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INTRODUCTION

Welcome to the Office of Academic Excellence & Student Performance (AESP). We are delighted that you selected Fisk University, one of the best small liberal arts institutions in the nation, to pursue your undergraduate degree. At Fisk, we are cultivating scholars and leaders one by one. Our office is here to ensure that you experience success.

The Office of Academic Excellence & Student Performance is responsible for the oversight, coordination and management of the various services to support Fisk students experiencing academic difficulty. We collaborate and work as a team to ensure that you receive the appropriate support services to overcome challenges and to enhance your academic performance.

Academic advising is an essential element to your academic progress and success. The advisement experience will help you to prepare for career and leadership opportunities after graduation. Our AESP academic advisors provide advisement to those of you who have not yet selected majors, those who are conditionally admitted to the University and to those of you who are experiencing academic challenges. Information about academic advisement is contained within this AESP Student Handbook, which you should regard as a primary informational tool throughout your relationship with the Office of Academic Excellence & Student Performance.

The AESP Student Handbook is designed to aid you in having a successful academic advisement experience, to advise you of your responsibilities and our expectations, and to provide you with other useful information so that your experience with personnel in the Office of Academic Excellence & Student Performance is both meaningful and productive. Please read it and the AESP Policies and Procedures Manual in their entirety and be prepared to review and discuss their contents in the AESP Orientation Workshop, which you must attend.

We are located in DuBois Hall on the first floor and are open from 8:00 a.m. until 7:00 p.m. daily. Please do not hesitate to stop by as often as needed. Working together, you will attain your goal of a Fisk degree.
ACADEMIC EXCELLENCE & STUDENT PERFORMANCE
REQUIREMENTS

All students served by the Office of Academic Excellence & Student Performance must adhere to the following requirements.

- Attend the AESP Orientation Workshop.

- Be an active participant in all Academic Skills Workshops.¹

- Confer with assigned Academic Advisor no less than four times each semester: at the beginning of the semester, prior to mid-semester, after mid-semester, and before the end of the semester.

- Attend all assigned tutorial sessions in the AESP Tutorial Center.

- Complete all assigned supplemental instruction and/or tutorial sessions in the Writing Center and/or the Mathematics Center.

- Participate in all assigned counseling sessions in the Academic Success Center.

- Attend the Living Learning Center no less than three times per week for completion of assignments, tutoring, supervised study groups, academic skills workshops and/or supplemental instruction during the evening hours of 6:00 p.m. to 10:00 p.m.

- Complete all other assigned interventions.

¹ Regularly admitted students who have not declared their majors must consult with the Academic Skills Coordinator to determine which workshops they must attend.
ACADEMIC ADVISEMENT

Academic advisement is essential to academic excellence and student performance at Fisk University. The advisement experience also helps to prepare you for career and leadership opportunities after graduation.

Role of the AESP Academic Advisor

Your AESP academic advisor fosters a collaborative relationship with you based on a sharing of responsibilities. S/he will assist you to achieve your goals while guiding you to accept responsibility for your learning and academic decision-making. Some of the specific responsibilities of your academic advisor include, but are not limited, to assisting you with:

- Academic planning including setting goals and managing your time;
- Personal growth and career development;
- Selecting your major;
- Monitoring your academic progress;
- Identifying and planning effective interventions;
- Clarifying academic and institutional policies;
- Academic issues;
- Navigating the campus environment; and
- Identifying resources for your utilization to optimize your chances for success.

Your AESP academic advisor will interface regularly with your professors to monitor your academic progress and to ensure that if an intervention is indicated, you receive it immediately. Your professors will use the Early Warning Intervention system (see pages 15-16) and submit an Early Intervention Report (see page 17) as often as needed to your academic advisor to keep him/her apprised of your progress, the need for additional interventions, etc. Interventions include tutorial services. Your academic advisor will ensure that you are assigned to tutors in the appropriate discipline and will monitor your participation and progress. You may need additional assistance in writing or reading or mathematics, and your academic advisor will ensure that you receive supplemental instruction or tutorial services through the appropriate Center, e.g., Writing Center, Mathematics Center.

