

## **III. SPECIALIZED ADVISING**

### **III-1. ADVISING NEW FRESHMEN**

Advising entering freshmen, if done properly, is the most difficult and time-consuming type of advising, primarily because entering freshman come in all stages of development, maturity, academic preparedness, and sophistication. They come from different ethnic backgrounds, family situations and economic strata. If they have difficulty during their first year of university life, it is far more likely to be the result of adjustment issues than academic matters. Louisiana Tech, like all other universities, has certain specific characteristics that advisors should keep in mind when advising new students:

#### **1. Characteristics to Keep in Mind when Advising New Freshmen**

##### **(a) Geographic Location**

Tech is located in a semi-rural, socially conservative setting with relatively few large cities nearby. Many of our students come to us from small communities where agriculture, forestry, and manufacturing are the major occupations. About 60 % of our first time freshmen come to us from within 100 miles from Ruston. These settings sometimes don't have the same type of academic facilities found in more metropolitan areas. For many of these students, Tech is twice as large or is larger than the community from which they came. Also, many of them are first generation college students. These factors contribute to a greater level of difficulty adjusting to university life. Conversely, the fairly sizeable group of students from cities such as Baton Rouge and New Orleans may have opposite adjustment challenges, having come from large urban areas to semi-rural north central Louisiana and its lack of big-city amenities.

##### **(b) Social climate**

Since Tech is located in a small city, the opportunities for non-curricular activities are somewhat limited. Many students feel they need to leave the campus on weekends (usually beginning on Friday) to attend movies, go out to eat, see friends and family, or relax. This frequently leads to an attitude that Tech is nothing but a place to attend classes. By not recognizing this university as a "home", many students, particularly freshmen, never really bond with Tech nor learn to enjoy the typical college life. This can lead to many types of adjustment difficulties.

#### **2. General Knowledge Required for Effective Advising of New Freshmen**

- When visiting with first time students, an advisor should be a good listener. Many times what a student doesn't say is more enlightening than what they say. Some students may be passive or become overly dependent on an advisor while others may wish to be completely self-reliant. Learn to read the students so you can give them the help that they need while teaching them to take responsibility for their future decisions.
- An effective advisor should begin to recognize students who are at high risk for adjustment difficulties. Information on their admission or registration form might be helpful. A few simple questions about how things are going could give additional clues. The College Student Inventory (CSI) given in the UNIV 100 and 101 classes should also be helpful for freshman advisors. When an advisor believes that a student might have adjustment problems that require professional attention, he/she should be aware of the campus resources available that can assist these students in making these adjustments. The advisor should also be familiar with the social, academic, religious, and professional organizations on campus, detailed in the Student Handbook and available online at <http://www.latech.edu/tech/students/judicialhome.htm> or from the Division of Student Affairs.
- Advisors should be familiar with the services provided by the Counseling Center and be able to recommend these services in a non-intimidating manner. The Counseling Center can offer help in personal and emotional counseling, study skills development, career decision making, and alcohol and other drug education. It also serves as the national testing center on campus, offering access to and information on standardized exams such as ACT, AHPAT, CLEP, GRE, HOBET, LSAT, MAT, MCAT, NLN, PRAXIS, and TOEFL. For more information on the Counseling Center go online at <http://www.latech.edu/tech/students/Counseling/>.
- Advising new freshmen about academic issues can also prove challenging. Some new freshmen are ready for the challenge of university-level work and are ready to take on a heavy course load. More often than not, however, freshmen register for too many difficult courses and should be encouraged to take a lighter load during their first quarter to allow for adjustment in non-academic areas of their lives. Advisors of new freshmen should carefully review their files for strengths and weaknesses indicated by ACT/SAT scores, for high school courses and grades, and for categories of courses in which they have previously done well or poorly. Other types of information that should factor into determining course scheduling should be extracurricular activities, hours of work per week, and intended major.

- Advisors would do well to remember that **many university students will change their major at least once** prior to graduation and not “lock-step” them in to a rigorous curriculum too quickly. When possible and, especially if a student is undecided on a major, new students should be urged to take a variety of courses that will count for GER credit while at the same time allowing them to explore various disciplines.
- As the quarter progresses, an advisor should monitor student progress. Often academic difficulty can be prevented by timely intervention through tutoring or adjustment of course load.
- An advisor should encourage openness and will be available to advisees to make them comfortable in requesting academic assistance.
- An advisor should begin to discuss long-term educational and career goals with his/her advisees. Some students have spent a significant amount of time thinking about and investigating different careers and the educational needs of those careers. These students are easy to approach about their futures and may not need much guidance from you. However, many students have not thought much past the current quarter, so they need to be encouraged to begin the long-term planning process. A good advisor should start discussions of “what do I want to be when I grow up?” with these students, so that can more meaningful and in-depth discussions can occur in future meetings.

