TOEFL) and score at least 195 on the computer-based test and 525 on the written test to be admitted. They must meet all other admission requirements

either as first-time students or as transfer students. Advisors are urged to have international advisees contact the Admissions Office when they arrive on campus as there are some additional guidelines that they may need to follow. This information is also available through the International Student Office.

(c) Early Admission

Tech offers an early admission for high school seniors who desire to enroll either as full time or part time. Requirements are a 3.0 GPA on a 4.0 scale for the last 3 years of high school work, an ACT score of 25 (1130 SAT V+M), and recommendation by the high school principal. Requests for early admission along with all supporting documents are due by June 1.

(d) Concurrent Admission

High school students who desire to enroll concurrently at Tech while pursuing their high school studies may do so by maintaining a 3.0 GPA for the previous 2 years of high school studies, score a minimum of 23 on the ACT (1060 SAT V+M), and receive a recommendation from their high school principal. These students can enroll in one course per quarter and upon admission to the University as a freshman receive university credit for the credits earned.

4. Admission to Colleges and/or Programs within the University

Advisors should be aware that in addition to the general admission guidelines for the University, various Colleges have certain admission standards. This information is available in the Dean’s offices or, in most cases, is listed in the University Catalog.

I-4. PLACEMENT in MATH, ENGLISH, & UNIVERSITY SEMINAR

1. Placement for Beginning Freshmen

Subject	Test Scores		Placement
English	0-17 0-440	ACT English SAT Verbal	ENGL 099
English	18-29 450-670	ACT English SAT Verbal	ENGL 101
English	30 or higher 680 or higher	ACT English SAT Verbal	credit granted if English ACT/Verbal SAT score was earned within the previous 5 years.

Math	0-17 0-420	ACT Math SAT Math	Math 099.
Math	18-21 430-510	ACT Math SAT Math	Math 100. No placement exam available for bypassing Math 100.
Math	22-23 520-550	ACT Math SAT Math	Math 101. Not eligible for Math Credit Exam.
Math	24-25 560-580	ACT Math SAT Math	Math 101 or take and pass Math Credit Exam to earn credit for Math 101 .*
Math	26 or higher 590 or higher	ACT Math SAT Math	Credit given for Math 101 if Math ACT/SAT was earned within the previous 5 years. Eligible to enroll in Math or Statistics course that has Math 101 as the only Math prerequisite. Math Credit Exam is required to earn credit for Math 112. Refer to the catalog to determine the majors requiring Math 112.
University Seminar	0-17 0-850	ACT Reading SAT Verbal+Math	University Seminar 101 (3 credit hour format)
University Seminar	18 or higher 860 or higher	ACT Reading SAT V+M	University Seminar 100 (1 credit hour format)

*See the current Louisiana Tech Catalog to determine University policies on credit by exam. This information can be found under ‘Credit by Examination and Other Non-University Sources.’

**Various review materials for the Math Credit Exams are available free of charge at <http://rehanna.pageout.net/>, go to the course for which you want to get credit, and click on Course Content.

2. Placement for Transfer Students

Placement in entry-level college courses is based on Enhanced ACT /SAT test scores. If scores are not on file in the Office of Admissions or the Office of the Registrar, the score will be considered to be zero in all areas at the time of admission and registration.

All new transfer students entering the University should follow the Math and English placement guidelines above for beginning freshmen. The following additional guidelines apply to transfer students:

Subject	Test Scores	Placement
University Seminar	Students transferring with fewer than 18 semester hours and their Reading ACT is less than or equal to 17, or Verbal + Math SAT less than or equal to 850	Option to enroll in UNIV 101
University Seminar	Students transferring with fewer than 18 semester hours and their Reading ACT is greater than or equal to 18, or Verbal + Math SAT greater than or equal to 860	Option to enroll in UNIV 100 (1 credit)
University Seminar	Student transferring with 18 or more semester credit hours	Option to enroll in UNIV 100 (1 credit)

I-5. CREDIT EXAMINATIONS

There are several ways for students to earn credit by examination or by demonstrating mastery of various subjects through experience. *Students are limited to 60 hours of credit by all types of examination.*

1. Louisiana Tech Credit Exams

Tech credit exams are generally available for entry-level courses in English, Mathematics, Foreign Languages, and several other areas. Typically, these tests are administered by the faculty/administration of the College that offers the regular course offering. Each credit by exam will have a section number listed in the Schedule of Classes (Racing Form) designated by E01 and should be entered on the student's registration form. Regular fees apply to this exam section. *Credits earned through exams at Louisiana Tech are limited to 30 semester hours on the student's degree plan.*

Students who have previously attempted the course for credit, those who have earned credit for a higher sequence course, or those who failed to receive approval from the department head responsible for the course will not be allowed to take the exam.

Credit exam registration does not apply to the determination of hours attempted during a quarter. **This is important when determining full-time enrollment status for students receiving TOPS and other financial aid and scholarships as credit exams courses *do not* count.**

Exams are normally given at the times posted in the schedule of classes, usually during the first 3 class days of the quarter.

