



A NEWSLETTER FOR ACADEMIC ADVISORS

New Changes In Developmental Courses

The State Board of Higher Education has implemented a new policy under Academic Affairs regarding Admission Policies – Student Placement into College Courses (policy 401.1.2). Two sections of this policy impact Mathematics and English requirements for students and are effective for all students Fall 2012. Every student taking ENGL 110 and MATH 103/104/240/201H must meet the prerequisite for each, as no students are grandfathered in and exempt from this policy.

1. English Requirements/Placement – Placement into English courses is based on ACT English or SAT Writing subtest scores. Students with an ACT English of 13 or less are required to enroll in Academic Skills (ASC) 87, College Writing Prep, which is a 3 credit course offered through Dakota College at Bottineau (DCB) before enrolling in ENGL 110. Students with an ACT English of 14-17 can enroll in ENGL 110, College Composition I, through MSU; however, they must co-enroll in ASC 88, Composition Lab, which is a 1 credit course offered through DCB. Students with an ACT English of 18+ or SAT Writing of 430+ are eligible to enroll in ENGL 110 through MSU. The following chart shows the required courses for each of the ACT English and SAT Writing subtest scores.

| ACT English | SAT Writing | Required Course(s) |
|-------------|---------------|---|
| 13 or less | NA | ASC 87 (taken through DCB) |
| 14-17 | Less than 430 | ASC 88 and ENGL 110 (ASC taken through DCB) |
| 18+ | 430 or higher | ENGL 110 |

2. Mathematics Requirements/Placement – Placement into Mathematics courses is based on ACT or SAT Math subtest scores. Students with an ACT Math of 17 or less or SAT Math of less than 400 are required to enroll in ASC 92, Beginning Algebra, which is a 3 credit course offered through Dakota College at Bottineau (DCB). Students with an ACT Math of 18-21 or SAT Math of 400-510 are required to enroll in MATH 102, Intermediate Algebra, which is a 4 credit course offered through MSU. Please refer to the attached Math Placement Guidelines Chart for additional placement requirements for all other Mathematics courses. The following chart shows the required developmental courses for each of the ACT and SAT Math subtest scores.

| ACT Math | SAT Math | Required Course(s) |
|------------|---------------|--|
| 17 or less | Less than 400 | ASC 92 (taken through DCB) |
| 18-21 | 400 - 510 | MATH 102 |
| 22+ | 520 or higher | Refer to Math Placement Guidelines Chart |

April 2012

Quote of the Month

Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational process; environmental and interpersonal interactions; behavior awareness; and problem-solving, decision-making, and evaluation skills.

—Crookston, 1972

CONTACT INFORMATION

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What you should know about developmental courses – ASC 87, 88, 92 & MATH 102:

- ASC courses are offered on the Minot State University campus through Dakota College at Bottineau
 - o Must complete necessary paperwork/requirements to enroll through DCB as a collaborative student (<http://www.minotstateu.edu/online/collaborative.shtml>)
- MATH 102 is offered through Minot State University
- Required prerequisites for ENGL 110 & MATH 103/104/240/201H
- Grade of “C” or higher is required
- Do not count as credit toward graduation
- Do not impact college GPA
- Qualify for Financial Aid

The COMPASS exam will be used to place students who have not taken the ACT or SAT into the appropriate Mathematics and English courses. The COMPASS exam will also be used for students who have taken the ACT or SAT and wish to improve their placement scores to enroll in a higher level than their test scores permit. Students should contact the MSU Testing Center at 858-3990 or visit <http://www.minotstateu.edu/cel/> to find more information regarding the COMPASS exam.

CONNECT Advisor Training

All faculty/staff who will be assisting with advisement and registration at the 2012 summer CONNECT sessions are asked to attend one of the CONNECT Advisor Training sessions which will be held on Monday, April 30 from 8-10 a.m. or Thursday, May 3 from 12-2 p.m. **There has been a change in room location, as the training will now be held in the Westlie Room, 3rd floor Student Center.** The Student Success Center, along with other offices across campus, will be sharing information pertinent to advising during the summer CONNECT sessions. Lunch/Breakfast will be provided! We look forward to seeing you at the upcoming training session.