## **III-2. FRESHMAN RETENTION PROGRAMS**

### **1. Freshman Orientation**

Louisiana Tech begins an active retention program for freshmen even before they become residents of the campus community. Each summer, the Office of Admissions conducts a summer orientation program for incoming students. This highly successful program is designed to allow new students to have questions answered, locate facilities, meet new friends, and help students (and their parents) feel more comfortable with Louisiana Tech. In addition to the regular Summer Orientation, special sessions are held for transfer students. If a student plans to enter Tech in the Winter or Spring Quarters, a mini-orientation is held on the day preceding the beginning of the quarter. Advisors to prospective students should strongly urge them to attend one of these sessions. Information as to when they are offered is available through the Admissions Office and online at <http://www.latech.edu/admissions/>. (Click on ‘Freshmen’ or ‘Transfers’ and find an ‘Orientation’ link under ‘General Information.’)

### **2. University Seminar**

Once freshmen arrive on our campus, they are required to enroll in a section of University Seminar. This is a one to three credit hour course designed to orient new students to the University environment and provide information about campus resources. The course is taught by faculty from all segments of the campus, however if a student has declared a major, advisors should put the student in a section specific to the College that administers that major. Subjects covered include campus resources, time management, academic regulations, health and stress, safety, campus involvement and career development. A student is not allowed to drop this class unless permission is granted by personnel in the Division of Enrollment Management.

See section I-4 in this handbook for specific information on placing a student in University Seminar 100 (1 credit hour) and University Seminar 101 (3 credit hours).

### III-3. LOUISIANA'S TOPS SCHOLARSHIP PROGRAM

Since the Tuition Opportunity Program (TOPS) began in 1998, quite a few students have lost TOPS because they were not aware of some of the basic rules. Later they complained that "nobody told me, or I would (would not) have done this or that." Reading the following will help you help them retain their TOPS. (The information presented below is also published in the *University Seminar 100 & 101 Manual*. New freshmen are required to take University Seminar and they should have purchased a copy of this manual.)

Louisiana Tech students are eligible to be considered for four different types of TOPS awards: (1) Opportunity Award, (2) Performance Award, (3) Honors Award, and (4) Teacher Award. There are a myriad of rules and regulations that are specific to each type of award, but the general rules follow. ***It is very important that you read the "Detailed Definitions" following these 4 descriptions.***

#### 1. TOPS Opportunity Award

- (a) Pays tuition for 4 years (12 quarters).
- (b) Requires minimum high school GPA of 2.50 on 16.5 core units.
- (c) ACT required is the prior year state average (currently a minimum of 20), or at least a 23 ACT if the minimum GPA is not met.

#### TOPS Retention Requirements

- (a) Minimum 2.0 cumulative GPA **from quarter to quarter**. This means a student could receive TOPS one quarter and lose it the **next** quarter.
- (b) Cumulative GPA of 2.3 **after** the first academic year, and 2.50 cumulative GPA **at the end** of each subsequent academic year.

- (c) Continuous full-time enrollment earning 24 or more hours each academic year. The 24 hours must be earned in fall, winter, and spring quarters – summer does not count.
- (d) Summer quarter may be used to make up for deficiencies in GPA, but it **DOES NOT COUNT** toward 24 hours earned for an academic year.
- (e) Students who lose their TOPS scholarship for GPA reasons may re-establish eligibility once the minimum retention GPA has been achieved. This may be accomplished providing they maintain full time enrollment each quarter and earn 24 credit hours annually while raising their cumulative GPA. However, **students who lose their TOPS based on failure to earn 24 credit hours** per year during fall, winter, and spring quarters **lose it permanently**.

**2. TOPS Performance Award**

- (a) Pays tuition plus \$400 per year for 4 years (12 quarters).
- (b) Requires minimum high school GPA of 3.50 on 16.5 core units.
- (c) Requires minimum ACT of 23, or an ACT of at least 26 if the minimum GPA not met.
- (d) Alternate eligibility for Performance is a 24 ACT, and 3.00 core GPA.

TOPS Retention Requirements

- (a) Minimum 2.0 cumulative GPA **from quarter to quarter**. This means a student could receive TOPS one quarter and lose it the **next** quarter.
- (b) Cumulative GPA of 3.0 at the end of each academic year.
- (c) Continuous enrollment earning 24 or more hours each academic year. The 24 hours must be earned in fall, winter, and spring quarters – summer does not count.
- (d) Summer quarter may be used to make up for deficiencies in GPA, but it **DOES NOT COUNT** toward 24 hours earned for an academic year.
- (e) Students who lose their TOPS scholarship for GPA reasons may re-establish eligibility (minus the \$400 annual stipend) once the minimum retention GPA has been achieved. This may be accomplished providing they maintain full time enrollment each quarter and earn 24 credit hours annually while raising their cumulative GPA. However, **students who lose their TOPS based on failure to earn 24 credit hours** per year during fall, winter, and spring quarters **lose it permanently**.

**3. TOPS Honors Award**

- (a) Pays tuition plus \$800 per year for 4 years (12 quarters).
- (b) Requires minimum high school GPA of 3.50 on 16.5 core units.
- (c) Requires minimum ACT of 27, or an ACT of at least 30 if the minimum GPA not met.