Your academic advisor will interface with the Living Learning Center Coordinator in your residence hall and make sure that you are receiving services during the evening hours. If you have a problem or issue of a personal nature, you may discuss it with your academic advisor and s/he may refer you to a trained counselor or psychologist in the Academic Success Center. Remember, all discussions with your academic advisor are confidential.
When to See Your Advisor

You are urged to contact your advisor on any matters related to your educational progress. You are responsible for helping your academic advisor to help you by sharing essential information about your academic progress, strengths, weaknesses, interests, and goals. You must report to your advisor at least four times each semester, at the beginning, near the mid-semester, after mid-semester, and before the conclusion of the semester.

All of your sessions with your academic advisor will be documented. You should seek out your advisor assistance at any time you are experiencing a problem or have outstanding issues. You cannot register for any courses without consulting with your academic advisor and obtaining his/her approval.

Frequently Asked Questions

On the next four pages are questions that students frequently ask. If you do not understand the answers, please be sure to discuss them with your academic advisor.

WHAT IS ACADEMIC ADVISING? Academic advising assists students in achieving their educational goals. Advisors assist with the selection, planning and completion of students’ academic goals without unnecessary delays or expense. Students work together with advisors to plan their program of study, which meets the requirement of their major department and the University.

HOW WILL I KNOW WHICH ACADEMIC ADVISOR IS ASSIGNED TO ME? Each entering student who has not declared major, each conditionally admitted student, and all continuing students experiencing academic challenges is assigned an academic advisor by the director of the Office of Academic Excellence & Student Performance. When you no longer receive services from the Office of Academic Excellence & Student Performance, you will be assigned an advisor from your major discipline by the department chair.

DO I HAVE TO MEET WITH MY ADVISOR? Advising is mandatory at Fisk and in the Office of Academic Excellence & Student Performance, you must meet with your academic advisor no less than four times each semester: at the beginning of the semester, before mid-semester, after mid-semester, and before the end of the semester in order to be advised and cleared for pre-registration for the following semester.

WHAT DEGREES AND MAJORS ARE AVAILABLE FOR FISK STUDENTS? Fisk University offers the Bachelor of Arts (B.A.) degree in biology, chemistry, English, history, mathematics, music, physics, political science, psychology, sociology, and Spanish. The Bachelor of Science (B.S.) degree is available to majors in art, business administration, chemistry, computer science, nursing, special education and physics. The Bachelor of Music (B.Mus.) is available with a major in musical performance, which may involve concentrations in piano, vocal or instrumental music. The Master of Arts (M.A.) degree is offered in biology, chemistry, physics and psychology (general and clinical). Special
programs, minors, and joint programs are available through cooperative arrangements with other institutions. The "elected studies" major option is available, in addition to the prescribed major fields, so that students may propose an individually designed major not regularly offered at Fisk.

To review course descriptions, information on various departments and programs, and major requirements, access the Fisk University Bulletin at www.fisk.edu. A list of the schools and academic divisions with their departments, chairs, and discipline coordinators is provided below.

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**Dr. Reavis Mitchell, Dean**

*Department of Art and Languages – Dr. Lean’tin Bracks, Chair*
  - Art Academic Discipline Coordinator – Ms. Alicia Henry
  - English Academic Discipline Coordinator – Dr. Bracks
  - Modern Foreign Languages Academic Discipline Coordinator – Dr. Grazyna Walczak
  - Music Academic Discipline Coordinator – Dr. Philip Autry

*Department of History and Political Science – Dr. Jennifer Adebanjo, Chair*
  - History Academic Discipline Coordinator – Dr. Adebanjo
  - Political Science Discipline Coordinator – Dr. Adebanjo

*Department of Behavioral Sciences and Education – Dr. Dani Smith, Chair*
  - Sociology Academic Discipline Coordinator – Dr. Shirley Brown
  - Psychology Academic Discipline Coordinator – Dr. Jonathan Stadler
  - Education Academic Discipline Coordinator – Mr. Richard Bowers

