

# HANDBOOK for ACADEMIC ADVISORS

Chicago State University  
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Prepared by the University Advisors' Council  
Spring 2006

## **FORWARD**

This handbook is for the use of academic advisors. It was conceived and written by faculty and staff academic advisors in the colleges. The dedicated colleagues who helped write this handbook are members of the Advisors' Council: Ache Gana, Monique Germain, Dawn Liddicoatt, Nelly Maynard, Art Redman, Bernie Rowan, Lute Smith, and Marjorie Stinespring.

Arthur Redman and Bernard Rowan  
University Advising Co-Coordinators, Spring 2006

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## **PART I: ADVISORS AS PROFESSIONALS**

# **JOB DESCRIPTION—FACULTY ACADEMIC ADVISORS**

## **Counseling**

1) Advisors will assist students in long-range program planning. Before registration periods advisors will counsel students in the selection of courses and discuss related matters such as course prerequisites and course scheduling.

2) Advisors will be available at times as listed as “office hours” or by individual appointment to assist students during the semester in finding solutions to academic or personal problems.

3) Advisors will make an effort to engage in true “advisement” activities with each “advisee” once a year. Such activities include career counseling, personal growth counseling, and practice of listening/mentoring skills by the advisor.

4) Advisors will act as a resource for information/advice needed by students (e.g. financial aid, tutoring, counseling center, health center, etc.).

## **Paperwork/Formal Activities**

1) Advisors will keep records in the department or program office relating to each student’s progress toward graduation. These records will consist of some or all of the following: grade reports, check-list (or equivalent) of the departmental/program requirements, personal notes by the advisor, transfer or high school transcripts, and other pertinent academic information on the student.

2) Advisors will write letters of recommendation, contribute information to student petitions for readmission, and so on, as required by the specific situation or circumstance.

3) Advisors will update/maintain departmental/program files on students during the semester. Updating may include, but is not limited to: adding information on why students are withdrawing from the university, which courses are being dropped and why, when placement exams will be taken and the results of these exams.

## **Miscellaneous**

1) Advisors will make sure students are aware of the requirements for taking placement exams upon admission to the university. In addition, advisors will remind students that completion of developmental course requirements as specified by placement exam results is mandatory.

2) Advisors will be available, as required by an agreed-upon timetable, for course selection and other academic services during regular and late registration times. These times will encompass the 9 am-7 pm registration schedule during regular registration.

3) Advisors will be available during regular office hours or by previous appointment for course selection before and during “Advance Registration” periods. Advisors will be able to locate each student’s RAP on Banner so any student requesting registration may do so.

4) Advisors will familiarize themselves with the Banner Web Registration site and be able to answer questions for students concerning how to register “on the web.”

5) Advisors will be expected to assist the department/program chair in gathering and/or supplying information to or from students as needed for program evaluation, assessment, and other university business.

6) Advisors should send letters or make phone calls to new and re-entering students to welcome them into the department or program.

7) Advisors will maintain skills in advising by attending university-sponsored advisor training sessions and by being aware of the type of information available on Banner. All advisors must make sure they know how to access Banner information on students.

## **DEVELOPMENTAL ADVISING**

How do we as Academic Advisors work to empower our students?

We:

- Help students to be aware of their abilities, strengths and talents and encourage students to use them
- Promote the idea and reality of academic and personal excellence
- Encourage student motivation for self-improvement
- Present an organized and caring attitude about academic advising
- Build a respectful and professional relationship with students
- Help students face and deal with personal and academic setbacks utilizing on-campus resources whenever possible
- Assist students in career planning and personal resource development
- Present an example for students of academic integrity and excellence.

# **ROLES AND RESPONSIBILITIES OF STUDENTS IN THE ADVISEMENT PROCESS**

Students at Chicago State University recognize that a successful advisement relationship depends as much on their contributions as on the contributions of the faculty advisor. The following ideas were developed by students as preliminary guidelines for students in the advisement process.

## **Role of the Student**

- A. To seek out and be receptive to the advisor's assistance in
  - 1. Fulfilling appropriate course requirements in the major discipline and in related areas; and
  - 2. Developing immediate and long-range career goals that reflect a careful evaluation of one's interests and abilities
- B. To assist the advisor in establishing and nurturing a positive advisement relationship by
  - 1. Being honest and open with the advisor;
  - 2. Being honest with oneself;
  - 3. Being open-minded in discussions with the advisor;
  - 4. Realizing that the advisement relationship is a team effort; and
  - 5. Assuming a fair share of the responsibility in the advisement alliance.
- C. To be considerate of human error and respectful of the advisor's role as a helping agent.

## **Responsibilities of a Student**

- A. Demonstrate readiness for the advisement relationship
  - 1. Initiate meetings and set up appointments.
  - 2. Keep appointments.
  - 3. Contact the advisor if appointments cannot be kept.
  - 4. Come prepared to discuss academic issues, educational goals and career objectives.
  - 5. Bring appropriate materials to the appointment (i.e. exam results, evaluation forms, etc.)
  - 6. Use advisement time wisely.
- B. Demonstrate awareness of information available outside of the advisement relationship.
  - 1. Study the catalog, special departmental material, course listings and consult with other appropriate offices/individuals on campus to
  - 2. Keep abreast of University policies and requirements;
  - 3. Gain knowledge about requirements for the degree and major; and
  - 4. Acquire information about current and future educational and career options.
  - 5. Review points of information with the advisor to ensure clarity and accuracy, particularly with respect to changes in requirements, procedures and related matters.
- C. Demonstrate appreciation for the expertise of the faculty advisor.
  - 1. Consult with the advisor on special scheduling difficulties (e.g. closing of a required course, etc.).
  - 2. Permit the advisor to offer assistance in the shaping of educational and career goals.
  - 3. Utilize the advisor as a resource person for special problems associated with basic "survival" at the University.
  - 4. Discuss "non-academic" issues with the advisor (e.g. life planning, decision-making, life values, etc.)
- D. Demonstrate interest in developing one's full potential in the major.
  - 1. Accomplish better than minimum "required" grades.
  - 2. Keep the advisor apprized of progress in all courses.
  - 3. Become and remain involved in an on-going process of career and life planning.
  - 4. Evidence the importance of education to one's personal development (beyond vocational preparation).

(Developed by the Advisors Committee of the College of Arts and Sciences with help from students)

# LEGAL GUIDANCE FOR ACADEMIC ADVISORS

## **Required Guidelines for Academic Advisement**

- Please familiarize yourself with the Family Education Rights and Privacy Act (FERPA). The website is <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. Compliance in its fullest will ensure confidentiality of current and former students' educational records. Do not disclose sensitive and private information to others that may be detrimental to the student.
- Be cognizant of the University's, College, Department, and Program policies for all students. These policies should be updated and respected on a timely basis. These policies should be consistent internally and with federal and state laws. All policies should be reflected in the CSU catalog, student handbook, and department or program policy manual. Policies should be accessible to all students.
- Document and keep accurate records of advising sessions. Discuss these sessions with the student to ensure he or she understands the information covered.
- Be cognizant of and comfortable with your department's curriculum.
- Be truthful even when it might hurt the student's feelings, for example, the student has a GPA of 1.90 and thus does not qualify for admission into your program. Do not give false hope. If your program requires high grades in key courses, explain this to the student. Discuss his or her strengths and weaknesses in terms of making acceptable grades.
- Do not make promises to students that you are unable to keep; avoid situations where you could be charged with misleading the student.
- Know your limits as an advisor. Refer students to specific departments (Examinations, Counseling Center, Career Development, etc.) as needed.

## **Pitfalls and Problems that possibly have legal consequences**

- Guaranteeing admission to a specific program when a committee makes the decision, not the advisor or guaranteeing acceptance of a course taken off-campus, before you review the student's transcript.
- Promising you can get a grade changed instead of directing that student to the appropriate professor or academic committee.
- Promising students that certain courses will be waived when you as the advisor cannot make that decision.
- Assuring a student that the department will obtain or re-obtain its accreditation.

## **Additional Suggestions for Advising**

- Encourage students to consult catalogs, bulletins, student handbooks and manuals and keep your advisement session consistent with university or official publications. If changes have been made in your departmental requirements that do not yet appear in the catalog, be sure to inform affected students as soon as possible.
- If you have no knowledge or experience of the student's problems, tell the student so and refer him or her to the appropriate department that can help the student.
- If a student complains about your helping skills and effectiveness, explore these concerns with your chairperson, Advisors' Council, and/or College Coordinator.
- If you feel you have done all you can for the student and he or she is still upset, refer the student to your department chairperson and/or to the University Ombudsperson.

## **SUGGESTIONS ABOUT ACADEMIC RECORDS AND LEGAL RESPONSIBILITY**

FERPA (or the Buckley Amendment) exerts a two-fold influence on the delivery of advising services including:

- A student's right to access his or her own records and
- Assurance to the student that his or her university records are private.

Specifically:

1. A student may view his or her own academic file upon request to and in the presence of the departmental advisor and/or chair at least once a semester.
2. Any faculty or staff person (including student employees) may have access to the student files **ONLY FOR OFFICIAL UNIVERSITY BUSINESS** and after request to the department chair or academic advisor.
3. All departmental personnel (faculty, staff or student employees) will be informed of the student's rights under FERPA before being given access to the files.
4. Family members (e.g. parents or spouse) of a student **DO NOT HAVE AUTOMATIC ACCESS** to that student's records. Students must sign a waiver available in the Registrar's office to allow family access.
5. Information available through Banner is restricted to chairs, co-chairs, faculty advisors, and only other faculty and staff who have specific needs to access student records (e.g. for information to apply for grants, to write official university reports, etc.), on a need-to-know basis only. It is the responsibility of these individuals to insure and guard the privacy of student files and other electronic information relevant to student performance.

# NACADA CORE VALUES OF ACADEMIC ADVISING

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

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

## ***1) Advisors are responsible to the individuals they advise.***

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

## ***2) Advisors are responsible for involving others, when appropriate, in the advising process.***

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

***3) Advisors are responsible to their institutions.*** Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

***4) Advisors are responsible to higher education.*** Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) *Advisors are responsible to their educational community.* Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) *Advisors are responsible for their professional practices and for themselves personally.* Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

## EXPOSITION

*Core Value 1: Advisors are responsible to the individuals they advise.*

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.
- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.
- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
  - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
  - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
  - Advisors respect students' rights to their individual beliefs and opinions.
  - Advisors guide and teach students to understand and apply classroom concepts to everyday life.
  - Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
  - Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
  - Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
  - Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of

technology, personal relationships with students, privacy of student information, and equal opportunity.

- Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
- Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (FERPA).
- Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
- Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

*Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.*

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.
- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
  - advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
  - advisors can help the institution's administrators gain a greater understanding of students' needs.
- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

*Core Value 3: Advisors are responsible to their institutions.*

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.
- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.
- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.
- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.
- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.
- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

*Core Value 4: Advisors are responsible to higher education in general.*

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.
- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.
- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

*Core Value 5: Advisors are responsible to their educational community.*

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

*Core Value 6: Advisors are responsible for their professional practices and for themselves personally.*

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution that can keep their interest high, hone professional skills and advance expertise within specific areas of interest.
- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain listen and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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Taken from NACADA. (2004). NACADA Statement of Core Values of Academic Advising. Retrieved -insert today's date- from NACADA Clearinghouse of Academic Advising Resources Web site:

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>

## THE BANNER COMPUTER SYSTEM

BANNER is the commercial name for a software package provided by SCT that is used across the U.S. in academic institutions to handle the student database, registration, and related administrative tasks. In addition BANNER is being used at CSU to handle general university administrative functions relating to payroll, bill payment, and so on.

The BANNER system was introduced at CSU in 1996 at which time new and continuing student information was loaded into the database. Since then just about every year an updated version has been installed—we are presently (spring 2006) using version 6.0.

HELPDESK: Ext 3963 in LIB 122.

ACCESS TO BANNER: The information on the BANNER system is needed by academic advisors and the university provides BANNER access to all academic advisors and chairs via two types of portals.