TOPS Retention Requirements

- (a) Minimum 2.0 cumulative GPA **from quarter to quarter**. This means a student could receive TOPS one quarter and lose it the **next** quarter.
- (b) Cumulative GPA of 3.0 at the end of each academic year.
- (c) Continuous enrollment earning 24 or more hours each academic year. The 24 hours must be earned in fall, winter, and spring quarters – summer does not count.
- (d) Summer quarter may be used to make up for deficiencies in GPA, but it **DOES NOT COUNT** toward 24 hours earned for an academic year.
- (e) Students who lose their TOPS scholarship for GPA reasons may re-establish eligibility (minus the \$800 annual stipend) once the minimum retention GPA

has been achieved. This may be accomplished providing they maintain full time enrollment each quarter and earn 24 credit hours annually while raising their cumulative GPA. However, **students who lose their TOPS based on failure to earn 24 credit hours** per year during fall, winter, and spring quarters **lose it permanently**.

4. **TOPS Teacher Award**

Very few students receive this award. Visit the TOPS web site for additional information at [www.osfa.state.la.us](http://www.osfa.state.la.us).

## Detailed Definitions

1. **Full-time Enrollment**

TOPS Recipients must be enrolled as full-time students. This means a minimum of 8 credit hours each quarter at Tech. If students enroll in more than 8 credit hours, they may withdraw down to the minimum full-time status of 8 hours. If they withdraw below full-time status, the withdrawal must occur on or after the 10<sup>th</sup> class day. If they do drop below full-time status, they must enroll in and successfully complete enough credit hours in the remaining quarters, excluding summer, to earn 24 credit hours during the academic year. Students enrolled in clinical courses and graduating seniors taking their last required courses may be enrolled in fewer than 8 credit hours.

2. **Continuous Enrollment**

TOPS recipients must maintain continuous enrollment. TOPS students must enroll as full-time students *each quarter*, excluding summer. If students are unable to enroll each quarter, their TOPS eligibility will be terminated. Similarly, resignation from school during the fall, winter or spring quarters will result in cancellation of TOPS unless an exception is approved by the Louisiana Office of Student Financial Assistance (LOSFA) in Baton Rouge. If extenuating circumstances exist that prevented a student's continuous enrollment (such as a medical emergency), the student will have to submit a request for exception to LOSFA. There is a Web site link on the financial aid section of the Tech Web site where students can get further information at <http://www.latech.edu/finaid/fundsscholarshipstopsexceptions.shtml>.

3. **Transfer Students**

TOPS recipients who transfer into or out of Louisiana Tech University may have unique problems. Students departing Tech after fall quarter will not be able to enroll in a semester school until January. A full-time class load at a semester school is 12 credit hours. The 24 hour requirement must be met. Thus, a TOPS recipient leaving Tech must complete at least 9 hours here since the maximum at a semester school is 15 hours with a few schools allowing an "overload" of 18.

Students transferring to Tech after the fall semester must still complete the minimum 24 credit hours for the academic year, excluding summer. This may be difficult since a full-time load at a semester school is 12 credit hours thereby potentially leaving an additional 12 hours to be successfully completed at Tech in the spring quarter. Ask the student if he or she is a TOPS recipient so that you can make sure that the student can earn 24 credits during the regular academic year.

The fact that a student chooses to transfer schools is not a reason for an exception to the 24 hour rule.

- 4. Backdated Drops**

TOPS recipient eligibility may be affected by backdated drops. Occasionally a student will withdraw from a course(s) and request that the withdrawal be backdated to an earlier point in the quarter. This may occur, for example, if there is a medical emergency and the student was physically unable to withdraw earlier. Students in these situations should be aware that it could have an adverse impact on their TOPS eligibility. If the backdating is prior to the 10<sup>th</sup> class day and reduces the class load to less than full-time, Tech is required to recoup the TOPS payment and report the students as not being enrolled as full-time students. Such action could force students to repay federal student aid as well. Advise students to check with the Financial Aid Office before making such a request; be sure they speak with one of the directors or counselors and have the student record the name of the person with whom they spoke.
- 5. Incomplete Grades**

Tops eligibility could be affected by receiving an Incomplete or Incomplete plus grade in a course. TOPS cumulative GPA is computed by the Louisiana Office of Student Financial Assistance in Baton Rouge (LOSFA). If an **I** is received and a student's cumulative GPA is marginal, he or she may be denied TOPS funds for subsequent quarters until the **I** is resolved.
- 6. Grade Calculation**

TOPS GPAs and Louisiana Tech University GPAs are calculated independently. If student grades are marginal, rounding methodologies may affect their TOPS eligibility at the same time that it appears they are eligible according to University calculations.
- 7. CLEP and AP Credits**

CLEP and AP credits may not be used toward the required 24 semester hour credits for retention of TOPS eligibility.
- 8. Credits Earned Outside Regular Quarters**

Credits earned in preceding summer or interim sessions are not creditable toward the 24 hours of earned credit required for retention of TOPS. The 24 semester credit hours must be earned during regular fall, winter, and spring quarters or fall and spring semesters.
- 9. Graduate Level TOPS**

Students who complete their undergraduate degree program in fewer than 12 regular quarters may be able to use the remaining quarters of TOPS eligibility if they enroll in a graduate level program. Students contemplating such should check with the Financial Aid Office in the quarter in which they plan to complete their undergraduate degree.