Passing a credit exam will be noted on the permanent record as 'credit by examination' with a grade of S and this will not be used in GPA calculations. Students who register for the credit exam and do not take it and students who do not pass the exam will be given a grade of 'NC' (no credit). These students receiving 'NC' on a credit exam should be directed to enroll in the regular class offering during the "add" period at the first of the quarter.

2. College Board Advanced Placement (AP) Credit

The College Board Advanced Placement Program is available for students who have the opportunity to take college-level courses in a secondary school. Those who have taken these tests should be counseled to send their scores to the Admissions Office. Students may earn up to 30 semester credit hours through the AP program.

3. College Level Examination Program (CLEP)

Application to take CLEP exams may be made at any testing center participating in the program. At Louisiana Tech a student should contact the Testing Center for information. Applications to take these exams should be filed no later than 15 days prior to the test date. Exams are given the third Wednesday of each month on the Tech campus. Students who have previously enrolled in a course (either passed or failed) may not take this course for CLEP credit. Credit by CLEP exams is limited to 30 semester credit hours.

4. Military Experience Credit

Credit may be earned for previous military experience in one of the branches of the United States Armed Forces. Honorably discharged members may be allowed credit for physical education upon presentation of their discharge papers. Other credit may be obtained for course work completed in service schools where equivalence in terms of college courses have been recommended for college credit in the 'Guide to the Evaluation of Education Experience in the Armed Services' published by the American Council on Education. To obtain credit for military service, advisors should counsel students to take their records to the Registrar's Office for evaluation.

I-6. STUDENT ADVISING RECORDS (Sources of Information)

There are several **sources of information** an advisor should be familiar with when advising students along a curriculum path. These are the University Catalog, Curriculum Sheets, Schedule of Classes (Racing Form) and the Student Information System (SIS).

1. The University Catalog

The University Catalog is published annually by Louisiana Tech and is divided into seven sections: General University Overview; Undergraduate Academic Programs; Graduate Academic Programs; Course Descriptions; Councils, Committees, Commissions; University Faculty and Administrators; and the Index. It provides a wealth of information regarding policy, dates, rules and laws. **An advisor should explain to each student that the Catalog that is published the year the student comes to Tech serves as a legal document.** It spells out what the University expects of the student and what the student can expect from the University.

(a) University Catalog as Curriculum Contract

The curriculum published when the student first arrives is the one he can follow throughout his tenure at Tech, even though there may be curricular changes during that time. When the student successfully completes the original curriculum, he will be awarded a degree. If the student chooses to follow an updated curriculum rather than the one in effect when he entered, he may do so, however he may not “mix” curriculums. **These rules apply with 3 exceptions:**

- i. Students *transferring* from one college to another or from another institution must follow the curriculum in place at the time of their transfer,
- ii. Students who *change their major* must follow the curriculum in place at the time of the change, and
- iii. Students who *do not attend for one or more quarters* (summer included) must follow the curriculum in effect when they return to Tech

2. Curriculum Sheets

Curriculum sheets should be available within each academic department with an outline of courses necessary for graduation. In many cases, these sheets are also available on college and departmental web sites. Advisors should routinely update these as a student progresses so that, at each advising visit, the student knows exactly where she stands. Substitutions for courses on the curriculum sheet should be cleared with the proper administrator before the student takes them, and appropriate substitution forms and notations on the curriculum sheet should become a permanent part of the student’s file.

3. Schedule of Classes

The Schedule of Classes (The Racing Form) is published every quarter (summer included) and consists of 5 sections: Admission Requirements, Registration Information, Registration Process, General Information, and Schedule of Classes (Main Campus and Barksdale AFB). All the information for a student to successfully register at Tech is in this document, and advisors dealing with students new to the Tech campus should take some time going over this publication. They should also point out the trial registration forms in the back of the Racing Form and

encourage their advisees to fill this out prior to their next academic visit. Students should note, however, that the Bulldog On-Line Student System (BOSS) has the most current information on course offerings, times, and locations. (See section IV -5 for more information.)

4. Student Information System (SIS or SCT) – traditional “Main Frame” screens

The Student Information System (sometimes referred to as SIS, sometimes referred to as SCT; SCT is the software vendor’s name) is designed to allow instant access via personal computer to admission status, registration, degree audits, etc., for each student so that the advisor can more effectively advise students and monitor their progress. The system is administered by the Registrar’s Office and a very simple yet comprehensive instruction sheet is available from their office. Each advisor should have his or her personal computer set up allowing access to the mainframe and the student information system with the click on a mainframe icon.

5. BOSS-for-Faculty

BOSS-for-Faculty, part of the Bulldog Online Student System (BOSS), is a web-based version of the Main Frame Student Information System. It has some unique “bells and whistles,” but there are also limitations. The primary limitation is that Web-for-Faculty will only let you view the student records of your formally assigned advisees. Bottom line is that you need to know how to use both the Student Information System and BOSS-for-Faculty. Instruction sheets about BOSS-for-Faculty are available from the Registrar’s Office. It can be accessed on the web at <https://boss.latech.edu/>.