**SCHOOL OF NATURAL SCIENCES, MATHEMATICS AND BUSINESS**

**Dr. Lee Limbird, Dean**

*Department of Business Administration – Dr. Sajid Hussain, Chair*

*Department of Life and Physical Sciences – Dr. Steve Morgan, Chair*
  - Physics Academic Discipline Coordinator – Dr. Morgan
  - Biology Academic Discipline Coordinator – Dr. Phyllis Freeman
  - Chemistry Academic Discipline Coordinator – Dr. Robert Wingfield

*Department of Mathematics and Computer Sciences – Dr. Cathy Martin, Chair*
  - Mathematics Academic Discipline Coordinator – Dr. Martin
  - Computer Sciences Academic Discipline Coordinator – Dr. Lei Qian

*Department of Pre-Health Professions – Dr. Limbird, Chair*
  - Nursing Academic Discipline Coordinator – Dr. Rolanda Johnson
  - Pre-Medicine and Pre-Dentistry Academic Discipline Coordinator – Dr. Henry Moses
HOW MANY CLASSES WILL I HAVE TO TAKE EACH SEMESTER? To be considered a full-time student, 12 or more credit hours must be taken each semester. Classes are typically four credit hours each. The majority of students take a 16-hour course load. If you are, however, experiencing challenges that are impacting your academic performance or if you are a conditionally admitted student, you may take only 12 credit hours (13 if enrolled in Core Orientation 100). Once your cumulative grade point average is 2.0 or higher, you may take more courses. You may not register for more than 18 hours per semester without approval from the Provost. First-year students generally register for 13-16 credits their first semester.

WHAT GPA MUST I MAINTAIN WHILE I AM A FISK STUDENT? Grade point averages are computed for each semester of a student's enrollment at Fisk and as a cumulative average for the student's entire undergraduate career. The grade point average (GPA) is important for several reasons. Firstly, a minimum 2.0 GPA is a graduation requirement at the undergraduate level. There are GPA requirements for various academic honors and within the major field in many departments. More importantly, there are minimum GPA performance levels required in order to maintain satisfactory academic progress and to be retained at Fisk in good standing, with eligibility for financial aid. Failure to maintain satisfactory academic progress results in academic probation, loss of eligibility for Federal financial aid and possible dismissal from the University.

HOW WILL I KNOW WHICH CLASSES TO TAKE? Each department will provide their students with a suggested four year program plan of study, along with a balance sheet to help keep track of all completed classes. The suggested program plan, and graduation requirements are listed in the Fisk University Bulletin under each department. The undergraduate degree requirements are: core curriculum – 32 hours of prescribed, common study in the liberal arts. Foreign language requirements: three semesters of college study, or equivalent, in one foreign language. Computer competency requirement prior to graduation, and completion of an academic major of at least 32 semester hours of study, depending on the field chosen, and including work in related or “cognate” field. A student must complete the minimum credit hours to graduate. These hours vary depending on your major of study. Consult the Fisk University Bulletin for the total hours required for graduation.
HOW CAN I FIND OUT IF MY COURSES WILL TRANSFER TO FISK? The courses must be taken at an accredited college or university for credit at Fisk. Grades of C (2.0) or better must be attained for each course. The grades do not transfer; only the credit hours accumulated transfer. Each course will be evaluated for its equivalence to a Fisk course. In some instances, courses with no equivalents at Fisk may be given “general elective” credit. A catalog describing the content of the course(s) and a transcript from the college/university must be provided to the Office of the Registrar’s.

IF I STOP ATTENDING A CLASS, DOES THAT MEAN THAT I DROP THE COURSE? You must complete a Change of Course Form (copy provided on page 12) with appropriate signatures and turn it into the Office of the Registrar for processing.

DOES ATTENDING A CLASS MEAN THAT I AM ENROLLED IN IT? No, for you to receive credit for a course you must have registered for the course or completed a Change of Course form and deposited it in the Office of the Registrar.

WHAT DO I DO IF I NEED TO LEAVE THE UNIVERSITY, EITHER TEMPORARILY OR PERMANENTLY? Whether you leave Fisk temporarily or permanently, you are required to complete a withdrawal form that contains signatures from several university officials. Official withdrawal enables a student to return without many of the usual fees associated with a new student.