- NOVELL access is available on your desktop computer through the university's network and requires IT to provide it. Contact Diane Conatser (x2163; [ds-conatser@csu.edu](mailto:ds-conatser@csu.edu)) to start the process rolling. NOVELL access requires updating of your password every six weeks; however, the BANNER password can remain the same. The university is probably going to phase out NOVELL access to BANNER in the near future and go 100% to WEB access due to the cost of maintaining the NOVELL system.
- WEB access is now available to everyone who has BANNER access via NOVELL, since at the time NOVELL access was set up for you, **both** a NOVELL password **and** a BANNER password had to be assigned (that is, two different passwords). Only your current BANNER password is required for log in when using WEB access to BANNER (that is, only one password is needed). Go to <http://inb6.csu.edu>. You will have to download OracleJInitiator 1.1.8.19 to use BANNER on the WEB. However, this opportunity is part of the portal process. After the Oracle software is loaded on your PC, you will need to exit your web browser and then restart the browser. From then on the webform address will open the BANNER password page to you. The advantage is, of course, that you can access BANNER at home as well as anywhere that the web is available. The process for MAC computers is slightly different; however, when you go to the inb6 address, connection information is there for MAC computer users.

BANNER HANDBOOK: If you are a new advisor and need a Banner Handbook for academic advisors, contact Diane Conatser (x2163). She has been distributing the handbook, Vol. I and Vol. II (for Banner 6.0) for the past year.

BANNER TRAINING: Contact your College Advising Coordinator to set up training sessions. Former advisors in your department or the department chair may also be able to assist you.

DIRECT ACCESS: You can go to specific useful BANNER forms directly if you know the name of the form. A list of useful forms for Direct Access follows.

# DIRECT ACCESS TO BANNER FORMS

## *FROM THE MAIN MENU*

When you first log on to Banner, there is a box near the upper right labeled Direct Access. If you know the code name of the form you want, enter the letters (e.g. SPAPERS) in the Direct Access box and press Enter.

## *FROM AN ACTIVE BANNER FORM*

If you are in a form and wish to invoke another form without exiting your current form, you can perform the following steps.

1. Click on the word Action which is the first entry on the menu bar. This appears right below the Banner 2000 title bar.
2. Click on the first entry in the Action menu labeled Direct Access. This will activate the form called GUAPARM.
3. Enter the name of the form you want and press Enter or click on the START button.
4. If you change your mind about what to enter, click the CLEAR button to start over.
5. If you want to EXIT without invoking a form, click on the EXIT button.

Below are the names of the forms in the order they appear in the Faculty View menu together with hints about their uses.

How do I

Find the address and telephone number?	SPAIDEN Identification Form
Find persons by name and/or ID number?	SOAIDEN Person Search Form
Look at a person's demographic data?	SPAPERS General Person Form
When a student has been registered?	SGASADD Add Stu Inf Form
Get an overview of student data?	SGASTDQ Gen Stu Summary Form
Find a student's major(s) and minor(s)?	SGASTDN Gen Student Form
Look at a person's high school info?	SOAHSCH High School Inf Form
Look at a person's test scores?	SOATEST Test Score Inf Form
Get an overview of the courses a student has taken?	SHACRSE Course Summary Form
Look at a student's courses	SHASUBJ Subject Seq Hist Form
Look at a student's courses by term?	SHATERM Term Seq Hist Form
See if a student has graduated?	SHADGMQ Degree Summary Form
Look at a person's holds?	SOAHOLD Hold Information Form
Get an overview of a student's registration for a term?	SFAREQQ Regist Query Form
Locate open sections or	SSASECQ Sched Sect Query Form
Find the section number?	
Look at a class roster?	SFASLST Class Roster Form
Find when and where a section is being given?	SSASECT Schedule Form
Find faculty schedules?	SIAASGQ Fac Sched Query Form
Change my password?	GUAPSWD Oracle Pswd Chg Form
Change my personal menu?	GUAPMNU Personal Menu Form
Look up a student's RAP?	SPAAPIN Alt Per Id No

## CAPPS---Evaluation of Student Records

To use the automatic student evaluation capability, log onto BANNER much in the same way as you do for turning in grades.

1. From your internet browser, go to the CSU website by invoking [www.csu.edu](http://www.csu.edu) (not case sensitive.)
2. Click on the **CSU X-press** area. This has a background which looks Banner-like.
3. Click on **Enter Secure Area** to get the logon page.
4. You may need to scroll down the page to get to the place to logon. Enter your **User ID** (SSN) and **PAC**. As with students, your PAC initially is your birthdate DDMMYY. As with students, the PAC is supposed to expire immediately and you must choose a different sequence of 6 digits or letters as your PAC.
5. When you have entered the appropriate information, click the **Login** button.
6. Choose the **Faculty Services** file.
7. Choose the **Advisor Menu**.
8. Select a term by first invoking the **Term Selection** option and then choosing a term from the pull down menu. Click on the **Submit** button to complete the process. You will then be returned to the Advisor Menu.
9. You are now ready to choose a student by first choosing the **ID Selection** option.
10. You can either use the student's ID (SSN) or you can enter the student by name. The same wild card rules apply, but the selection process is a little different. After you have entered either the SSN or enough of the name, click on the **Submit** button. You will not automatically be transferred to the form you want.
  - a) Selection by social security number---You must click the **Submit** button in order to verify the name of the student.
  - b) More than one student with the name conditions specified---In the case there is more than one name which satisfies the conditions you have specified, you will get a field with an **arrow** indicating there is more. Choose the student you want and then click the **Submit** button.
  - c) Only one student with the name conditions specified---Even if there is only one name which satisfies the conditions you have specified, you have to submit the name. Click on the **arrow** to make sure there is only one name and then click the **Submit** button.You are then returned to the Advisor Menu.
11. Choose the **Degree Evaluation** option. This gives you a form which gives the program, the catalogue year, the major and department.
  - a) Program is indicated---If the program is listed, you can click on **Generate New Evaluation** which is at the very bottom of the page. This does not immediately give you the evaluation form, but gives you an intermediate form which must be filled out.
    - i) Click the **radio button** (little circle) next to **Program**.
    - j) Choose the **Term**.You are now ready to click the **Generate Request** button. **This may take a very long time.**

## CAPPS---Evaluation of Student Records

- b) Program is not indicated---In case, for some reason, the program is not filled in, you can still use the degree audit, but it cannot be by Generate New Evaluation. You must use the **What If Analysis** option at the bottom of the page next to the Generate New Evaluation option. You will be asked to
- i) **Select a term** and click the **Continue** button, then
  - j) **Select a program** from the pull down menu and click the **Continue** button and finally
  - k) **Select the First Major** (Option) and click the **Submit** button.
- You are now ready to click the **Generate Request** button. This may take a very long time.
12. The next form is called the Degree Evaluation Display Options form. You may choose from three options.
- a) **General Requirements**---This gives the courses a student has taken at Chicago State and which requirements have been met.
  - b) **Detail Requirements**---This is the option you will probably use most. It gives specific requirements and whether or not they have been met. Also, it will indicate transfer credits as well as those taken at CSU.
  - c) **Additional Information**---So far, this is incomprehensible.
- In addition, if you want to print the results, choose the **Printer-friendly version** box as well as one of the three requirement options. After you have selected the display, click the **Submit** button. The student's record is displayed and eventually, there will be an audit of the degree requirements.

See the Appendix to this handbook for the course adjustment form (which also may be found at <http://www.csu.edu/provost/AcademicDevelopment/academicevaluation/>), as well as for the sample letter sent to transfer students and a sample online transcript of official student credits.

Also see the following page for a chart of Office of Evaluations contact staff as of Spring 2006.

## Academic Evaluations & Advisement Reference Chart

EVALUATORS	As of Sp 2005	As of Sp 2006	As of Sp 2007	As of Sp 2008	As of Sp 2009
BRENDA DIXON (ext. 3615)	COE*	COB*	CAS:BS*	CAS:BA*	COE*
ROMONA ADAMS (ext. 3634)	CAS: BA*	COE*	COB*	CAS:BS*	CAS:BA*
MICHAEL DAVENPORT (ext. 3616)	CAS: BS*	CAS:BA*	COE*	COB*	CAS:BS*
BETTIE DURRANI (ext. 3617)	COB*	CAS:BS*	CAS:BA*	COE*	COB*
MARY BUTLER (ext. 3570)	COH/ ICP/UWW	COH/ ICP/UWW	COH/ ICP/UWW	COH/ ICP/UWW	COH/ CP/UWW

For **Graduation Audit** issues, please contact the appropriate staff member according to college:

CAS = COLLEGE OF ARTS & SCIENCES

COE = COLLEGE OF EDUCATION

COB = COLLEGE OF BUSINESS

COH = COLLEGE OF HEALTH SCIENCES

ICP/UWW = INDIVIDUALIZED CURRICULUM/UNIVERSITY WITHOUT WALLS

\*BOG-BOARD OF GOVERNORS

BOG will be divided among Evaluators to balance the Graduation Audit load).

For **Evaluations** and **other issues** related to students' records, please contact the staff member according to students' last name:

The forms are forms and	BRENDA DIXON (ext. 3615)	A-F	following PDF fill can be
	ROMONA ADAMS (ext. 3634)	G-L	
	BETTIE DURRANI (ext. 3617)	M-Q	
	MICHAEL DAVENPORT (ext. 3616)	R-Z	
	LOUIS FERGUSON (ext. 3832)	Diplomas and Major/Minor changes	
	MARIE SULLERS (ext. 2520)	General Information	

downloaded or completed on the desktop:

- [Academic Petition](#)
- [Appointment Update](#)
- [Graduation Application](#)
- [Major/Minor Change](#)
- [Course Adjustment Form](#)

The forms can be accessed via our web page at:

<http://www.csu.edu/provost/AcademicDevelopment/academicevaluation/>

From CSU homepage, click on the A-Z List then select [Academic Evaluations and Advisement](#). Forms appear at the bottom of the web page.

**PART II: university-wide regulations and issues  
affecting advising**

# ACADEMIC REGULATIONS

## A. ACADEMIC SKILLS PROGRAM

- **WHO** Degree seeking freshmen and transfer students (see waivers below) must take the
- **WHAT** University Qualifying Examinations in English, reading and mathematics
- **WHEN** by the end of the first term in residence.

None of these students will be allowed to register for a course which has as prerequisite successful completion of the university qualifying examinations without having taken the appropriate examination.

### Examination Waivers

Students NOT required by the University to take the University Qualifying Examinations are:

- (1) Students at large. However, if enrolled students at large transfer into degree programs, placement examinations will be required, except for students who meet criteria (2), (3), and (4) below.
- (2) Students seeking a second degree (baccalaureate or higher).
- (3) Graduate students, including past baccalaureate students seeking teacher certification.
- (4) Undergraduate students majoring in a bachelor's degree program leading to teacher certification, providing they can document having passed the Illinois Certification Test of Basic Skills (ICTBS) at the time of their admission to the university.
- (5) Students who pass the ACT Compass reading and mathematics examinations at another college or university will be waived, if the scores are approved at the same passing level as required by Chicago State University.

Although the University will not require placement examinations, individual departments may require that all students satisfy prerequisites including successful completion of the University Qualifying Examinations. Thus Examination Waivers apply only to University Requirements (not necessarily department, college, or individual program requirements).

### Retake Policy

Effective Fall 2004, students who fail a placement examination on the first attempt may automatically retake it, but ONLY during the first semester in residence at Chicago State University. Students are assessed a \$25 retake fee for EACH University placement Examination (English, mathematics, or reading) which must be paid at the Cashier's Office (ADM 210).

Students who earn an "A" in developmental mathematics courses are permitted to retake the mathematics placement examination without charge. Depending on the new scores, these students may be placed into a higher level mathematics course.

## ACADEMIC REGULATIONS

In order for students to receive appropriate instruction, as well as to reduce students' abuse of the process, the following conditions are stipulated relative to the examination retake procedure:

- Students who do not pass an examination on the first attempt may retake it during their first semester in residence at CSU. After the first semester, students must petition to retake each examination. Students must pay a \$25 retake fee for each examination.
- Students who do not pass an examination on the second attempt will be required to register for the appropriate developmental course during the following semester. Policies in place that prevent a student from registering for courses owing to not having completed developmental courses will be strongly enforced.

Academic skills courses are: ENG 123, 124, MATH 090, 095, 098, READ 150 and CSU 090. Freshmen who fail two or more university qualifying examinations are required to take CSU 090.

- Students needing any academic skills courses must register for **at least one** academic skills course each semester after taking the placement examinations.
- Dropping all academic skills courses in a given semester will result in total withdrawal from the University.
- A student who receives **two F's or I's** in the same academic skills course will be considered to be making unsatisfactory academic progress.
- A student who receives **four F's or I's** in the same academic skills course will be dismissed from the University.
- A student who fails the exit examination for an academic skills course **six** times will be dismissed from the University.
- Students must complete all academic skills courses by the time they complete 45 hours of courses. Failure to do so will result in not being able to register for any courses until registering for all academic skills courses.