Ethical Principles for Advising

1. Seek the best possible education for the advisee. This is a utilitarian principle. In an educational setting, the good that we hope to maximize is education and its attendant benefits. It is not always easy to judge what will be the best education; our obligation is to do our best with the information available. This will benefit students, people with whom they will later have contact and society as a whole.
2. Treat students equitably; don't play favorites or create special privileges. Treating students equitably does not mean treating them all the same (e.g., advising them all to have the same major). Differences in students' needs require us to spend more time with one than with another and to advise one more intrusively than another. But the fact that we might like one student more or that we might share another's values would not justify differential treatment. This principle clearly follows from the ideal of justice.
3. Enhance the advisee's ability to make decisions. This is a key principle of developmental academic advising, so its presence here is welcome. As we all know, we cannot accomplish this goal without permitting the advisee to make decisions. This principle is derived both from utility because it benefits the student and others in the long run and from respect for persons because it supports and develops individual autonomy.
4. Advocate for the advisee with other offices. Students will not get all the services they might from the college without a little help. This principle comes from fidelity because it is an implicit part of the commitment one makes by becoming an advisor. There are limitations on this principle, imposed by utility, for advocating too hard can reduce one's future effectiveness.
5. Tell the advisee the truth about college policies and procedures, and tell others (e.g., faculty, staff and administrators) the truth as well, but respect the confidentiality of interactions with the advisee. As in the case of truth-telling, this is derived from respect for persons, which also includes privacy. Additionally it comes from fidelity, for confidentiality is part of the implicit commitment one makes to an advisee.
6. Support the institution's educational philosophy and its policies. We need to make special note of this principle because it may not come naturally to advisors who think for themselves and have their own educational philosophies, but it comes from fidelity because it is another commitment that is built into the moral contract one makes when accepting an advising position. Note that this principle does not preclude arguing against policies in appropriate forums.
7. Maintain the credibility of the advising program. All concerned must perceive the program as giving advice that (a) is coherent, (b) is consistent with college policy, and (c) holds up when questioned. This is derived both from utility, because the program's effectiveness depends partly on its credibility, and from fidelity, because the advisor makes this commitment upon taking the position.
8. Accord colleagues appropriate professional courtesy and respect. This is not only about being polite to people; it is also a prohibition against encouraging students to believe negative things about the competence or character of colleagues. Opportunities to observe or violate this duty arise when a student asks which instructor to take a course from or asks for confirmation of something that “they”

are saying against a particular individual. This principle is based on utility because an institution where such a rule is not followed loses effectiveness and because a student's inclination to gossip and jump to hasty conclusions is unduly reinforced, with long-term consequences.

Lowenstein, M. & Grites, T. (1993). Ethics in Academic Advising. *NACADA Journal*, 13(1), 53-61.

Changes with Forms in Registrar's Office

The Course Substitution Form and Course Equivalency Forms are in the process of being updated by the Registrar's Office. Once the changes are finalized, the Registrar's Office will be sharing information with all academic departments/divisions. All Course Substitution Forms must be submitted to the Registrar's Office.

May Advisor Development Workshop

NACADA (National Academic Advising Association) Webinar – Ethical Decision Making in Academic Advising
Date & Time: Wednesday, May 2 from 9-10 a.m. OR Thursday, May 3 from 9-10 a.m.

Location: Westlie Room, 3rd floor, Student Center

Academic advisors are often faced with ethical decisions that require sound decision-making and accurate resolutions. Ethics involves decision-making based on maximizing good and minimizing harm wherever possible (Denise & Peterfreund, 1992; Durkheim, 1993; Frank, 2000). This train of thought is common place so when ethical decisions involve what is morally right and wrong, the course of action is relatively clear. However, ethical conflicts often involve right versus right options that are more complex. In these cases, decisions are not as obvious, but can and should be decided on the basic principles of right action.

NACADA Board of Directors member Joanne Damminger brings her highly acclaimed NACADA Summer Institute topical session to the AdvisorConnect venue to discuss general ethical principles that advisors and advising administrators will want to consider in providing appropriate assistance to all students and professional development for advisors. Advisor development related to ethical decisions is critical to effective advising practice, and advisors need to be skilled in resolving ethical dilemmas that arise when all principles of right action cannot be followed at the same time. NACADA's Core Values and the Council for the Advancement of Standards guidelines, which will be reviewed in the presentation, are helpful in resolving such dilemmas as they relate directly to general ethical principles. Joanne will also define and clarify language

associated with ethical issues and dilemmas and share examples of dilemmas and their potential resolutions.

Please contact Heather Martin at heather.martin@minotstateu.edu if you plan to attend.

Transfer Tid-bits

Advanced Placement

Advanced placement is a program of college-level courses and exams administered at the high school level that gives incoming freshman the opportunity to earn college credit. Achieving satisfactory scores on AP Examinations has many benefits. Advanced placement in college allows you to move beyond work already completed in high school and begin with higher-level courses. This gives you the opportunity to explore areas you wouldn't otherwise have time to study and to participate in internships and study abroad programs. Students who take AP courses learn a subject in great depth, develop analytical reasoning skills, and form disciplined study habits appropriate for continued success at the college level.