WHERE CAN I FIND DEADLINES FOR DROPPING COURSES, APPLYING FOR A DEGREE, EXAMINATIONS, PREREGRATIONS/REGISTRATIONS, COMPLETION OF WORK FOR AN "I" GRADE, FINANCIAL AID APPLICATIONS, ETC.? All dates are listed on the university's academic calendar located on Fisk University’s website at www.fisk.edu under “Current Students.” The Academic Calendar for 2010-2011 is provided on pages 13-14 of this publication.

WHERE CAN I GO IF I NEED EXTRA HELP IN A COURSE OR WITH A WRITING ASSIGNMENT? You should inform your academic advisor who can arrange tutoring and/or other interventions to assist you. The Living Learning Center in your residence hall and the Writing Center are additional resources that you may access. The Mathematics Lab is located in the basement of Jubilee Hall. You should also arrange to meet with your professor during their regular office hours to seek their help.

WHAT IS THE BEST WAY TO FIND OUT ABOUT A MAJOR? There are several ways to find out about a major at Fisk University. You should first discuss your interests with your academic advisor. You should also read the Fisk University Bulletin, which details graduate school and career options. The Office of Career Services also has a wealth of information on career options. Another way is to enroll in an introductory course because this will give you exposure to that particular area of study. You should also visit the chair of the department to discuss your interest.
**HOW WILL MY TRANSFER CREDITS BE APPLIED TOWARD FISK REQUIREMENTS?** Students should have their transcripts from other schools sent directly to the Office of the Registrar for evaluation. Each course is evaluated one-by-one for its equivalent to a Fisk course or for its application as general elective. Students who hold the Associate of Arts (A.A.) degree with a liberal arts emphasis from an accredited institution are considered to have satisfied Fisk University’s core curriculum requirements. The 32 hours in the core curriculum, however, are not automatically added to your Fisk record. You must confer with the Office of the Registrar to have them added to your record.

**WHAT MAJOR IS RECOMMENDED FOR STUDENTS WHO WISH TO PURSUE MEDICAL SCHOOL OR LAW SCHOOL IN THE FUTURE?** One of the goals of the undergraduate program in biology is to prepare students for entry into health professional schools—medicine, dentistry, pharmacy, nursing, etc. Law schools do not require a specific course of study; they prefer that applicants have a broad background with extensive work in writing and good analytical skills. Admission to schools of law depends on the quality of academic work rather than on the field of study. The undergraduate program should include courses with a substantial writing and reading component that strengthen analytical and research skills.
# Change of Course Form

**Fisk University**  
Office of the Registrar

**STUDENT NAME (PRINTED):** ___________________________  
**DATE:** ____________

**STUDENT SIGNATURE:** ___________________________

**ID:** ___________________________  
**CLASS:** ___________________________

**EMAIL:** ___________________________  
**PHONE:** ___________________________

**SEMESTER** ___________________________

## DROP

<table>
<thead>
<tr>
<th>CRN</th>
<th>SUBJECT</th>
<th>CRSP NO/FEC</th>
<th>HOURS</th>
<th>TITLE</th>
<th>INSTRUCTOR'S COMMENTS</th>
<th>INSTRUCTOR'S NAME (PRINTED)</th>
<th>INSTRUCTOR'S SIGNATURE</th>
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## ADD

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<th>SUBJECT</th>
<th>CRSP NO/FEC</th>
<th>HOURS</th>
<th>TITLE</th>
<th>INSTRUCTOR'S COMMENTS</th>
<th>INSTRUCTOR'S NAME (PRINTED)</th>
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**ADVISOR’S NAME (PRINTED):** ___________________________  
**PROVOST’S SIGNATURE:** ___________________________  
**RECOMMENDED IF OVER 16 HRS**

**ADVISOR’S SIGNATURE:** ___________________________

**TOTAL HRS BEFORE ADD/DROP:** ______

**TOTAL HRS AFTER ADD/DROP:** ______

*For Registrar’s Office Only*

- Completed By: ___________________________
- Completion Date: ___________________________