### B. HIGH SCHOOL DEFICIENCIES

- Effective immediately, Social Sciences 097 and Natural Sciences 097 will no longer be offered. Students with high school deficiencies should be advised to take an additional social or natural science course, as the case may be. If you have questions, contact the University Advising Coordinator.
- All students with high school deficiencies are required to take CSU 090.
- Registration and withdrawal from high school deficiency courses follows the same rules as for academic skills courses.

# ACADEMIC REGULATIONS

## C. ACADEMIC STANDING

- **GRADE POINT AVERAGE** A student must maintain a CSU grade point average (GPA) of 2.00 or better to be considered in good standing. CSU grade point averages are computed using **only graded credit hours earned at Chicago State University**. Courses in which the grade is P, W, I, W/P, W/F are not included in the computation of the grade point average.
- **PROBATION** Students with a grade point average of less than 2.00 will be placed on academic probation.
- **REPEATED COURSES:** A student may repeat a course and have the highest grade earned count toward the cumulative grade point average. **PLEASE NOTE:** All grades earned from any course attempted **more than three times** will be counted toward the grade point average.
- **SATISFACTORY ACADEMIC PROGRESS:** A student who is on academic probation will be allowed to register if there is satisfactory academic progress. Satisfactory academic progress will be considered
 

GPA	Credit Hours Attempted
1.80	hours $\leq$ 30
1.90	30 < hours $\leq$ 60
2.00	60 < hours

Only courses taken at CSU will be used to determine satisfactory academic progress.
- **DISMISSAL FOR POOR SCHOLARSHIP:** The following constitutes poor scholarship
  1. Failure to maintain satisfactory academic progress, as defined above
  2. Two consecutive terms with no completion of attempted coursework.
- **REINSTATEMENT:** Students who have been dismissed for poor scholarship may petition for reinstatement after one or more terms. A petition for reinstatement must contain documented evidence that the student now has the ability and desire to compete a program of study.

## D. REGISTRATION AND WITHDRAWAL

- **COURSE LOAD** A student may register for
 

GPA	Credit Hours	
	<u>18 week term</u>	<u>summer term</u>
<2.00	12 hrs or 4 courses	6 hrs or 2 courses
$\geq$ 2.00	16 hrs	6 hrs or 2 courses
$\geq$ 3.00	18 hrs (with dean's approval)	9 hrs (with dean's approval)

## ACADEMIC REGULATIONS

- CLASS ATTENDANCE Students **may** be dropped from a course until the Wednesday of the 4<sup>th</sup> week of classes for
  1. not attending the first day of class.
  2. missing the equivalent of two weeks of classes.

However, students should not assume an automatic drop from a course for non-attendance.

- WITHDRAWAL FROM COURSES: Students may drop courses with a grade of W until the Wednesday of the 4<sup>th</sup> week of classes in an 18 week semester, and until the Friday of the 2<sup>nd</sup> week of classes during a summer term.

Instructors may drop students for non attendance during the withdrawal period.

After the submission of midterm grades, a student may request to drop from a course with a grade of either W/P or W/F. Such a withdrawal requires the instructor's signature and must be submitted by the date published in the *Class Schedule Bulletin*.

- NON ATTENDANCE GRADES: Instructors may assign grades of WA or WN to students who stop attending class. These grades have the meanings:  
WA---The student attended at least one session of class.  
WN---The student has never attended any classes.

### E. GRADUATION REQUIREMENTS

- CATALOGUE: Students are governed by the academic regulations which are in force at the time of first matriculation. Students will be governed by a later catalogue when
  1. The student **elects** to follow a later course of study. When a student so elects, **all** the new regulations must be followed.
  2. A student does not register for **two** or more consecutive long terms. Upon reentry to the university, the student must follow all regulations of the catalogue in force at time of readmission.
  3. A student changes major to an education major. In this case, the student will be governed by the catalogue in effect at the time of the change.
- UNIVERSITY REQUIREMENTS: See the appropriate catalogue for specific university graduation requirements. Currently, the index listing is under Graduation Requirements.
- COLLEGE REQUIREMENTS: See the appropriate catalogue for specific college graduation requirements. These are listed at the beginning of the listings for each college. Requirements differ for each college.

## ACADEMIC REGULATIONS

- DEPARTMENT REQUIREMENTS: Additional general education as well as major requirements may be imposed by individual departments. If a student is contemplating a change in program, emphasize that there may be requirements in addition to the major requirements.
- APPLICATION FOR GRADUATION: A student must apply for graduation before a degree will be granted. If the student applies one term and is unsuccessful, a second application must be made in a subsequent term. Deadlines for application are enforced, and failure to comply with the deadlines will mean the student does not graduate that term.
- MINORS: To obtain a minor, a student must declare a minor, and complete all requirements for the minor **before** graduation.
- SECOND MAJOR Students may pursue dual majors. To obtain two majors, a student must declare both majors and complete the requirements for both programs **before** graduation.
- SECOND BACCALAUREATE DEGREE Students who have already received a bachelor's degree from an accredited institution may receive a second degree. In order to do so, a student must meet all the requirements for the second degree and there must be a minimum of 33 hours in the second degree beyond the first degree.

## EXAMINATIONS

Once accepted for admission to Chicago State University, all freshmen and transfer students must take the university qualifying examinations in English, reading, and mathematics by the end of their first term in residence. **Advisors' note: you may need to reinforce this with your students; there will be a hold placed on their second-semester registration if they do not comply.** All students must either meet minimal requirements of the university qualifying examinations in English, mathematics, and reading or enroll in the appropriate developmental course(s). **Note: required developmental courses will also appear as registration holds.**

### Examination Waivers

Effective Fall 2004 for all students (new, continuing and returning), university placement examinations are waived for the following categories of students.

1. Students at large. However, if enrolled students at large transfer into degree programs, placement examinations will be required, except for students who meet criteria 2, 3, and 4 below.
2. Students seeking a second degree (baccalaureate or higher).
3. Graduate students, including past baccalaureate students seeking teacher certification.
4. Undergraduate students majoring in a bachelor's degree program leading to teacher certification, providing they can document having passed the Illinois Certification Test of Basic Skills (ICTBS) at the time of their admission to the university.
5. Students who pass the ACT Compass reading and mathematics examinations at another college or university will be waived, if the scores are approved at the same passing level as required by Chicago State University.

Examination waivers apply only to university requirements. **Departments and programs retain the option of requiring successful completion of one or more of the qualifying examinations** as a condition of program completion or as prerequisites for course offerings.

### **Retake Policy**

Effective fall 2004, students who fail a placement examination on their first attempt may automatically retake it only during their first semester in residence at Chicago State University (CSU). Students are assessed a \$25 retake fee for each university placement examination (English **or** mathematics **or** reading) which must be paid at the cashier's office (Cook Administration Building, room 210).

Students who earn an "A" in developmental mathematics courses are permitted to retake the mathematics placement examination free. Depending on their scores, these students may place into a higher level mathematics course.

## EXAMINATIONS

In order for students to receive appropriate instruction, as well as to reduce students' abuse of the process, the following conditions are stipulated relative to the examination retake procedure:

1. Students who do not pass an examination on their first attempt may retake it during their first semester in residence at CSU. After the first semester, students must petition for a retake of each examination. If the petition is granted, students must pay the \$25 retake fee.
2. Students who do not pass an examination on the second attempt will be required to register for the appropriate developmental course during the following semester. Policies in place that prevent students from registering for courses if students have not completed the required developmental courses will be strongly enforced.

### English Qualifying Examination

Entering students with no credit in composition must take the English Diagnostic Examination. Students taking that examination who meet placement requirements will enroll in ENG 127, Composition I. Students who do not meet placement requirements must enroll in ENG 123, Writers' Workshop I. Upon successful completion of ENG 123 or 127, students will receive three credit hours in composition and enroll in ENG 128, Composition II. **Note: therefore, students who have completed ENG 123 do NOT enroll in ENG 124, however logical that might seem! See below for ENG 124.**

Students wishing to transfer three to four credit hours in composition must take the English 127 Placement Examination (noted as such on the Examinations Screen). Students who pass the examination will receive transfer credit for ENG 127, Composition I, and will enroll in ENG 128, Composition II. Students who do not pass the examination must enroll in ENG 123, Writers' Workshop I. Upon successful completion of ENG 123, students will receive credit for Composition I and will then enroll in ENG 128, Composition II. **Note, once again, that ENG 124 does not follow ENG 123.**

Students wishing to transfer five to six credit hours in composition must take the English 128 Placement Examination (English Qualifying Examination). Students who pass the examination will receive transfer credit for six hours in composition. Students who do not pass the examination must enroll in ENG 124, Writers' Workshop II. Upon successful completion of ENG 124, students will receive their six credit hours in composition.

In all three examinations the student is expected to write an essay in response to a matter of general interest. The student may bring a dictionary and an electronic spell check device.

**Note: students enrolled in ENG 123, 124, 127, or 128 must pass the course exit examination to receive a passing grade and credit for the course. Also, those upper-division classes that have "completion of the English Qualifying Exam" or "successful completion of the English Qualifying Exam" as a prerequisite are referring to the exam taken at the completion of ENG 124 or 128 or the equivalent.**

**(continued next page)**

## EXAMINATIONS

**Any questions about the English Examinations or English composition courses should be referred to: Michael Cronin, Director of Composition, x4456; or Mary Ann Ryan, Assistant Director of Composition, x2467.**

### **Mathematics Qualifying Examination and Developmental Courses**

The examination is a computerized test comprised of three portions (all within one test), Basic Mathematics, Pre-algebra, and Algebra. Students may bring a calculator. Students who do not place out of Basic Mathematics are required to take Math 090 (also called Basic Mathematics). Students who do not place out of pre-algebra are required to take Math 095 (Basic Algebra), and students who do not place out of algebra are required to enroll in Math 098 (Intermediate Algebra with Support). Students who place out of the three areas may proceed to college-level mathematics courses (MATH 121, 123, 140, or 162).

Since Fall 2000, failing grades in MATH 090, 095, and 098 affect a student's GPA. However, students who are close to passing may receive a grade of Incomplete (I), but this will turn into an F if the course is not passed after two terms. (See the *Catalog* for details.)

Since January 2005, the University implemented a new policy for mathematics placement testing. See the guidelines below and advising grid at the end of this Examinations section.

**Additional notes: Students may not register for any mathematics, computer science, chemistry, or physics courses until they have taken the Mathematics Qualifying Examination and have passed the examination or the appropriate academic skills mathematics courses. Certain classes in biology, botany, physiology, and zoology also have a prerequisite of successful completion of the mathematics qualifying examination; consult your catalog. Any questions concerning the Mathematics Examination or developmental math courses should be referred to Dr. Howard Silver, Chair, Department of Mathematics & Computer Science, x2102.**

### **MATHEMATICS PLACEMENT TESTING POLICY GUIDELINES**

1. This policy is effective Jan.1, 2005
2. This policy has been developed in order to address student and faculty concerns with regard to transfer students who transfer in one or more math courses from other accredited academic institutions.
3. Attached is an advising grid to aid students and advisors in determining which option of the testing policy they should follow.
4. In order for a transfer mathematics course to count for purposes of this policy, the student must have received at least a "C" in the mathematics course being transferred.
5. Students currently in Math 090 or 095 who qualify for Option #1 on the advising grid need not continue in the sequence once they have successfully completed the course they are already in (i.e. a student in Math 090 need not take 095 or 098, a student in 095 need not take 098). (CONTINUED NEXT PAGE)

6. Students currently enrolled in Math 090, 095 or 098 must complete their course with a passing grade since they began the course prior to the implementation of this policy.
7. Students who currently have an “F” or an incomplete in Math 090, 095 or 098 must complete that course with a passing grade since they began the course prior to the implementation of this policy.
8. Students who currently qualify for option #1, but who at some point in the future change their major to one which would put them in option #2 will have to take the placement exams at such time as they change their major.
9. Students who enrolled prior to January 1, 2005 who wish to take advantage of the new math testing policy that takes effect Jan. 1, 2005 will also be subject to all other policies effective in the University Catalog as of Jan.1, 2005 and will be required to sign a form indicating their understanding of this condition.
10. As with any other academic policy, if a student has an unusual situation, s/he may petition for special consideration, using the academic petition process which already exists.