For more information on TOPS, contact the Financial Aid Office or visit TOPS online at [www.osfa.state.la.us](http://www.osfa.state.la.us).

### **III-4. INTER-INSTITUTIONAL COOPERATIVE PROGRAM (ICP) WITH GRAMBLING STATE UNIVERSITY**

In 1969 Louisiana Tech entered into a cooperative program with Grambling State University (GSU) to facilitate an exchange of students and faculty between the two institutions. Complete information is available in the Registrar's Office.

## 1. Rules for Students Wishing to Take Courses at GSU

- (a) Application for courses to be taken at GSU must be made at Tech and courses to be taken approved by the student's Dean. Upon completion of the course(s), GSU furnishes Tech with certification of the earned grade and this work is reported on the student's transcript as transfer credit.
- (b) To be eligible to participate in this program, Tech students must pay "full-time" tuition at Tech. Students receive student services at Tech. Tech students are responsible for obtaining a parking permit at GSU and obeying all parking and campus rules and regulations while attending classes at GSU. Credit examinations, extension classes and Louisiana Tech Barksdale are not included in this program.
- (c) Since GSU's semester system and Tech's quarter system do not begin nor end at the same time, there is some inevitable overlap that needs to be considered during the advising process. Particular attention should be given to full-time status for Tech students taking GSU classes. For instance, if a Tech student signs up for a 4 hour class at GSU during the Fall Semester (which overlaps both the Fall and Winter Quarters at Tech), the student is limited to a maximum load at Tech of 8 hours for **both** the Fall and Winter Quarters unless that student gets special permission to exceed the 12 hour-per-quarter full-time status.

## III-5. ADVISING THE TRANSFER STUDENT

Advising transfer students is time consuming and requires thorough examination of a student's incoming work as well as attention to Tech's requirements for the student's particular transfer category. *If a student you are advising is a TOPS scholarship recipient, please refer to the TOPS section (III-3) of this Handbook for additional information.*

Typically, transfer students are often free of many of the adjustment issues facing new freshmen, and they are often more academically focused. Most have made a definite choice of major and may have left higher education for a time. Transfer students often come from community or junior colleges and should be alerted to the differences they may encounter at Tech, including larger classes, faster-paced courses, and a greater need for student independence and initiative.

Transfer students are at risk for placement in courses that are either repetitive of material they have already taken or for being placed into courses that are too difficult for them. The advisor should ask a transfer student for as much documentation of course content as possible to assist in accurate placement. It is also important to inform transfer students of their role and

responsibility in this complicated assessment procedure. Transfer students need to be informed that determining course equivalency is not a science and that they may need to provide syllabus materials to their advisor in order for an accurate assessment to be made.

## **1. Articulation of Transfer Credits**

The Louisiana Board of Regents, working with all member institutions, has constructed an articulation matrix for General Education Requirements from universities, colleges, and community colleges statewide. At Tech, GER articulation determinations are primarily the responsibility of the Admissions Office working with the various academic units offering GER courses. In order to be properly advised, a transfer student from another institution in Louisiana should receive a GER transfer evaluation from the Admissions Office. In many cases, an advisor can be comfortable crediting a GER course if the exact course the student took is listed in the Articulation Matrix and the matching Tech course is listed beside it. Articulation matrices are available on the Louisiana Board of Regents web site <http://www.regents.state.la.us/Reports/datapub.htm>. The articulation matrices are updated periodically by the Board of Regents. Advisors may also secure a copy of this matrix from the Admissions Office or from the office of the Dean in their respective colleges.

If a student believes he/she has not been given appropriate General Education credit for certain classes taken elsewhere, he/she should be advised to take all possible documentation to the Admissions Office to request re-evaluation of the course in question. Admission evaluators may request a transfer institution catalog or a copy of the course syllabus in order to re-evaluate a course for GER credit. For transfer credit other than GER courses, students need to confer with an advisor in their major department to determine which, if any, transfer courses will be accepted as courses required in the major department. In some cases this might require the advisor to obtain a catalog from the transfer institution or to request that the student get one and bring it to the next advising session. Advisors should be aware that catalogs change continually and that the catalog in effect at the time the student took the course(s) is the one that should be used for determination of credit. For transfer students who are returning to higher education after leaving for a lengthy period, it is often difficult to locate the appropriate catalog. Resources are available in the Admissions Office and the Library to help the student and advisor in this predicament. Recent catalogs and course descriptions are generally available on each university's web site.

## **2. Non-Articulated Programs**

The most problematic situation for an advisor trying to help a transfer student occurs when the student comes from an institution or program where there is a

dearth of information concerning course descriptions or when the student was unable to obtain information regarding previous courses or performance evaluations. At some institutions (particularly some in other countries) course descriptions are not typically published (or are published in a foreign language), and often the grading system (A, B, C, D, F) does not coincide with the system used here.