*Revised 6/2008*
### ACADEMIC CALENDAR 2010-2011

#### FALL TERM 2010

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td>Aug 10</td>
<td>Faculty returns to campus</td>
</tr>
<tr>
<td>Tue</td>
<td>Aug 10</td>
<td>Fall University Institute</td>
</tr>
<tr>
<td>Sat</td>
<td>Aug 14</td>
<td>New students arrive; residence halls open</td>
</tr>
<tr>
<td>Mon-Tue</td>
<td>Aug 16-17</td>
<td>Placement tests (Math, Foreign Languages and Computer Proficiency) and orientation for new students</td>
</tr>
<tr>
<td>Wed</td>
<td>Aug 18</td>
<td>Advising and registration for new students only; continuing students arrive; move into residence halls</td>
</tr>
<tr>
<td>Thu-Fri</td>
<td>Aug 19-20</td>
<td>Advising and course registration for returning students (penalty fee applies for returning students who failed to register during the University regularly scheduled registration period)</td>
</tr>
<tr>
<td>Mon</td>
<td>Aug 23</td>
<td>Fall term classes begin; last day to register (penalty fee applies for late registration)</td>
</tr>
<tr>
<td>Tue</td>
<td>Aug 31</td>
<td>Last day to add/drop courses (after this date students will be financially responsible for all attempted hours, regardless of withdrawals made)</td>
</tr>
<tr>
<td>Wed-Thu</td>
<td>Sep 1-30</td>
<td>Credit by examination administered (other times by permission of Provost)</td>
</tr>
<tr>
<td>Thu</td>
<td>Sep 2</td>
<td>Opening Honors Convocation, 10:00 a.m.; first attendance verification in Banner Web</td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 6</td>
<td>Labor Day (holiday); students, faculty, staff, and administrators</td>
</tr>
<tr>
<td>Wed</td>
<td>Sept 15</td>
<td>Measure of Academic Proficiency and Progress (MAPP) for entering freshmen</td>
</tr>
<tr>
<td>Fri-Fri</td>
<td>Oct 1-29</td>
<td>Junior and Senior Audits; Department Chairs to meet with students to conduct Junior and Senior Audits for all juniors and all seniors</td>
</tr>
<tr>
<td>Fri</td>
<td>Oct 1</td>
<td>Last day to drop classes with “WD” (Withdrawn) mark</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>Oct 4-8</td>
<td>Mid-semester evaluations</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 6</td>
<td>Jubilee Day observances; Convocation, 10:00 a.m.</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 13</td>
<td>Last day for faculty to submit mid-term grades via Banner Web; second attendance verification in Banner Web</td>
</tr>
<tr>
<td>Thu-Fri</td>
<td>Oct 14-15</td>
<td>Fall Break; students, faculty, staff, and administrators</td>
</tr>
<tr>
<td>Thu</td>
<td>Oct 21</td>
<td>Computer Proficiency Examination; mandatory for Juniors who have not taken or do not plan to take CSCI 100 or BAD 110</td>
</tr>
<tr>
<td>Fri</td>
<td>Oct 29</td>
<td>Last day for Department Chairs to submit Junior and Senior audits for all juniors and all seniors; Deadline for application for study abroad for Spring semester</td>
</tr>
<tr>
<td>Mon-Wed</td>
<td>Nov 1-Dec 1</td>
<td>Registration opens for Spring term (penalty fee applies for students who do not register during this regular registration period; some courses may be unavailable to these students in the Spring)</td>
</tr>
<tr>
<td>Mon-Wed</td>
<td>Nov 1-3</td>
<td>Senior Exits Exams</td>
</tr>
<tr>
<td>Thu</td>
<td>Nov 4</td>
<td>Measure of Academic Proficiency and Progress (MAPP) for graduating seniors</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 10</td>
<td>Third attendance verification in Banner Web</td>
</tr>
<tr>
<td>Thu-Sun</td>
<td>Nov 11-14</td>
<td>Homecoming and Fall Family Weekend</td>
</tr>
<tr>
<td>Thu</td>
<td>Nov 18</td>
<td>Computer Proficiency Examination; mandatory for Seniors who have not taken or do not plan to take CSCI 100 or BAD 110</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>Nov 22-26</td>
<td>Thanksgiving recess (holiday); students, faculty, staff, and administrators</td>
</tr>
<tr>
<td>Tue</td>
<td>Dec 1</td>
<td>Last day to register for Spring term (penalty fee applies for students who do not register by this date; some courses may be unavailable to these students)</td>
</tr>
<tr>
<td>Fri</td>
<td>Dec 3</td>
<td>Last day for students to file for degree for May Commencement</td>
</tr>
<tr>
<td>Tue</td>
<td>Dec 7</td>
<td>Fall term classes end; last day to drop classes with “WP” (Withdrawn Passing) or “WF” (Withdrawn Failing) marks according to instructor’s evaluation; last day to submit work for completion of “I” (incomplete) grade from previous semester</td>
</tr>
<tr>
<td>Wed-Thu</td>
<td>Dec 8-9</td>
<td>Final examination preparation days</td>
</tr>
<tr>
<td>Fri</td>
<td>Dec 10-15</td>
<td>Final examinations</td>
</tr>
<tr>
<td>Fri</td>
<td>Dec 17</td>