# NEW MATH PLACEMENT POLICY

Situation	Action
<p><b>1. Student needs to take math at CSU or a course with a math pre-requisite. <i>[All freshman and many transfer students will be in this category.]</i></b></p>	<p><b>1. Student must take placement test and follow recommendations.</b></p>
<p><b>2. Student needs no more math at CSU or any course with a math pre-requisite. <i>[Some transfer students will be in this category.]</i></b></p>	<p><b>2. Student need not take the placement test.<sup>1</sup></b></p>

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<sup>1</sup> If an existing student is into Category 2 and chooses this option, then s/he must also follow all 2005 catalog requirements.

## EXAMINATIONS

### Reading Qualifying Examination

The Reading Examination is a computerized reading achievement test that assesses two areas of reading: vocabulary and comprehension. Students who fail the examination are required to enroll in READ 150 (Advanced College Reading Skills). This course will provide the student with the necessary reading instruction to assist in the successful completion of the Reading Examination, which is given at the end of the course and must be passed in order to receive a passing grade and credit for the course. Students who pass the Reading Exam have no further requirements in reading.

**Note: Several departments forbid students to take certain of their classes, usually upper-division, until they have passed the Reading Exam. In general, these classes are listed in the *Class Schedule Bulletin* and in the *Catalog*. Any questions concerning the Reading Examination or READ 150 should be referred to Virginia-Ellen Jones, Chair, Department of REEL, x2089.**

### Enforcement of Academic Policies

**Placement Examination Policy:** All students must take their exams within their first term of attendance. Placement exams are available frequently during each month (CALL THE EXAMINATIONS OFFICE, 995-2481, FOR A SCHEDULE OF SPECIFIC DATES or check the CSU website- click A-Z listing on the CSU home page, then click on Examinations) at the examinations/testing assessment center (currently the **Faculty Development Computer Room, LIB 119**. In the future there will be a special room in the remodeled RUC building). Every student can be expected to take the exams as soon as possible after admission.

**Withdrawal from Academic Skills Courses Policy:** Any student dropping all of his/her required Academic Skills Course (MATH 090, 095, 098; ENG 123, 124; READ 150) will be withdrawn from the University. Taking these courses is a condition of the student's registration. This also applies to students dropped for non-attendance by their instructors.

**Repeat Policy for Academic Skills Courses:** Any student who received two F's or I's in an academic skills course (MATH 090, 095, 098; ENG 123, 124; or READ 150) will be considered to be making unsatisfactory academic progress and will be referred to the Counseling Center for academic counseling. A student who receives four F's or I's in any one of the above academic skills courses or who has failed the exit exam for any one of the above academic skills courses a total of six times will be dismissed from the University.

## EXAMINATIONS

**Incomplete Policy for Academic Skills Courses:** The English, Mathematics, and Reading departments may award the grade of I for the following courses: ENG 123, 124, 127, 128; MATH 090, 095, 098; and READ 150. The grade of I is awarded with the following conditions:

- 1) A student must have successfully completed (passed) at least 50% of the requirements for the course.
- 2) During the time a student has a grade of I in any of these courses, the student is limited to a course load of not more than 13 credit hours per semester.
- 3) If a student has not completed the course requirements by the end of the two long terms after receiving the grade of I, the grade automatically changes to the grade of F.

**Prerequisite Policy:** Students will be administratively dropped from ENG 124, 127, 128, 228, 279 and 280; SPCH 221; MATH 095, 098, 121, 123, 140, and 162; and CPTR 106 for failing to meet exam or course prerequisites. Please check prerequisites carefully.

**SOATEST pre-requisite indicator**—If a student has successfully completed all placement exams and/or the required developmental courses, then the Examinations Office staff inserts 1's in the "pre-requisite indicator" lines usually at the very top of the SOATEST chart. Thus for graduation, a student must have the following on SOATEST:

**EMAT Eng pre-requisite indicator 1**

**MMAT Math pre-requisite indicator 1 1 1**

**RMAT Read pre-requisite indicator 1**

If the requirements have not been met, then a 0 appears instead of a 1, for example, Math pre-requisite indicator 1 1 0 indicates the student must complete Math 098 before taking any other CSU math courses and must complete this requirement before graduation.

If you find a SOATEST form for a student you are advising that has not been updated with the "pre-requisite indicator" notation, but still has the P or F notations, please **call the Examinations Office at x2481 and request the SOATEST form be updated for that student.**

## GENERAL EDUCATION

Students must complete both University and College general education requirements. Be sure the student satisfies the requirements which are in force for the student. An absence of two or more consecutive long terms will require a new set of regulations. If a student elects to satisfy later regulations than the catalogue of matriculation, **all** regulations must be satisfied.

### UNIVERSITY GENERAL EDUCATION

#### BEFORE FALL 1997

Composition (ENG 127(123) and 128)	6 credit hours
Humanities	6 credit hours
Mathematics	3 credit hours
Social Science	12 credit hours
Natural Science	12 credit hours
Total	39 credit hours

NOT satisfied by an A.A. or A.S.

### UNIVERSITY REQUIREMENTS

#### FALL 1997-SPRING 2002

Satisfied by **A.A. or A.S.**

(College and Department requirements are **Not** Satisfied by A.A. or A.S.)

#### **CORE REQUIREMENTS (6 credit hours)**

Composition (ENG127 (123) and 128)	6 credit hours
Mathematics/Critical Thinking	6 credit hours
6 credit hours from	
MATH 121      MATH 141      MATH 171      MATH 261	
MATH 123      MATH 162      MATH 209      MATH 262	
MATH 140      MATH 163      MATH 214	

**OR**

3 credit hours from the above list and 3 credit hours from			
ECON 100	FIN 101	PHIL 204	PH S 108
ENG 145	GEOG 100	PHIL 221	POL 100

#### **GENERAL REQUIREMENTS (27 credit hours)**

Mathematics/Natural Science	9 credit hours
Including 3 hours biological science	
3 hours physical science	
at least one laboratory course	
Humanities	9 credit hours
Social Science	9 credit hours

## **GENERAL EDUCATION**

**9 credit hours of the general requirements must be chosen from**

Humanities	Social Science	Natural Science
ART 100	ANTH 101	BIOL 107
ART 202	ANTH 250	BIOL 108
ENG 215	ECON 101	BIOL 119
ENG 241	ECON 102	BIOL 140
FREN 212	GEOG 101	PH S 100
MUS 134	GEOG 111	PH S 101
MUS 216	HIST 131	PH S 113
PHIL 203	HIST 220	PH S 114
PHIL 208	POL 101	
SPCH 203	PSYC 141	
SPCH 221	PSYC 217	
SPAN 219	SOC 101	
H SC 220	SOC 202	
HPR 220	H SC 220	
	HPR 220	

### **UNIVERSITY REQUIREMENTS**

FALL 2002-Spring 2006

Satisfied by **A.A. or A.S.**

(College, Department, & Foreign Language requirements **Not** Satisfied by A.A. or A.S.)

#### **CORE REQUIREMENTS (6 credit hours)**

Composition (ENG127 (123) and 128)

6 credit hours

Mathematics/Critical Thinking

6 credit hours

6 credit hours from

MATH 121

MATH 141

MATH 171

MATH 261

MATH 123

MATH 162

MATH 209

MATH 262

MATH 140

MATH 163

MATH 214

**OR**

3 credit hours from the above list and 3 credit hours from

ECON 100

GEOG 100

PHIL 221

POL 100

ENG 145

PHIL 204

PH S 108

#### **GENERAL REQUIREMENTS (27 credit hours)**

General education requirements are restricted to 100 and 200 level courses from the disciplines listed below. Some courses are specifically excluded from general education in the catalogue description and cannot be used.

## GENERAL EDUCATION

- Mathematics/Natural Science 9 credit hours  
[Biology (except BIOL 160), Botany, Chemistry (except CHEM 160), Computer Science (except CPTR 180), Mathematics (except MATH 180), Physical Science, Physics (except PHYS 160), Zoology]  
Including 3 hours biological science  
3 hours physical science  
at least one laboratory course
- Humanities 9 credit hours  
(Art, English, Speech, African Languages, Arabic, Chinese, French, German, Japanese, Russian, Spanish, Philosophy, Music)  
Including 6 hours of a single foreign language  
(not AF L 110, FREN 212, or RUS 120)
- Social Science 9 credit hours  
(African American Studies, Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology)

### ENRICHMENT CORE

Among the 27 general requirements, 9 credit hours must be chosen from the list following. The remaining 18 hours may be chosen appropriately from 100 and 200 level courses in the disciplines listed above.

#### 9 credit hours must be chosen from

Humanities	Social Science	Natural Science
ART 100	ANTH 101	BIOL 107
ART 202	ANTH 250	BIOL 108
ENG 215	ECON 101	BIOL 119
ENG 241	ECON 102	BIOL 140
FREN 212	GEOG 101	PH S 100
MUS 134	GEOG 111	PH S 101
MUS 216	HIST 131	PH S 113
MUS 285	HIST 220	PH S 114
PHIL 203	POL 101	
PHIL 208	PSYC 141	
SPCH 203	PSYC 217	
SPCH 221	SOC 101	
SPAN 219	SOC 202	

# GENERAL EDUCATION

## UNIVERSITY REQUIREMENTS

Starting FALL 2006

Satisfied by **A.A. or A.S.**

(College, Department, & Foreign Language requirements **Not** Satisfied by A.A. or A.S.)

### **CORE REQUIREMENTS (18 credit hours)**

Composition (ENG127 (123) and 128)	6 credit hours
Speech	3 credit hours
Single foreign language (not including AF L 110, FREN 212, RUS 120)	6 credit hours
Mathematics	3 credit hours

### **GENERAL REQUIREMENTS (24 credit hours)**

General education requirements are restricted to 100 and 200 level courses from the disciplines listed below. Some courses are specifically excluded from general education in the catalogue description and cannot be used.

At least one course must be from a list designated as critical thinking.

At least one course must be from a list designated as African American studies.

Natural Science	6 credit hours
[Biology (except BIOL 160), Botany, Chemistry (except CHEM 160), Physical Science, Physics (except PHYS 160), Zoology]	
Including	3 hours biological science
	3 hours physical science
	at least one laboratory course
Humanities	9 credit hours
(Art, English, Speech, African Languages, Arabic, Chinese, French, German, Japanese, Russian, Spanish, Philosophy, Music)	
Including	at least one fine arts course
Social Science	9 credit hours
(African American Studies, Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology)	

# FRESHMEN

## PROVISIONAL ADMISSIONS

Provisional admission may occur due to one of the following reasons:

1. One or more high school subject unit deficiencies.
2. Acceptable high school GPA.
3. Acceptable ACT or SAT score.

Admissions will generate an inventory sheet and forward it to Academic Support Services (SUB 158, x4510). Academic Support Services should send the inventory sheet to the department or program chairs for distribution to advisors.

To determine if a student has deficiencies which need to be completed

- "click" on the Banner Student Information Menu **or**
- enter **SGASADD** in the direct access box.

In the Student Attribute Block of this form, that is, the second block in this form, there will be an indication of whether or not the student is **provisionally admitted** and a description of the courses to be completed. Provisional admit students have attribute designation of **03**, whereas **02** attribute is assigned to regular admit students not missing any deficiencies. Other options for student information are located to the left of the form.

You can determine if a student is deficient in high school subject units by consulting the Banner form **SOAHSCH**. On this form are listed high school subjects. If the subject is complete, there will be a **Y** in the next column: if the subject is deficient, there will be an **N**.

To determine test result, consults the Banner form **SOATEST** (student test results).

If you determine that a student is provisionally admitted, but does not have an inventory sheet or the inventory sheet is not signed, send the student to the office of Academic Support (SUB 158) **before** advising.

Provisionally admitted freshmen **MUST:**

1. Take all placement examinations (Office of Examinations, ADM 126 x2481). The placement exams should be taken **prior** to initial advising and registration, but they must be taken before the end of a student's first term of attendance.
2. Take CSU 090 (University Studies) during the first semester of their enrollment at the university.
3. Be registered for **at least one** developmental course (if placement examinations indicate developmental courses in Mathematics, English or Reading are needed).
4. Meet with their academic advisors and academic support counselors at least one week prior to each registration.
5. Upon admission to the University, provisional students must report immediately to the office of Academic Support, which is responsible for monitoring their academic performance, and participate in the activities designed to meet their individual needs.
6. Supply a final high school transcript to the Admissions office upon graduation from high school.