Students can bring in their official test score sheet to have it assessed for credit. We accept the AP test for credit from transfer students as well as first year students. The follow AP examinations are accepted by Minot State University for lower division, satisfactory college credit assuming the minimum required score has been obtained: <http://www.minotstateu.edu/cel/AdvancedPlacement.shtml>

Resource of the Month

Transitions (previously known as CONNECTIONS) for First-Year Students

Transitions the second part of the orientation experience at Minot State University. This experience will introduce first-year students to campus resources that are vital to success as a student and connect them to the Minot community. Students will have the opportunity to choose from several Transitions experiences.

Transitions in the Community will take place within the Minot community. This experience will allow students to connect to the greater community by participating in an engaging service project that benefits both the community and MSU students. After joining up with other first-year students to learn about campus resources, students will travel, via bus, to the project site and assist with the community projects.

Transitions on Campus will take place on the MSU campus for those students who cannot participate in the community. During this experience, they will meet other first-year students and learn about campus resources. There is limited space

provided for Transitions on Campus and students must provide a valid reason for participating in this experience.

Students will complete a short registration form to choose their Transitions session at registration this summer.

Transitions in the Community dates:

Roosevelt Zoo

- August 15: 12:30 p.m. – 5:00 p.m.
- August 16: 8:00 a.m. – 12:30 p.m.
- August 16: 11:30 a.m. – 4:00 p.m.
- August 17: 8:00 a.m. – 12:30 p.m.
- August 17: 11:30 a.m. – 4:00 p.m.
- August 18: 8:00 a.m. – 12:30 p.m.
- August 20: 8:00 a.m. – 12:30 p.m.

Lostwood Wildlife Refuge

- August 16 or 17: 9:00 a.m. – 4:00 p.m.

Transitions on Campus dates:

- August 16: 2 – 4 p.m.
- August 16: 3 – 5 p.m.
- August 17: 9 – 11 a.m.
- August 16: 2 – 4 p.m.
- August 20: 9 – 11 a.m.
- August 20: 1 – 3 p.m.

CETL is also looking for current students who would like to participate as a Transitions Leader. Students will be required to attend a three hour training prior to participation. Students will be paid for training and the times in which they lead these experiences. If you have recommendations, please contact Beth Odahlen or Jessica Smestad in the CETL office, at beth.odahlen@minotstateu.edu or jessica.smestad@minotstateu.edu.

Important Change to Federal Financial Aid Regulations

Repeat Courses

Effective for the 2011-12 school year, students may receive Title IV Federal Student Aid (Federal Grants, Work Study, and Student Loans) to repeat a class they have previously passed only one time after receiving a passing grade. For purposes of this regulation, a D grade is considered a passing grade regardless of individual school policy that may require a better grade for graduation or admission to a specific program. For example, if student takes Math 102 in Fall and receives a D grade, then chooses to repeat the course in Spring and receives another D

grade, then registers for Math 102 a third time, the student will not be eligible to receive Title IV Federal Student for that course for the third or any future attempts. For additional information about this regulation, please contact the Financial Aid Office.

Pell Grant Limits

Effective for the 2012-13 school year, students who have received a Federal Pell Grant for 12 semesters or the equivalent, will no longer be eligible for additional Federal Pell Grants. This change will have a significant impact on our long time students. During the week of April 15, students who submitted a 2012-13 FAFSA and have reached the six year limit, or who are near the limit (4½ years or more Pell equivalency paid), received an email from the U.S. Department of Education alerting them to this new regulation and the end of their eligibility. (So far, the email has gone out to 51 students who listed MSU on their 2012-13 FAFSA.) The limitation on Pell eligibility is one more crucial reason for students to complete their programs as quickly as possible. Please have students contact the MSU Financial Aid Office if they have questions about Pell Grant Limits.

Additional Changes

For more information about additional changes to the Federal Student Aid programs that will take affect for 2012-13, please visit: <http://studentaid.ed.gov/PORTALSWebApp/students/english/recentChangesSA.jsp> or contact the MSU Financial Aid Office at 858-3375.

Dates to Remember

- Monday, April 30 or Thursday, May 3
CONNECT Advisor Training
- Wednesday, May 2 or Thursday, May 3
Advisor Workshop/NACADA Webinar
- Monday, May 7 – Friday, May 11
Final Exams
- Friday, May 11
Commencement
- Monday, May 14
Grades entered by 12 p.m.
- Tuesday, May 29
Summer classes begin