<td>Last day for faculty to submit final grades via Banner Web; end of Fall term; fourth attendance verification in Banner Web; residence halls close; winter recess begins</td>
</tr>
<tr>
<td>Mon-Sun</td>
<td>Dec 20-Jan 2</td>
<td>Faculty, staff and administration winter holiday break; University closed.</td>
</tr>
</tbody>
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*All dates are subject to change*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Jan 3</td>
<td>University opens</td>
</tr>
<tr>
<td>Thu Jan 6</td>
<td>Students arrive; residence halls open at 9:00 a.m.</td>
</tr>
<tr>
<td>Fri Jan 7</td>
<td>Placement tests (Math, Spanish and Computer Science Proficiency) for new students; advising and registration</td>
</tr>
<tr>
<td>Mon Jan 10</td>
<td>Spring term classes begin; last day for registration for Spring term (penalty fee applies for returning students who failed to register during the University regularly scheduled registration period)</td>
</tr>
<tr>
<td>Thu Jan 13</td>
<td>Martin Luther King Convocation, 10:00 a.m.; classes as usual at other hours</td>
</tr>
<tr>
<td>Mon Jan 17</td>
<td>Martin Luther King Day (holiday); students, faculty, staff, and administrators</td>
</tr>
<tr>
<td>Tue Jan 18</td>
<td>Last day to add/drop courses for Spring term (after this date students will be financially responsible for all attempted hours, regardless of withdrawals made)</td>
</tr>
<tr>
<td>Thu Jan 20</td>
<td>First attendance verification in Banner Web</td>
</tr>
<tr>
<td>Fri Jan 21</td>
<td>Spring University Institute</td>
</tr>
<tr>
<td>Tue-Mon Feb 1-28</td>
<td>Black History Month; credit by examination administered (other times by permission of Provost)</td>
</tr>
<tr>
<td>Thu Feb 17</td>
<td>Computer Proficiency Examination; mandatory for seniors who have not taken CSCI 100 or BAD 110</td>
</tr>
<tr>
<td>Tue-Wed Feb 1-23</td>
<td>Junior and Senior Audits; Department Chairs to meet with students to conduct Junior and Senior Audits for all juniors and all seniors</td>
</tr>
<tr>
<td>Fri Feb 11</td>
<td>Last day to drop courses with “WD” (Withdrawn) mark</td>
</tr>
<tr>
<td>Mon-Fri Feb 14-18</td>
<td>Mid-semester evaluations</td>
</tr>
<tr>
<td>Wed Feb 23</td>
<td>Last day for faculty to submit mid-term grades via Banner Web; second attendance verification in Banner Web</td>
</tr>
<tr>
<td>Mon Feb 28</td>
<td>Last day for Department Chairs to submit Junior and Senior Audits for all juniors and all seniors</td>
</tr>
<tr>
<td>Tue-Thu Mar 1-31</td>
<td>Registration opens for Summer &amp; Fall terms (penalty fee applies for returning students who do not register during this regular registration period; some courses may be unavailable to these students in the Fall)</td>
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<tr>
<td>Mon-Fri Mar 7-11</td>
<td>Spring Recess; students, faculty, staff, and administrators</td>
</tr>
<tr>
<td>Mon Mar 14</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Thu-Sun Mar 24-27</td>
<td>Spring Arts Festival</td>
</tr>
<tr>
<td>Tue Mar 29</td>
<td>Third attendance verification in Banner Web</td>
</tr>
<tr>
<td>Thu Mar 31</td>
<td>Computer Proficiency Examination; mandatory for Juniors who have not taken or do not plan to take CSCI 100 or BAD 110. Juniors failing the test or choosing not to take the test for any reason(s) must register for CSCI 100 or BAD 110. Deadline for application for study abroad for Fall semester.</td>
</tr>
<tr>
<td>Thu Apr 7</td>
<td>Scholar’s Research Day Convocation, 1:00 p.m.</td>
</tr>
<tr>
<td>Thu Apr 21</td>
<td>Spring term classes end; last day to drop classes with “WP” (Withdrawn Passing) or “WF” (Withdrawn Failing) marks depending on instructor’s evaluation; last day to submit work for completion of “I” (Incomplete) mark from previous semester; fourth attendance verification in Banner Web</td>
</tr>
<tr>
<td>Fri Apr 22</td>
<td>Good Friday (holiday); students, faculty, staff, and administrators</td>
</tr>
<tr>
<td>Mon-Tue Apr 25-26</td>
<td>Senior final exams; final examination preparation day</td>
</tr>
<tr>
<td>Wed-Fri Apr 27-29</td>
<td>Non-senior examination period</td>
</tr>
<tr>
<td>Wed Apr 27</td>
<td>Last day for faculty to submit senior grades via Banner Web, 12:00 noon.</td>
</tr>
<tr>
<td>Mon May 2</td>
<td>COMMENCEMENT</td>
</tr>
<tr>
<td>Tue May 3</td>
<td>Last day for students to file for degree for August and December</td>
</tr>
<tr>
<td>Wed May 4</td>
<td>Last day for faculty to submit final grades for non-seniors via Banner Web; fifth attendance verification in Banner Web; end of Spring term; residence halls close.</td>
</tr>
<tr>
<td>Tue May 10</td>
<td>Last official day for Faculty</td>
</tr>
</tbody>
</table>