Any student whose qualifying test scores in English, Mathematics, or Reading do not indicate readiness to complete college level work will be required to enroll in CSU 090, "University Studies" or other appropriate academic skills and/or general studies courses.

Students admitted provisionally must show evidence that they have eliminated these deficiencies prior to completion of the first 30 semester hours at the University. Students who do not meet these requirements will not be permitted to register for classes other than those courses removing the deficiencies.

# FRESHMEN

## GENERAL INFORMATION

A student's placement examination may indicate a need for developmental courses in Mathematics, English or Reading. This information can be retrieved from the Banner SOATEST form, which will indicate the results of examinations taken by the student.

The following applies to all developmental courses.

- Freshmen should take developmental courses within the first 45 credit hours.
- All courses numbered 090-099 **DO NOT CARRY GRADUATION CREDIT**. However, they do count as 3 credits for financial aid purposes.
- Until Fall 2000, all 090-099 courses were assigned the grade of "P" (pass) or "I" (incomplete). Starting with Fall 2000, students registered in Math 090, 095, or 098 may receive a letter grade of A, B, C, or F. See details in the Examinations section of this Handbook. If a student has an incomplete, the course requirement has not been met and the student will **not** be allowed to register for any subsequent course.

## ADVISING PROCEDURES

### ENGLISH 123

If a freshman fails the English Diagnostic Examination, the Student must take ENG 123. If the computer screen has "P or I" next to English, the student is ready for English 127. (Note that English 124 is only for transfer students with 6 credit hours in English Composition who fail the English Diagnostic Examination). Students enrolled in Eng 123, 124, 127, or 128 must pass the course exit exam to receive a passing grade and credit for the course.

### Math 090, 095, 098

All freshmen must pass all portions of the Mathematics Placement Examination or register for Math 090, 095, or 098. If a student fails all parts of the math placement examination, the student must take 090, 095 and 098. If the student passes the first part and fails the second and third part of the examination, they must take 095 and 098. Developmental math courses should be completed prior to taking any other mathematics or computer science course as well as some courses in chemistry and physics.

If the student passes the first two parts and fails the third part of the examination, they must take 098. Students who pass all levels of the mathematics placement examination should take the appropriate mathematics courses for the student's major. Transfer students (freshmen) are urged to contact faculty advisor in their academic department immediately to inquire whether they are except from the Mathematics Assessment.

### READING 150

All freshmen must pass the Reading Examination or take READING 150.

### CSU 090: UNIVERSITY STUDIES

CSU 090 is required for University College students, provisionally admitted students, and freshmen and transfer students who fail two or more basic skills examinations. CSU 090 recommended for all freshmen, but it may not be used for general education or graduation requirements.

### NATURAL SCIENCE 097

Effective immediately, Natural Sciences 097 will no longer be offered. Students with high school deficiencies should be advised to take an additional natural science course. If you have questions, contact the University Advising Coordinator.

# FRESHMEN

## **SOCIAL SCIENCE 097**

Effective immediately, Social Sciences 097 will no longer be offered. Students with high school deficiencies should be advised to take an additional social science course. If you have questions, contact the University Advising Coordinator.

## **FRESHMAN COURSES**

When freshmen have either failed the placement examinations and are required to take developmental courses, or when they have not been tested, or when they have high school deficiencies, course recommendations must be made carefully. The following guidelines apply:

1. Students who must take READ 150 should not be programmed for any course that requires a lot of reading or requires passing reading as a prerequisite. This includes all courses in economics, history, political science, sociology, anthropology, biology, physiology, zoology, botany, geography, physical science, chemistry, physics, speech and English literature. The following are some possibilities for these students:

- Art 100 or most studio art courses (ceramics, painting, etc)
- French 101
- Music 110
- Philosophy 221
- Psychology 123
- Spanish 101
- African Languages Courses
- Physical Education—courses at the 100 level
- Health Education—First Aid
- Business Education 109: Beginning Typewriting/Microcomputer

2. Students who must take ENG 123 cannot be enrolled in any composition-based English course. Courses requiring term papers (usually 200-level) should not be selected at this time. Speech 203 requires significant writing and should not be selected. Courses on the above list are also good recommendations for these students.

3. Students who must take MATH 090, 095, or 098 cannot be enrolled in any other mathematics course, computer science, chemistry, physics, or Physical Science 110 and 111. Note that Physical Science 100, 101, 103, 104, 105, 106, 108, 113, and 114 do not require mathematics (although a knowledge of mathematics is a good idea) and may be elected; the same applies for lower level courses in biology. However, these courses do require strong reading skills and may be difficult for students needing READ 150.

4. During the time a student has a grade of “I” in any academic skills courses, the student is limited to a course load of not more than 13 hours per semester (usually 4 courses maximum).

5. A student who receives four F’s or I’s in any one of the above academic skills courses or who has failed the exit exam for any of the above academic skills courses a total of six times will be dismissed from the university.

## **COURSE RECOMMENDATIONS FOR UNTESTED STUDENTS**

Students who have not been tested should go to the examination office before being advised and schedule an appointment for testing or sit for the exams in the library computer testing site (LIB 119) if the site is immediately available for testing use. The Examinations Office has that information (x2481).

# FRESHMEN

Students who have an appointment but have not yet taken the examinations are eligible to register for one semester, although this is not good practice, either for the student or the advisor. With immediate computer-based testing available nearly every week, there is no longer any excuse for a student not to be tested before seeing his or her academic advisor. **NOTE: STUDENTS WILL NOT BE ALLOWED TO REGISTER A SECOND SEMESTER WITHOUT EXAMINATION SCORES.**

## UNIVERSITY GENERAL EDUCATION REQUIREMENTS (see also GENERAL EDUCATION section in this Handbook).

The following general education requirements are effective beginning the Fall semester, 2002.

Core Requirements – 12 credit hours

English composition - 6 hours

Mathematics/Critical thinking – 6 hours in Mathematics or

Mathematics – 3 hours and Critical thinking – 3 hours

General Requirements – 27 credit hours

9 hours are required in mathematics and the natural sciences. One science laboratory course is required.

9 hours are required in the social sciences.

9 hours are required in the humanities of which 6 must be in a single foreign language.

## University College

The University College provides access to Chicago State University for entering freshmen who have special academic needs. The student population is comprised of students who:

- have an ACT score of 16 with a high school GPA of 3.5 or above
- have an ACT score of 17 with a high school GPA of 2.0 or above
- have an ACT score of 19+ with a high school GPA of below 1.89

## REFERRALS

Students experiencing difficulties, whether academic or personal, may be referred to one of several university programs. In general, the two major programs are the Office of Academic Support, SUB 158, Ext. 4510 and the Counseling Center, SUB 190, Ext. 2383.

## ACADEMIC REFERRALS:

Academic Support Program (located in LIB 315/316) sponsors:

- 1) Learning Assistance Center: for students needing tutorial support in  
English Composition courses  
Mathematics 090, 095, 098, 121, 140, 141, 162, 163, 209, 214  
Computer Science 105, 106, 141, 241  
Accounting, Biology, Chemistry, French, Physical Science, and Spanish
- 2) Student Support Services Program: for students enrolled in the Department of Education funded program only.

The Counseling Center Sponsors:

- 1) Effective Study Program: for students needing assistance with time management, note-taking skills, test-taking skills and research writing.
- 2) Individual Counseling
- 3) Proficiency Assistance Support Service: for students with anxiety about taking the proficiency examinations.
- 4) Various Workshops and Groups Sessions held throughout the semester.

# **FRESHMEN**

## **PERSONAL, SOCIAL AND STRESS-RELATED REFERRALS:**

Counseling Center (SUB 190, x2183) sponsors:

- 1) Individual Counseling
- 2) Stress Management Program.
- 3) Various group/workshop programs

## **CAREER-RELATED REFERRALS:**

Career Development Center (SUB 180, x2327) sponsors:

- 1) Information about internships and employment
- 2) Information about graduate and professional school opportunities
- 3) Vocational and personality trait assessments

## **WHEN AND HOW TO CONTACT NEW STUDENTS**

Newly admitted students at CSU receive a letter of acceptance from the Office of Admissions. They also receive a packet of information about Examinations, Orientation days, Academic Support Services, Advising and Registration procedures as well as other important information. Each department should also send a letter to entering freshmen informing them of departmental advising and registration procedures and have them meet with members of the department.



# TRANSFER STUDENTS

## EXAMINATION WAIVERS

Effective fall 2004 for all students (new, continuing and returning), university placement examinations are waived for the following categories of students.

- (1) Students at large. However, if enrolled students at large transfer into degree programs, placement examinations will be required, except for students who meet criteria (2), (3), and (4) below.
- (2) Students seeking a second degree (baccalaureate or higher).
- (3) Graduate students, including past baccalaureate students seeking teacher certification.
- (4) Undergraduate students majoring in a bachelor's degree program leading to teacher certification, providing they can document having passed the Illinois Certification Test of Basic Skills (ICTBS) at the time of their admission to the university.
- (5) Students who pass the ACT Compass reading and mathematics examinations at another college or university will be waived, if the scores are approved at the same passing level as required by Chicago State University.

Examination waivers apply only to university requirements. **Departments and programs retain the option of requiring successful completion of one or more of the qualifying examinations** as a condition of program completion or as prerequisites for course offerings.

**(Information on “Retake” policy can be found in the “Examinations” section of this handbook)**

Transfer students must complete the qualifying exam requirements, including developmental courses, within the first 45 semester hours at the university.

See Banner Form SOATEST [student test results] on Admission History Menu for examination history.

## TRANSFER CREDIT

**Transfer students receive a Transfer Course Equivalency sheet from the Office of Evaluations according to the program into which they are transferring.**

1. The Office of Evaluations determines acceptable transfer credit for all credit transferred to CSU. This includes credit towards University and general education requirements in the student's program. Applicability of credit for specific curricular requirements in the student's academic program may require approval from the departmental academic advisor, department faculty, or chair. It is the responsibility of the academic advisor, department, or program to notify the Office of Evaluations about coursework accepted by the department in transfer credit satisfying or substituting for particular curricular requirements.

## TRANSFER STUDENTS

2. The academic advisors and students receive a copy of the Transfer Course Equivalency sheet from the Office of Evaluations. The Transfer Course Equivalency indicates:
  - a. transfer student's name, social security number, the term of admission to the University, the date of the evaluation, the student's major and college, and the evaluator's name;
  - b. the names of previously attended colleges and universities, years of attendance, the transfer course subject area, course number and title, the credit hours and grades just as it appears on the official transcript; along side the transfer course is the CSU equivalent, the transfer grade with a 'T' to indicate transfer and the semester credit hours.
3. Grades earned in course work accepted in transfer credit are not included in the computation of CSU's cumulative GPA, nor do they affect the GPA required by the University for graduation.
4. Transfer students must complete their last 30 semester hours (including the last 6 hours in their major) here at the university in order to receive a degree from CSU.
5. Students entering the program with an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited college will be considered to have completed the university's **39** credit hours general education requirements in humanities, social sciences, and natural sciences/mathematics. They still must fulfill the university's six hour four language requirement, **and**  
**[NOTE: The AA or AS does not necessarily fulfill general education requirements in the individual colleges. Check the *Undergraduate Catalog* for details.]**

### Core Requirements – 12 credit hours

- 1) English Composition – 6 credit hours
- 2) Mathematical Thinking/Critical Thinking – 6 credit hours

### General Requirements – 27 credit hours

1) *9 credit hours in mathematics and the natural sciences; at least 3 credit hours in physical science and 3 credit hours in biological sciences. One science laboratory course is required.*

2) 9 credit hours are required in the social sciences.

3) 9 credit hours are required in the humanities (6 hrs in one foreign language).

6. A transfer student's academic classification upon admission to the University is determined by the number of semester hours accepted in transfer credit:
  - 0-29 semester hours: Freshman
  - 30-59 semester hours: Sophomore
  - 60-89 semester hours: Junior
  - 90 semester hours: Senior

## TRANSFER STUDENTS

7. Transfer credit practices comply with those recommended by the American Association of College Registrars and Admission Officers.
8. All transfer credit must be earned at a regionally accredited institution. Credit earned at a regionally accredited institution is acceptable in transfer credit; credit earned at a provisionally accredited institution is accepted on a deferred basis and eventually accepted in transfer credit if the transfer student maintains a 2.0 GPA for the first 15 hours of coursework at CSU; credit earned at a non-accredited institution is not accepted in transfer credit.