### **United States Institutions**

A basic rule of thumb is that transfer course work must be from an accredited institution in order to be accepted at Louisiana Tech University. Accreditation status for institutions in the U.S. is available from Accredited Institutions of Postsecondary Education (available in the Admissions Office).

### **International Institutions**

For courses completed in other countries, the student needs to have their work evaluated by a professional evaluation organization. This costs around \$125 (US), and it is the student's responsibility to have it done. There are several organizations (Global Credential Evaluators for example, at <http://www.gcevaluators.com>) where students can initiate the process. These organizations evaluate courses taken, put course descriptions in language similar to Tech's descriptions, and convert grading systems so they coincide with Tech's system. The student then presents this evaluation to his/her advisor for transfer credit evaluation. A provisional admission status may be awarded until proper transcripts/evaluations are received. However, they must be received by the end of the first quarter of their attendance, or they cannot register for the following quarter. Questions regarding this process can be directed to the International Student Office.

## **III-6. ADVISING STUDENTS IN THE HONORS PROGRAM**

The Honors Program at Louisiana Tech is designed to meet the needs of students that show exceptional ability and motivation. Honors classes are generally smaller and are taught by innovative and creative faculty members who challenge students to explore a topic in greater depth and sophistication than regular classes.

Students entering Louisiana Tech as a freshman who have an ACT composite score of 26 (or comparable on the SAT) and/or who graduated in the top 10% of their high school graduating class are invited to apply for the Honors Program. Other students may apply, and permission to join is considered on an individual basis.

The Honors curriculum is called Foundations 21. It consists of 12 semester credit hours (SCH) from four interdisciplinary seminars (listed under HNRS in the Racing Form) and 9 SCH in designated honors courses selected from Foreign Languages, Mathematics, Computer Literacy, Arts, and Social Sciences areas. These 21 SCH will be applied toward the 45 SCH general education requirements (GER). The interdisciplinary seminars (HNRS classes) fulfill the history and English GER requirements. The remaining 9 SCH should be selected from the areas above so that additional GER requirements are met (see Section II-3). Upon completion of these credits, a student will receive an Honors designation on his or her transcript and an Honors Scholar Certificate. All 21 hours are typically taken during the student's freshman and sophomore years. Students must obtain special permission from the Director of the Honors Program before being allowed to enroll for an Honors class. A matrix showing the Foundation 21 curriculum follows:

Year	Course Work	SCH Earned
Freshman	Ancient Civilization	3
	Medieval and Renaissance Civilization	3
	Seminars or designated Honors classes	3
Sophomore	Modern Civilization	3
	American Civilization	3
	Seminars or designated Honors classes	6
Senior	Designated Honors Seminars (300/400 level)	6
	Senior Honors Thesis	3

A student may become a Senior Honors Scholar by taking courses for 6 additional SCH in the student's major area, followed by a 3-SCH Senior Honors thesis (see matrix above). This thesis is supervised by an Honors faculty member in the student's major area. The student must receive permission from his or her department head and the Director of the Honors Program before pursuing the Senior Honors Scholar designation. Additionally, the student must make a 'B' grade to receive Honors credit for these classes.

An added benefit of being enrolled in the Honors Program and taking an Honors course in a quarter is that a student can register for classes on the first day of registration for that quarter, regardless of classification and number of hours completed.

For more information on Honors course offerings and on how to apply, see the University Catalog or visit the web at <http://www.latech.edu/tech/academics/honors/>.

### **III-7. ADVISING STUDENTS IN ACADEMIC DIFFICULTY**

While there is usually no single cause for academic difficulty, research has shown that there are several categories of causes that students typically demonstrate:

- |                                |                            |
|--------------------------------|----------------------------|
| 1. Adjustment problem          | 9. Personal crises         |
| 2. Anxiety                     | 10. Health problems        |
| 3. Low motivation              | 11. Learning disabilities  |
| 4. Lack of focus               | 12. Work schedule conflict |
| 5. Inappropriate class choices | 13. Substance abuse        |
| 6. Inappropriate scheduling    | 14. Poor class attendance  |
| 7. Inadequate study skills     | 15. Poor time management   |
| 8. Financial difficulties      | 16. Excessive recreation   |

Recognizing these causes has led Tech to address all of these issues in the University Seminar course that is required of all entering freshmen and some transfer students. Many students who experience academic difficulty at Tech return to good academic standing through counseling, learning disability assessment, health services referral, tutoring and intensive academic advising. Good advisors should be aware of the causes for poor performance, learn how to determine which students are at risk, and be aware of the services available on campus to help these students. Several offices around campus can help students to address these difficulties above, including the Office of Disability Services, which assists students with documented learning and other disabilities by arranging academic and other accommodations, and Counseling Services, where licensed professional counselors assist with personal and career counseling. Effective advisors should also be familiar with the rules governing academic probation, suspension and Drop/Add at Tech.

## 1. Academic Probation

Students are placed on probation when their cumulative GPA is ten or more quality points below a 2.00. This is determined by multiplying the cumulative hours by 2 then subtracting the number of quality points from the product and if the answer is 10 or more, the student is placed on probation. This can be confusing to students (and advisors) not familiar with the system but the bottom line is that the more hours a student accumulates, the more jeopardy he/she is in for probationary status. Examples of this would be:

**Student A** has completed 40 hours with 71 quality points (1.775 GPA), however  $40 \times 2 = 80$  and  $80 - 71 = 9 < 10$ , so the student is not on probation.  
**Student B** has 80 hours with 142 quality points (also a 1.775 GPA), however  $80 \times 2 = 160$  and  $160 - 142 = 18 > 10$  so the student is on probation.

Once on probation, a student will remain on probation until the cumulative GPA is 2.00 or greater. At this point, the student is cleared of probation and reinstated in good standing. However, while on probation the student must make at least a 2.00 each quarter to avoid being suspended.

## **2. Academic Suspension**

Students on probation are suspended at the end of any quarter (including summer) in which they fail to earn a 2.00 GPA. Freshmen students will not be suspended prior to the completion of three quarters of enrollment. The period of the first suspension is one quarter and for subsequent suspensions is one calendar year. While on suspension students will not be given credit for work completed at another university during the period of suspension.

A student may appeal for readmission or reinstatement after suspension by applying to the academic dean appropriate to his or her major or to the Director of Basic and Career Studies if a major has not been declared. The decision on readmission must be made by noon of the day for General Registration and Fee Payment of the quarter in which the suspension begins. If the appeal is approved, the dean will notify the Registrar's Office where the student's registration status is activated so that he or she can register for the quarter. All reinstated students continue on probation. If a student seeks readmission after not attending Tech for one or more quarters (excluding summer), he or she must also reapply for readmission through the Admissions Office.

### **III-8. ACADEMIC RENEWAL**

Advisors dealing with students who are returning to Tech after dropping out or who were previously suspended because of poor academic performance should be aware that Tech has an academic renewal policy that essentially allows students to start over with the status of an entering freshman, with no credits attempted and no quality points earned. The policies governing this program are:

- (1) At least three consecutive calendar years must elapse between the end of the quarter (or semester) in which the student was last registered at any institution of higher learning.
- (2) A letter of application for renewal must be submitted to the Academic Renewal Subcommittee of the Enrollment Management Council by the end of the last class day of the first quarter of attendance at Tech. This application should include an explanation of circumstances that have occurred since the last enrollment that would result in a better probability of academic success. Applications for Academic Renewal may be obtained from the Office of Admissions. The Academic Renewal Subcommittee will review the application and determine eligibility prior to the end of the student's first quarter of enrollment at Tech. The letter requesting academic renewal can be submitted to the Enrollment Management Council; Louisiana Tech University; PO Box 3178; Ruston, LA 71272-0001.

- (3) No prior credit carries forward as part of a degree program, but the prior record remains a visible part of the student's transcript. A notation is made on the transcript showing the date that academic renewal was granted. The credits received or failed before this date will not be used in the GPA calculation leading toward the degree at Louisiana Tech. However, credit examinations will be allowed for credit in prior courses where a "C" or better grade was earned.
- (4) Renewal is granted to a student only once.
- (5) Advisors should notify students interested in pursuing graduate or professional school programs after graduation that in many cases their undergraduate GPA is evaluated for **all** hours attempted and that this fact could affect their admission to such programs.
- (6) Transfer students who have been granted renewal at another institution must follow the application procedure if they wish to have their renewal status transferred to Tech. For more information contact Admissions.
- (7) A financial aid appeal form can be obtained from and submitted to the Financial Aid Office so that a student can be reconsidered for financial aid. This form is available online at <http://www.latech.edu/finaid/> by following the path 'Maintaining Eligibility', 'Satisfactory Academic Progress', and 'Reinstatement'.

### **III-9. ACADEMIC HONOR CODE**

Students at Louisiana Tech are expected to adhere to the concept of academic integrity. Academic integrity at Tech includes the principles of fairness, honesty, respect, responsibility, and excellence. To accomplish this purpose and to provide a mechanism for dealing with academic misconduct, the Academic Honor Code was implemented. The Honor Code discusses student expectations in maintaining a high standard of conduct in academic affairs, defines acts that are considered violations of the Code, presents the procedure to be followed if a violation occurs, details the compositions and duties of the Honor Council, and provides an avenue for appeals to the Honor Council decisions.

Advisors should be knowledgeable of the Academic Honor Code and should encourage students to read and ask questions about the Code. A copy of the Code may be found in the University Catalog, in the Student Handbook, in "Section VII: References" of this Advising Handbook, and on the web at <http://www.latech.edu/documents/honor-code.pdf>. A summary of the Code is also available in the Racing Form.

### **III-10. ADVISING THE STUDENT ATHLETE**

Today's student-athlete presents a true challenge to any academic advisor. Louisiana Tech, the

Western Athletic Conference (WAC) and the National Collegiate Athletic Association (NCAA) place additional academic requirements upon and restrict academic choices of student-athletes, thus they are held to a higher standard than non-athletes regarding their academic development.