### CONCURRENT REGISTRATION

Once students are enrolled in a degree sequence at CSU, they must petition prior to registration in coursework at another college or university. Petition forms must have approval from their academic department and be submitted to the Office of Evaluations. Students who have earned a cumulative total of 66 or more credit hours at a two-year institution or city college must attend a four- year institution to earn credit for courses to “count” toward graduation **Transfer credit for work taken elsewhere will be accepted by the university only when the appropriate procedure is followed.** Petition forms can be obtained in the Office of Evaluations, ADM 128 or via the web site at <http://www.csu.edu/provost/AcademicDevelopment/academicevaluation/>.

### GRADUATION REQUIREMENTS for junior college transfer students.

A minimum of 54 credit hours to be used for graduation credit must be earned at a four year institution.

### Readmit Applicants

Former undergraduate students at CSU who were in good standing at the time of withdrawal and who wish to reenter after an absence of two or more years must submit the following to the Registrar’s office, Cook Administration Building, Room 128:

Completed and signed application for admission

Official transcripts from all colleges and universities attended during absence from CSU

Applicants will be readmitted to the program in which they were previously enrolled. To change degree programs, students must contact the department in which the student was enrolled to complete a change of major form.

**See the Appendix to this handbook for the course adjustment form (which also may be found at**

**<http://www.csu.edu/provost/AcademicDevelopment/academicevaluation/>), as well as for the sample letter sent to transfer students and a sample online transcript of official student credits.**

**Also see p. 18 for a chart of Office of Evaluations contact staff as of Spring 2006.**

## LIBERAL STUDIES and UNDECIDED MAJORS

**Every Undecided Major is potentially a major in YOUR program. Every Liberal Studies Major is potentially a student in one of YOUR upper level classes.**

**Undecided Majors:** While some students come to CSU with a clear idea of what they want to study at university, some incoming freshmen declare a major merely because they have heard of it, or believe it will meet their career goals. Until 2002, they had to choose something. Students who change their majors in the sophomore year or later usually “lose” courses which no longer count toward the new major. The Undecided Major program is an option for students who have not yet decided on a career or major. The goal is to help them to choose the major that fits their needs. If students prepare carefully and choose an appropriate major, usually by the end of the freshman year, they will be able to graduate in a timely manner, without a large number of “extra” courses.

Undecided majors take

- a) Composition 127/123 and 128, a foreign language, mathematics, and developmental courses. Many opt to or are required to take CSU 090 to work on skills which will help them succeed at university,
- b) skills and interests assessments to help them choose a major. Support is provided by the Career Development Center and Student Academic Support, and
- c) courses from the general education enrichment and critical thinking cores, and other courses for which there are no prerequisites.

Students are asked if they are leaning toward a particular major. If the answer is yes, they are advised to take general education courses that would be an introduction to that program or which would be a required elective. Students are encouraged to visit the program and to read the information in the catalog. Once they declare a major, we complete the Change of Major Form.

**Liberal Studies Majors:** The Liberal Studies Major at Chicago State University is an interdisciplinary liberal arts program which integrates knowledge in the humanities, fine arts, social and behavioral sciences, natural sciences and mathematics. There are three parts to the Liberal Studies Major, and all but one of the courses are chosen from existing programs, mainly but not necessarily in the College of Arts and Sciences.

1) The Liberal Studies **core courses** come from literature, philosophical foundations, diversity in human interaction, research methods, fine arts, advanced writing, history and political thought, and personal development. The list is included in the academic catalog.

2) Courses in the **concentration** are chosen in consultation with the advisor. At least two different disciplines are represented, and the courses should be at the 200- or 300-level, in

- Humanities/Fine Arts
- Social Sciences
- Math/Natural Sciences

3) A Liberal Studies **Capstone Seminar** culminates the major. Students analyze and explore the meaning of the liberal education and career applications. Students complete a major project, paper, or performance, arising from the concentration.

## FINANCIAL ASSISTANCE

Academic advisors have a duty to provide all students, especially their assigned advisees, with information concerning on- and off-campus programs relevant to students' needs and personal growth. The financial assistance program at CSU, which is administered by the Financial Aid Office, is located in the Cook Administration Building, Room 207 (773-995-2304). This program is designed to help meet the needs of students who may require or desire aid in financing their education.

A wide variety of governmental, institutional, and private programs are available to help qualified students to reach their goals. In some cases aid recipients must demonstrate financial need whereas in others such need is not a consideration.

Information concerning applications for financial assistance, deadline dates, eligibility requirements, and available program benefits may be accessed from the personnel of the Financial Aid Office, CSU catalogs and Class Schedule Bulletins.

Academic advisors should refer their advisees to these sources as they would refer students to other available resources.

Programs and benefits available to eligible students include, but are not limited to, the following:

- assistantships
- debt counseling
- grants
- loans
- scholarships and fellowships
- job placement
- tuition waivers
- financially favored status due to affiliations with National Guard, ROTC, Service Veterans, MIA/POW, etc.

Please notice, it is especially important that academic advisors know and inform their advisees that all advisees have a personal responsibility to successfully pursue financial assistance and to maintain the eligibility for financial aid awards.

### **SATISFACTORY ACADEMIC PROGRESS (SAP)**

Chicago State University's Satisfactory Academic Progress Policy measures whether or not eligible undergraduate students are progressing at a reasonable rate towards the completion of their educational objectives. Students must be in compliance with this policy in order to maintain their continued financial aid eligibility. Details about the SAP requirements can be found on pages 36-38 of the 2002-2004 Undergraduate Catalog. See also the Financial Aid section of each semester's Class Schedule Bulletin. Both grade point average and percent of completed courses are weighed in determining financial aid eligibility.

**PLEASE NOTE: SPECIAL STUDENTS (UNDERGRADUATES AND GRADUATES-AT-LARGE) AND CONTRACT STUDENTS ARE NOT ELIGIBLE FOR STATE OR FEDERAL FINANCIAL ASSISTANCE.**

# **ACADEMIC SUPPORT PROGRAMS**

## **Writing Across the Curriculum**

**Writing Across the Curriculum: LIB 316 (773) 995-2216**

Chicago State University recognizes that students who can communicate effectively will be powerful competitors in today's global economy. The Writing Across the Curriculum (WAC) program has been established to provide students with the opportunity to learn to write well within their majors. Most majors require students to complete two writing intensive courses in which students will be expected to demonstrate their understanding of course material by completing frequent writing assignments. In these courses, students will not only develop their abilities to write skillfully, they will also find that writing about a subject increases their understanding of it. The WAC center offers students the opportunity to work one-on-one with writing associates who can offer support and guidance for students who need assistance in completing their writing assignments.

## **Academic Support Program Office**

**Office of Academic Support: SUB 158 (773) 995-4510**

The Office of Academic support was established as a "one stop" academic support for students as the anchor of retention efforts at CSU. In addition to monitoring the academic progress of students, the staff makes referrals to other support services on campus which assist students with qualifying examinations, study and learning skills, counseling and personal development. Special activities are also offered for freshmen students, including:

- An early alert dropout prevention program
- Community Volunteers Mentorship Program

Other Programs and activities in the Office of Academic Support include:

- CSU 090, the extended freshman orientation course
- University College
- Student Success Program
- Oversight of the university's assessment efforts
- The College Student Inventory; an individualized success plan
- Study Skills Assistance; assistance in study skills through workshops and tutorials
- Basic Skills Development Program for students who have failed the basic skills tests twice, this program will aim to help students pass the tests via individualized improvement plans

## ACADEMIC SUPPORT PROGRAMS

### Note Concerning Examination Waivers

Effective fall 2004 for all students (new, continuing and returning), university placement examinations are waived for the following categories of students.

- (1) Students at large. However, if enrolled students at large transfer into degree programs, placement examinations will be required, except for students who meet criteria (2), (3), and (4) below.
- (2) Students seeking a second degree (baccalaureate or higher).
- (3) Graduate students, including past baccalaureate students seeking teacher certification.
- (4) Undergraduate students majoring in a bachelor's degree program leading to teacher certification, providing they can document having passed the Illinois Certification Test of Basic Skills (ICTBS) at the time of their admission to the university.
- (5) Students who pass the ACT Compass reading and mathematics examinations at another college or university will be waived, if the scores are approved at the same passing level as required by Chicago State University.

Examination waivers apply only to university requirements. **Departments and programs retain the option of requiring successful completion of one or more of the qualifying examinations** as a condition of program completion or as prerequisites for course offerings.

### Note Concerning Examination Retake Policy

Effective fall 2004, students who fail a placement examination on their first attempt may automatically retake it only during their first semester in residence at Chicago State University (CSU). Students are assessed a \$25 retake fee for each university placement examination (English **or** mathematics **or** reading) which must be paid at the cashier's office (Cook Administration Building, room 210).

Students who earn an "A" in developmental mathematics courses are permitted to retake the mathematics placement examination free. Depending on their scores, these students may place into a higher level mathematics course.

In order for students to receive appropriate instruction, as well as to reduce students' abuse of the process, the following conditions are stipulated relative to the examination retake procedure:

1. Students who do not pass an examination on their first attempt may retake it during their first semester in residence at CSU. After the first semester, students must petition for a retake of each examination. If the petition is granted, students must pay the \$25 retake fee.

(continued next page)

## ACADEMIC SUPPORT PROGRAMS

2. Students who do not pass an examination on the second attempt will be required to register for the appropriate developmental course during the following semester. Policies in place that prevent students from registering for college-level courses if students have not completed the required developmental courses will be strongly enforced.

### **Assessment: Improving Learning Outcomes**

**Office of Academic Support: SUB 158 (773) 995-4510**

Assessment is closely related to the university's mission of providing quality graduate and undergraduate programs. The assessment program emerges from the university's commitment to excellent teaching and effective learning and is grounded in faculty's expectations of what students should know upon completing degree requirements. The program is responsible for assessment of:

- Basic skills in English, mathematics, and reading of all entering students
- General education courses
- Performance in the major
- Academic support services
- Administrative support programs

The faculty has incorporated measures and methods of assessment many of which are implemented within the department but are coordinated through the office of academic support. Students may be directly involved in a few assessment activities, such as the creation of portfolios, depending on the specifics of the assessment activities within each department or unit.

### **Learning Assistance Center**

**Learning Assistance Center: LIB 315 (773) 995-2273**

Chicago State University students may come to the Learning Assistance Center for free tutoring in the following subjects:

- English: All Students enrolled in English Composition courses are provided English tutoring on a one-to-one or small group basis when referred by their instructors. In addition, all Chicago State University students may take part in workshops on grammar and composition. Self-paced learning materials are also available for independent work.

**Mathematics: One-to-one and small group tutoring is available to all**

**Chicago State University students enrolled in the following courses: 090, 095, 098, 121, 140, 141, 162, 163, 209, 214 and Computer Science 105, 106, 141, 241**

- Students may be referred to the center for advisement on preparation for Math Placement/Proficiency Exam.
- Accounting, Biology Chemistry, French, Physical Science, and Spanish: Tutoring may be available on a one-to-one or small group basis.

# **ACADEMIC SUPPORT PROGRAMS**

## **Student Support Services Program**

**Student Support Services: LIB 302 (773) 995-3864**

The Student Support Services Program is funded by the US Department of Education. The program targets low-income, first generation college students or handicapped students who might benefit from a program of supportive services. Its goal is to provide a variety of services designed to enhance academic and social skills, increase retention and graduation rates, and stimulate career interests beyond the undergraduate level of achievement. The program provides individual and group counseling, workshops, tutorials, cultural activities, social activities, mentoring, advocacy, and coping skills which enhance personal growth and self confidence. Student progress is monitored daily and improvement plans are individually prescribed to increase opportunities for success.

## **Academic Warnings**

**Office of Academic Support: SUB 158 (773) 995-4510**

As a means of early intervention, instructors submit academic warnings to the Office of Academic Support (OAS) for students performing below C level. OAS counselors, in turn, mail warnings to students to inform them that they are not performing in an acceptable manner in one or more classes. Students make appointments with their OAS counselors, who listen and provide a combination of study techniques and referrals to tutoring and other services to help promote academic success.

## **University Studies 090 – CSU 090**

**Office of Academic Support: SUB 158 (773) 995-4510**

CSU 090 is a course designed to provide the fundamental skills essential to successful performance in college. Specifically, the course is designed to teach students:

- Learning and study skills techniques with application to course work
- Use of E-mail as a communication tool
- Use of the internet and other electronic media as a research tool and resource in explaining career choices
- Use of the library
- Techniques for writing term papers

The course is required for all University College students and for provisionally admitted students and students who fail two or more basic skills examinations. The three hours of credit earned for successful completion of CSU 090 may not be used for general education to meet graduation requirements.

## **ACADEMIC SUPPORT PROGRAMS**

### **The University College**

**Office of Academic Support: SUB 158 (773) 995-4510**

The University College (UC) provides access to Chicago State University for entering freshmen who have special academic needs. UC comprises students who (beginning Fall 2006):

- Have an ACT score of 16 with a high school GPA of 3.5 or above (4.0 scale)
- Have an ACT score of 17 with a high school GPA of 2.0 or above (4.0 scale)
- Have an ACT score of 19+ with a high school GPA between 1.5 and 2.0 (4.0 scale)

UC will provide supportive curricula and programs to enhance the acquisition of knowledge essential to successful academic performance in the larger university. Students will make an approximate two semester commitment during which time they complete basic academic skills classes and general education classes. Students will be enrolled in:

- Small classes
- A specialized orientation, advising, and registration
- CSU 090
- Summer Bridge program--if funding is available--to further basic skills

### **Project FAME/Upward Bound and Upward Bound II**

**Office of Educational Opportunity Programs (Federal TRIO Programs),  
Douglas Library 308 (773) 995-2566**

Project FAME/Upward Bound and Upward Bound II are Federal TRIO Programs. Participants are provided motivational activities and help to develop academic skills necessary to complete high school, and enroll in and succeed in higher education. The combined Upward Bound programs serve 175 Chicago area high school students from low-income families in which neither parent holds a bachelor's degree. The ultimate goal of the program is to increase the rates at which participants complete secondary education and enroll in and graduate from institution of postsecondary education.

### **Project Success/Educational Opportunity Center (EOC)**

**Office of Educational Opportunity Programs (Federal TRIO Programs),  
Douglas Library 132 (773) 995-2371**

Project SUCCESS/EOC is one of the Federal TRIO Programs. It is designed to provide information about educational opportunities, financial aid, and career opportunities to 1,200 community area adults, 19 years and older. The specific services include: assistance with the completion of college applications and financial aid forms; assistance in locating scholarships and other sources of financial aid; career planning and counseling; and referrals to GED and other programs as needed. The ultimate goal of Educational Opportunity Centers is to increase the number of adult participants who enroll in postsecondary education institutions.

# NONTRADITIONAL DEGREE PROGRAMS

Cecilia Bowie, Dean of Continuing Education and Nontraditional Degree Program

Nelly Maynard, Assistant Dean

Humberto Rivera, Director of Nontraditional Degree Programs

William Martin, Associate Director

Chicago State University (CSU) offers three nontraditional, alternative degree programs in response to the growing need to make higher education more accessible to non-traditional students. Students can major in the (1) Board of Governors Bachelor of Arts Degree Program (BOG), (2) Individualized Curriculum Program (ICP), and (3) the University Without Walls degree program (UWW). Academic Advisement for all students in nontraditional degree programs is provided through the Office of Nontraditional Degree Programs in the Robinson University Center, Room 210. As with all students, enrollment in the courses offered by Chicago State University is subject to availability, satisfying course and qualifying exam pre-requisites, class space, and other enrollment limitations.

*Note:* Nontraditional Degree Programs do not offer licensure in professional fields such as teaching or nursing. Nursing and teacher education coursework is limited to nursing and education majors who have been admitted to their prospective programs.

## **Board of Governors Bachelor of Arts Degree Program (BOG)**

### Program Requirements

- Admission into the University and the Board of Governors Degree Program
- Attendance at Board of Governors (BOG) Prospective Student Workshop
- Completion of a minimum of 15 semester hours of coursework at CSU
- Successful completion of the University examinations in English composition, mathematics, and reading
- Successful completion of the state and federal constitution exams or successful completion of the course that is equivalent to taking the exams
- Completion of 120 semester hours, including:
  - 36 credit hours in General Education (12 hours in humanities, 12 hours in natural sciences/mathematics; 12 hours in social sciences);
  - 40 credit hours of upper division credits from CSU, (e.g., 200 and 300 level courses) and/or from another accredited university
- Completion of Board of Governors Orientation course (BOGO 150) (3 credit hours) (for applicants with less than 45 credit hours)
- Completion of Board of Governors Capstone Seminar course (BOGCS 300) (3 credit hours) (effective Fall 2006)

## **Individualized Curriculum Degree Program (ICP)**

The Individualized Curriculum Program (ICP) is designed for students who wish to depart from traditional patterns of formal education by planning their own academic programs, in consultation with their academic advisor and program director, to meet their educational needs and career goals. **(continued next page)**

## **NONTRADITIONAL DEGREE PROGRAMS**

### Program Requirements for Individualized Curriculum Degree Program (ICP)

- Admission into the University and the Individualized Curriculum Degree Program
- Minimum of 24 credit hours
- Written statement of explanation of the individualized curriculum and a curriculum proposal, including the courses requested and a concentration or focus area, approved by the program director and an assigned academic advisor
- Concentration of in-depth study of a discipline or disciplines, of a theme or problem pursued from an interdisciplinary perspective, or of subjects that prepare a student for a profession or vocation
- Minimum GPA of 2.0
- Completion of 120 semester hours, including:  
39 semester hours in general education (6 hours in composition; 6 hours in college level mathematics/critical thinking; 9 hours in humanities which includes 6 hours of foreign language; 9 hours in natural sciences/mathematics, including physical science, biological science, and at least one laboratory science course; 9 hours in social science); students must also satisfy the enrichment core requirements
- Successful completion of the University examinations in English composition, mathematics, and reading
- Successful completion of the state and federal constitution exams or successful completion of the course that is equivalent to taking the exams

### University Without Walls Degree Program (UWW)

The University Without Walls Program (UWW) is designed for students to use relevant learning experiences as they pursue a degree. These experiences may include educationally relevant community activities or apprenticeships of individuals who have mastered those skills or arts.

### Program Requirements

- Admission into the University
- Admission into the University Without Walls Program, including reasons for selecting the UWW Program, educational goals, and how these goals can be achieved through the UWW Program
- Attendance at University Without Walls (UWW) Prospective Student Workshop
- Learning Agreement approved by the UWW student, faculty advisor, field advisor/project supervisor, and director of the program regarding the nature and content of academic experiences and equivalent college credit(s) on a semester by semester basis
- Completion of 39 semester hours in General Education (6 hours in composition; 6 hours in college level mathematics/critical thinking; 9 hours in humanities; 9 hours in natural sciences/mathematics, including physical science, biological science, and at least one laboratory science course; 9 hours in social science)
- Successful completion of University examinations in English composition, mathematics, and reading
- Successful completion of the state and federal constitution exams or successful completion of the course that is equivalent to taking the exams
- Minimum of three (3) semesters of enrollment in the UWW Program

## ADVISING STUDENT-ATHLETES

1. Student-athletes must complete the following: 1) Twenty-four semester hours of academic credit before the student-athlete enters his or her second year of collegiate enrollment (i.e., 24 hours during "freshman year"). Only 6 of these 24 hours may be remedial classes (See #6 below). 2) In other years, eighteen semester hours of academic credit (during the academic year) since the beginning of the previous fall term or since the beginning of the certifying institution's preceding regular two semesters; and 3) Six semester hours of academic credit towards the degree during the preceding regular academic term in which the student-athlete has been enrolled at the institution.
2. Credit earned at another institution prior to initial full-time enrollment at CSU may not be used towards continuing eligibility but, subsequent to initial full-time enrollment, credit earned at another institution may be used if it is acceptable toward the degree program.
3. Courses may be used for credit only when the grade received is acceptable within the major program for degree credit.
4. A student-athlete who changes his or her designated degree program *may comply* with the continuing eligibility requirements if:
  - a. The change in program is documented appropriately by the institution's academic authorities (i.e., the change-of-major form is signed and turned in to the Office of the Registrar);
  - b. The credits earned prior to the date the change-of-major form is turned in to the Office of the Registrar are acceptable toward the degree previously sought; and
  - c. The credits earned after the time the change-of-major form is turned in to the Office of the Registrar are acceptable toward the new desired degree.
5. Incompletes may be used only when the "I" has been removed and may then be used for continuing eligibility during the term in which the "I" was removed OR the term in which the student initially enrolled in the course.
6. Academic Skills Courses: MATH 090, 095, and 098 must be taken in the first year of college enrollment ("freshman year") to be counted toward continuing eligibility.  
**Note: a transfer student who has completed one year of college must enroll in these courses, if required by his or her placement exam scores, but must take a minimum of 12 credit hours additional of degree-counting courses per term in order to remain in compliance.**  
CSU 090 is a non-degree-credit courses. **Note: a student (transfer OR freshman) who is required to take one or more of these courses must take a minimum of 12 credit hours additional of degree-counting courses per term in order to remain in compliance.**

## ADVISING STUDENT-ATHLETES

READ 150 does not count as degree credit towards any major. **Note: thus, if required, it can be counted in the "free elective" area of majors with free electives (unlike CSU 090 which is not a 100-level course). Students in majors with no free elective credits would need to take a minimum of 12 credit hours additional of degree-counting courses per term in order to remain in compliance.** Any of these "remedial" classes are only counted for the full time enrollment requirement and not toward any continuing eligibility requirement. **If not taken in the first year of enrollment, student athletes will fall behind eligibility requirements.**

7. Student-athletes must complete entering their third year 40% of their required courses; entering the fourth year, 60%; and entering their fifth year, 80%. Usually this equates to 48 hours (toward their degree) after 2 years, 72 after 3 years and 96 hours after 4 years (considering it takes 120 hours to graduate).
8. If declared ineligible under any of the continuing eligibility regulations during the fall certification period, the regulations can be checked again at the start of the spring term to see if they have met the requirements (that they failed). This is only for student athletes who first enrolled in college full time in the fall semester. Student-athletes' ongoing eligibility does need to be checked at the start of the spring term for the following: full-time enrollment (12 or more credit hours); satisfactory completion of six-semester hours of academic credit; and good academic standing (GPA of 2.00 or better).
9. Advisors should be aware that student-athletes are given a handout, "Academic Advisement and Registration Procedures," by the Student Support Services Coordinator in the Athletics Department. This brochure details the steps the student should follow in the advisement and registration processes and reiterates some of the information given above. Also, student-athletes are given a "Student-Athlete Manual" once they are added to the squad list and this manual contains detailed information regarding all pertinent NCAA, Mid-Con and CSU regulations as they relate to student-athletes. The academic advisement and registration procedures are covered and the student-athletes are required to comply with all of the information contained in the manual.

# REQUIREMENTS FOR ADMISSION TO PROFESSIONAL COLLEGES

In addition to meeting the general admission requirements of the university, professional programs require formal admission into the specific College and program.

## College of Business

Students are admitted as intended business majors before completion of the following formal admission requirements.

Admission Requirements:

- Successful completion of all University Qualifying Exams (English composition, mathematics, and reading);
- Completion of at least 45 semester hours of coursework with a grade point average of at least 2.5., including the following Arts & Sciences and Business courses:
  - Successful completion of the following Arts & Sciences courses: ENG 127, 128, 279; SPCH 203 or 221; MATH 162; ECON 101, 102; 3 hrs Social Sciences; 3 hrs Natural Sciences;
  - Completion of the following Business courses with a grade of “C” or better: ACCT 110, 111; and INSY 137
- Transfer students must have completed at least nine hours of these courses at CSU.

Registration in the following courses is restricted to admitted majors and minors: ACCT 316, 317; FIN 369, 370; HM 340, 361; INSY 330; MGMT 308, 310, 358; MKTG 380; and all BHP courses.

Students not admitted as a major to the College of Business may not register for more than thirty hours of courses in the college.

## College of Education

Admission to the College of Education is required prior to registration in professional education courses other than ELCF 152, ELCF 200, ED 312, PSYC 206, S ED 301, and other courses specified in the general requirements for each program (see catalog).