There are three primary areas that affect student-athletes:

- course load
- credits earned
- percentage of degree program completed

**1. Satisfactory Academic Progress to Remain Eligible to Compete**

In order to maintain eligibility, student-athletes must demonstrate satisfactory progress toward graduation. Once a student-athlete has completed one academic year at Louisiana Tech or has utilized a season of eligibility in a sport, he/she must be in good academic standing and meet the following requirements for satisfactory progress to remain eligible to compete:

**Freshman** - Pass 24 hours toward a degree program if they are in a degree program (18 during academic year).

**Sophomore** - Pass 24 hours (18 during academic year) with at least a 1.80 overall GPA and file an Official Degree Plan by the end of the sixth quarter. Complete 40% of Degree Plan requirements by the end of this second year.

**Junior** – Pass 24 hours (18 during academic year) with at least a 1.90 overall GPA and complete 60% of Degree Plan requirements by the end of the third year.

**Senior (4<sup>th</sup> year)** - Pass 24 hours (18 during academic year) with a minimum 2.00 GPA and complete 80% of Degree Plan requirements by the end of this fourth year. All course work must be a requirement for the Degree Plan.

**Senior (5<sup>th</sup> year)** – All course work must be a requirement for the Degree Plan.

In addition to these requirements, the Western Athletic Conference (WAC) has a minimum cumulative grade point stipulation in order to remain eligible:

<u>Completed Quarters</u>	<u>Minimum GPA</u>	<u>Completed Quarters</u>	<u>Minimum GPA</u>
3	1.70	8	1.90
4	1.75	9	1.90
5	1.75	10	1.95
6	1.80	11	2.00
7	1.85	12	2.00
		13	2.00

**2. Additional NCAA Satisfactory Progress Requirements**

Student-athletes must also pass four hours (half of full-time minimum enrollment) toward their major each quarter to be eligible for subsequent quarters. Classes not represented in the required hours for the degree do not meet this requirement.

### 3. **Unique Situations for Student Athletes Advisors Should Understand**

#### (a) **The Academic Major Matters**

Student-athletes who have no declared major are usually advised by the Assistant Athletics Director of Academics, or the Academic Support Specialists for Athletics who are Basic and Career Studies advisors. Student-athletes who have a declared major of General Studies are advised by the Coordinator of General Studies (College of Liberal Arts) in concert with staff of the Athletic Academic Center. Student-athletes with majors other than General Studies are advised by faculty in the various academic disciplines. These faculty advisors should be in contact with the Assistant Athletics Director for Academics during the progression of that student's academic career.

#### (b) **Majors Requiring Extensive Lab Classes**

If a student-athlete has chosen a major that requires extensive laboratory classes, particularly laboratory classes that are offered only once or twice per year, that student will probably have difficulty graduating in a timely manner. This situation is exacerbated if the laboratory offerings coincide with the season of athletic participation. For instance, a football athlete, majoring in an area that requires classes with fall-only laboratory sections, may have to postpone such classes until his eligibility has ended. The athletic staff at Louisiana Tech is very cooperative working with such situations but sometimes conflicts are inevitable. These type situations are compounded with transfer students from junior or community colleges because of the percent completion rules listed above. The advisor should make an effort to work with the student and the athletic staff but in all cases should be forthright with the student from their first meeting. The statement may need to be made that: "You either need to forfeit some of your eligibility or count on spending extra time earning your degree." The Athletic Department provides some assistance in this regard by virtue of Fifth Year Aid. Fifth Year Aid may be approved by the Athletics Director in situations where the student is within 36 hours of graduation, has satisfactory class attendance, satisfactory study hall habits and has a cumulative GPA of 2.0. If classes are dropped while on fifth year aid, the student may be asked to reimburse the Athletic Department.

#### (c) **Credit for Athletic Participation**

Credit is given for participation in varsity athletics through the Department of Health and Exercise Sciences (College of Education). H&PE 114 (for freshmen), 115 (for sophomores), 116 (for juniors) and 117 (for seniors) are 2 hours a piece and may be repeated for up to 4 hours of credit toward graduation in General Studies or as free electives in curricula where free electives are available. These hours do count toward full-time enrollment status but **not** for eligibility, unless the student is majoring in Basic & Career Studies or can use them as free

electives in some other curriculum. These classes should only be assigned during the main season of competition, and can only be taken once per year

**(d) Changing Majors**

If a student-athlete desires to change majors, he/she must obtain a change-of-major form from the Athletic Academic Center and, once approved, submit it to the Registrar's Office.

**(e) ICP Program at Grambling**

Student-athletes are allowed to participate in the Inter-Institutional Cooperative Program with Grambling State University. This program permits student-athletes to take courses at Grambling, but advisors should be cautioned that these hours **do not** count toward full-time status at Tech and thus might cause eligibility problems. An advisor should check with the staff of the Athletic Academic Center before approving a student-athlete in the ICP program.