Undergraduate students must submit an application for admission to the College of Education. Applications will not be accepted until a student would be within 12 credit hours of completing general education requirements by the end of the semester of application. Application packets are available in academic departments. Students must submit completed applications to the Office of Teacher Certification, ED 208, according to the following deadlines:

Fall Admission:	Advance Fall Registration	-	March 1
	Regular Fall Registration	-	June 1

# REQUIREMENTS FOR ADMISSION TO PROFESSIONAL COLLEGES

Spring Admission:    Advance Spring Registration -    October 1  
    Regular Spring Registration -    December 1  
 Summer Admission    Advance and Regular Registration -    March 1

Admission to the College is based on academic record, good character, and proficiency in basic skills.

Admission Requirements:

- Successful completion of all University Qualifying Exams (English composition, mathematics, and reading) unless exempt according to University policies;
- Successful completion of the Illinois Certification Test of Basic Skills (ICTBS)\*
- Completion of all but 12 credit hours of required courses in general education;
- Minimum cumulative grade point average of 2.5 in all courses required in the program, either as transfer credit or completed at CSU;
- Applicant must not have any unresolved violations of the COE Professional Code of Conduct;
- Two recommendations for admission on prescribed forms:  
    Department Recommendation - from the student’s academic department  
    Personal Reference – from outside the university.

\* The ICTBS is offered six times per year, so students need to coordinate their passing of this exam with their expected term of application, as indicated:

<u>For Admission by</u>	<u>Last opportunity to take ICTBS</u>	<u>COE Application deadline</u>
Advance Fall Registration	previous December	March 1 <sup>st</sup>
Regular Fall Registration	previous March	June 1 <sup>st</sup>
Advance Spring Registration	previous July	October 1 <sup>st</sup>
Regular Spring Registration	previous September	December 1 <sup>st</sup>
Advance Summer Registration	previous December	March 1 <sup>st</sup>
Regular Summer Registration	previous December	March 1 <sup>st</sup>

Students must submit the application to their advisor prior to the application deadline date so the advisor can:

- verify that student has completed all University qualifying exams or is enrolled in equivalent coursework;
- verify that student will be within 12 hours of completing general education requirements by the end of the term prior to admission;
- attach an updated program evaluation form to the application;
- verify that student has no unresolved violations of the COE Code of Conduct;
- verify that the student major code in BANNER is correct;
- verify that a student meets departmental requirements for application; and
- initiate the process for the department to make a recommendation to the COE.

# **REQUIREMENTS FOR ADMISSION TO PROFESSIONAL COLLEGES**

All admission requirements and application procedures are detailed for the student in the Application Packet for Undergraduate Admission. Application packets are kept in academic departments for all education programs.

## **Department Recommendation**

Students submit a “Request For Department Recommendation” form, from their application packet, to their department. The Department Recommendation forms are kept in the academic departments, and, after completed, are signed by the Department Chair, copied for department files, and then sent separately to the Office of Teacher Certification. They are confidential, so not given to the student to submit. Departments vary with regard to their process for completing the Department Recommendation for admission to the College of Education. Advisors should check with their department Chairperson regarding this process.

## **College of Health Sciences**

Departments vary with regard to their process for completing the Department’s Recommendation for admission to the College of Health Sciences. Advisors should check with their department Chairperson regarding this process.

## **Department of Health Studies**

### **-Community Health**

The community health program admits freshmen and transfer students. Students are required to complete the application form and submit one letter of recommendation. Applications are accepted and reviewed throughout the year. Students must complete the general university admission requirements and successfully complete the required university examinations in English, mathematics and reading, in addition to federal and state constitution examinations.

All students admitted to the community health program must successfully complete 121-122 credits of course work which consists of 58-59 credits of general education courses; 12 credits of health sciences core courses; 43 credits of community health core courses and 9 credits of community health supportive electives. A minimum grade point average of 2.25 is required to remain in the program. Students must earn a grade of C or better in all courses. Any course with a grade of D must be repeated.

### **-Pre-Physical Therapy Program**

The pre-physical therapy program admits freshmen and transfer students. Students are required to complete the University application form and adhere to University application

## **REQUIREMENTS FOR ADMISSION TO PROFESSIONAL COLLEGES**

guidelines. Applications are accepted and reviewed throughout the year. Students must complete the general university admission requirements and successfully complete the required university examinations in English, mathematics and reading, in addition to federal and state constitution examinations.

All students admitted to the pre-physical therapy program must successfully complete 120 credits of course work which consists of 77 credits of general education courses; 23 credits of health sciences courses; 3 credits of physical therapy courses, 10 credits of physical education, and recreation courses, 3 credits of management courses, 2 credits of health and safety courses, and 2 credits of elective courses. A minimum grade point average of 2.5 is required to remain in the program

### **Department of Health Information Administration**

Students must submit written application to the Department Chairperson before March 31 of the sophomore year to be considered for Fall admission to the professional program.

#### **Admission Requirements:**

- Successful completion of all University Qualifying Exams (English composition, mathematics, and reading);
- Minimum grade point average of 2.5 in the required pre-professional courses;
- Three letters of reference on the prescribed form mailed directly to the HIA Department;
- A typewritten 200-400 word essay describing decision to enter the profession and aspirations following completion of the program;
- A recent physical examination;
- A personal interview with the faculty and/or Department Chairperson is required for new students who have not completed their pre-professional work at CSU.

Applicants will be advised by mail of their admission status by June 30. If all places are not filled, applications will continue to be received until July 15.

### **- Post-Baccalaureate Certificate in Health Information Administration**

#### **Admission Requirements:**

- An earned bachelor's degree in any field from a regionally accredited college or university;
- A grade point average of at least 3.0 for the last 60 hours toward the bachelor's degree (2.75 for conditional admission); continued next page
- Completion of the following prerequisites or their equivalents with a grade of C or higher in all courses: BIOL 108, ZOOL 250, PSLY 204, MATH 210, ENG 279, MGMT 260, HIA107, HIA 200, and HIA 201.
- Completed application and three letters of recommendation.

## Department of Nursing

Admission into the Department of Nursing takes place at the end of the fall semester of the sophomore year. Applications and supporting documents must be received in the Department of Nursing by November 1 to be considered for January admission into the professional component of the program.

### **Admission Requirements:**

- Successful completion of all University Qualifying Exams (English composition **and** reading; **math placement exams may be waived if the student transfers in college math and chemistry 105 (general and organic)**);
- Successful completion of the nursing entrance examinations;
- Minimum cumulative GPA of 2.5 on a 4.0 scale. Applications will be rank ordered by GPA; applicants having the highest GPA will be given preference for admission; (continued next page)
- Completion of the following prerequisite courses with a grade of C or above: ENG 127, 128; PSYC 141, 217; BIOL, 108, 220, 221, 259; CHEM 105; MATH (any math that meets university requirements); SOC 101; H SC 190; CSU 090; PHIL 204 or 221; one 3-sh HUMANITIES course (These courses may be repeated for a higher grade only once when a grade of D or F has been earned. Science courses will be accepted only if completed within the past five years.)
- Completion of a personal interview with a Nursing faculty advisor;
- Current report on file of a complete medical and dental examination; specified immunizations; a recent PPD test or chest x-ray; rubella, rubella, and varicellar titer; tetanus booster within the last ten years; and hepatitis B screening for antigens and antibodies;
- Submission of a letter of intent and nursing data form;
- Three letters of reference;
- Successful completion of NURS 091 before admission.

Students are expected to:

1. Assume responsibility for transportation in connection with clinical experiences and field trips;
2. Carry malpractice and health insurance;
3. Pay laboratory fees which are included in clinical courses; and
4. Pay drug testing fees if required by clinical agencies.

## **REQUIREMENTS FOR ADMISSION TO PROFESSIONAL COLLEGES**

### **LPN and RN Applicants**

Separate application packets are required for students who have the Licensed Practical Nurse (LPN) or the Registered Nurse (RN) credential.

### **LPN to BSN**

LPNs should contact the LPN Coordinator, Mary Anderson, BHS 2000, x3959. In addition to the admission requirements listed above, LPN applicants must provide:

- A copy of the student's current Illinois Practical Nurse Licensure;
- Proof of Pharmacology Certification from a pharmacology course taken;
- Proof of malpractice and health insurance and CPR certification;
- A resume.

LPN students may receive up to 15 semester hours of credit for required nursing courses upon completion of NURS 275, Introduction to Professional Nursing for Licensed Practical Nurses.

### **RN to BSN**

RNs should contact the RN Coordinator, Dr. Mary Branch, in BHS 216, or at x3910. In addition to the admission requirements listed above (except the Nursing entrance examinations, which are not required), RN applicants must provide **a portfolio in Nursing 343 containing the following:**

- A current valid copy of student's Illinois Registered Nurse license;
  - Copies of CPR Certificate, continuing education courses, seminars, etc. completed;
  - Proof of malpractice and health insurance;
  - Official transcripts from all previously attended institutions;
  - A recent signed photograph;
  - A 200-400 word typed essay describing the decision to enter the RN/BSN flexible pathway component and professional aspirations following completion of the program;
  - An updated resume.
- RN to BSN students must successfully complete **NURSING 343 Professional Development for RNs**. Upon successful completion of NURS 343, all credentials will be reviewed by the RN coordinator and presented to the Admission, Progression, Retention and Graduation Committee. The Committee reserves the right to determine eligibility into the nursing program. The complete Admission Application must be submitted in NURS 343, otherwise a grade of "Incomplete" will be given. RN students from accredited programs may receive up to 30 semester hours of credit for required nursing courses.

## **REQUIREMENTS FOR ADMISSION TO PROFESSIONAL COLLEGES**

Department of Occupational Therapy

## **- Combined BS in Health Sciences and Masters of Occupational Therapy**

- Students applying as an undergraduate student must meet all general requirements of the university for admission.
- Students with a bachelor's degree from an accredited college or university with a grade point average of 3.0 or better (on a 4.0 scale) in the final 60 semester credit hours of undergraduate and/or graduate courses should apply directly to the School of Graduate and Professional Studies.

### **Admission to the Professional Phase of the Program**

Admission to the professional program is based on completion of the following requirements and acceptance by the admissions committee:

1. Successfully complete the required university placement examinations and courses in English, mathematics, and reading and the federal and state constitutions. (Undergraduate students only) (continued next page)
2. Complete all prerequisite coursework with a grade of C or higher before beginning professional coursework. Prerequisite courses required for admission may be repeated only once when the original grade is D or F. The anatomy, cadaver and physiology courses must be taken within 5 years of admission to the professional program. (Continued next page)
3. Have a minimum cumulative GPA of 3.0 on a 4.0 scale. A limited number of students with a GPA of 2.9 to 2.99 may qualify for conditional admission. Conditional admission status is removed when a student achieves a cumulative GPA of 3.0 or better in the professional occupational therapy program.
4. Complete an admission packet. This packet must include:
  - Submission of a completed Occupational Therapy Department application and a current evaluation of credits. All applicants are strongly encouraged to review admission eligibility with an advisor before applying.
  - Proof of over 40 hours of work experience or community service that demonstrates human service skills. Experience is to be described on the prescribed form and signed by an appropriate supervising individual. This experience is not limited to the field of occupational therapy. (continued )

## **REQUIREMENTS FOR ADMISSION TO PROFESSIONAL COLLEGES**

- Two recommendations on the prescribed form. One of the recommendations must be from an upper division teacher. The other

recommendation may be from another upper division teacher or an employer or community service supervisor. Relatives cannot submit recommendations.

- A typed essay of approximately 1000 words on the applicant's reasons for pursuing a career in occupational therapy and how the applicant's human service experience has enhanced or developed their interpersonal skills.

5. Interview with the members of the Occupational Therapy Admissions Committee

Applicants who are not accepted into the program may be invited for an interview with the chairperson to discuss options to strengthen their re-application.

Students are enrolled in the professional program only once a year in the fall semester. Class size is limited. Dependent on the number of qualified applicants a waiting list may be created. Applicants placed on the waiting list will be notified of their status and of their rank on this list. If slots become available, applicants on the waiting list will be offered admission in rank order.

Applications are accepted and reviewed throughout the year. The deadline for submission of application materials is March 15<sup>th</sup> each year. The department application and all supporting documents are submitted directly to the Department of Occupational Therapy in Library Room 132. The application deadline will be extended to June 30, only if admission slots are available.

APPENDIX  
EVALUATIONS FORMS

- ❖ Credit Unit Equivalency (p. 66)
- ❖ Letter to Transfer Students (p. 67)
- ❖ Example of Online Transcript (pp. 68-69)