### **III-11. ADVISING STUDENTS WISHING TO PURSUE AN *MBA* UPON COMPLETION OF THEIR UNDERGRADUATE PROGRAM**

Students often inquire about pursuing a Master of Business Administration (MBA) degree upon completion of their undergraduate degrees. Advising students about the foundation courses required for admission to the MBA program and providing the opportunity to take some of these courses as electives will greatly benefit students in the long run. In some cases recent business experience and/or satisfactory performance on the GMAT can be used as a foundation for the MBA curriculum. Prospective students should contact the Associate Dean for Graduate Studies and Research in the College of Administration and Business for an assessment of their foundation needs. In general, each student must be computer literate and needs to have recent, college-level course work in the following foundation areas. The courses in parenthesis indicate courses offered at Tech that meets the foundation criteria.

**1. Foundation Courses Required for MBA**

Financial management and managerial accounting (ACCT 201 & 202, FINC 318)

Computer information systems (CIS 310)

Economics (ECON 215)

Human behavior in organizations (MGMT 310)

Domestic/global economic environments of organizations (MKTG 300)

Creation and distribution of goods and services (MGMT 333)

Statistics (QA 233)

Calculus and Linear Algebra (QA 390)

## 2. **Minor in Business Administration**

Students who are enrolled in curricula outside of the College of Business may pursue a minor in Business Administration by taking the following 7 courses (21 hours):

ACCT 201 & 202	FIN 318
CIS 310	MGMT 310
ECON 215	MKTG 300

## **III-12. BARKSDALE - ADVISING STUDENTS WISHING TO TAKE CLASSES AT BARKSDALE AIR FORCE BASE**

Louisiana Tech University has a contractual agreement with the United States Air Force to provide on-base courses and degree programs at Barksdale Air Force Base (BAFB) in Shreveport, Louisiana. While these programs are primarily for Air Force personnel, civilians are permitted to participate on a space-available basis.

### 1. **Undergraduate Degrees Available**

Associate of General Studies  
Bachelor of General Studies  
Bachelor of Science in Electrical Engineering Technology

### 2. **Masters Degrees Available**

Master of Arts in Counseling and Guidance  
Master of Arts in Industrial/Organizational Psychology  
Master of Business Administration

### 3. **Admission Rules for Undergraduate Students**

Undergraduate students desiring to take classes at Barksdale may do so in three admission classifications (to determine a student's admission classification, go to Screen 111 in the SCT system and view the "special program" blank on the right hand side of the screen). The three possibilities are:

- I. **BAB** - admitted to Barksdale Air Force Base (BAFB) **only** and not eligible to enroll in main campus classes, including those classes offered through distance education options (i.e. Web).

- II. **BSA** –the primary campus is Barksdale, but the student has met main campus admission criteria and is therefore allowed to enroll in classes at either Barksdale or the main campus.
- III. **Regular Tech Admission** –the primary campus is the main campus in Ruston, but the student is allowed to take classes at either the main campus or Barksdale. The “special program” field will be blank in this case.

#### 4. **Admission Rules for Graduate Students**

Graduate students pursuing one of the BAFB Masters degrees **must be unconditionally admitted to the Louisiana Tech Graduate School** and to the desired degree program on the main campus.

#### 5. **“Lessons Learned the Hard Way”**

Advisors should be aware of three situations that have led to confusion in the past:

- I. **Course Section Numbers** – All courses offered at BAFB will have a section number of 095, 096, or 097. Students will sometimes see available seats in a course with one of these section numbers and not realize they are only offered at BAFB and sign up for them thinking they are on-campus sections.
- II. **Web Registration** – Anytime main campus students sign up for a BAFB class, the system will block their ability to register for that class on-line. This should “force” them (hopefully) to go to the Registrar’s Office to have the class loaded manually. The blocking occurs to help ensure that the student knows the physical location of the class will be on the Barksdale campus. This face-to-face meeting with the Registrar’s Office also enables staff to tell students about dates/times for obtaining base passes. See below.
- III. **Base Passes** – Students who register for a BAFB class must obtain a base pass before they would be allowed to enter the base. These passes are available from VFW Post 5951 located at 1315 Northgate Drive, Bossier City, LA 71111. When main campus students go to the Registrar’s Office (see II above) they will be given information about the VFW and the dates/times the VFW will be open to issue passes. Passes are typically issued only one or two days each quarter and these days typically coincide with Barksdale registration days. Students who register for a BAFB class should be reminded to take their vehicle registration forms, proof of insurance and a valid driver’s license in order to obtain their passes.

Further information on the BAFB programs and faculty contacts is available directly from the web at [www.barksdale.latech.edu](http://www.barksdale.latech.edu).

### **III-13. SITUATIONS UNIQUE TO CERTAIN ACADEMIC PROGRAMS**

#### **1. Enrollment Policy in French and Spanish Courses**

Students who have completed two or more years of high school French or Spanish with a 'C' average or higher will not be permitted to enroll in 101 French or Spanish. They will have to enroll in an appropriate 102 course. Upon successfully completing the 102 course, they will be awarded credit for both 101 and 102. Contact the Department of Foreign Languages with any questions.