All dates are subject to change
EARLY WARNING INTERVENTION

The Early Warning Intervention is a formal, proactive feedback system through which faculty and staff members are alerted to students in potential academic difficulty. It allows your professor(s) to inform your academic advisor of any weaknesses recognized from your test or examination performances, completion of assignments, or class participation/attendance.

This intervention allows your academic advisor to work with your professor(s) to assist you as soon as problems arise that might impede your academic success. Your academic advisor will meet with you immediately to develop a plan for your improvement. Your improvement plan may include tutorial sessions, assignment to a study group, and/or assignment to supervised evening tutorial or study sessions in the Living Learning Center of your residence hall.

The implementation steps of the Early Warning Intervention System are detailed below and a copy of the Early Intervention Report form is provided on page 17.

Implementation Steps

1. The Early Intervention Report (EIR) identifies at-risk students or students exhibiting risky behaviors for academic failure (i.e., poor attendance, failing quiz/test grades, etc.). Two weeks after the beginning of the semester, the Early Intervention Report will be emailed to all faculty members from the Office of the Provost. It will also be available on the web under academic forms (Office of the Provost) for future use.

2. After a student has been identified as performing unsatisfactorily or failing to attend classes, faculty members are requested to complete and return the EIR within one week to the Office of Academic Excellence & Student Performance. The director will oversee the identification and implementation of immediate interventions for the students through the AESP academic advisors.

3. Students are required to attend tutoring and/or study sessions, counseling and/or verification of compliance by the targeted students is to be documented by the appropriate personnel (e.g., tutors, academic advisors, Living Learning Center coordinators, Writing Center coordinator, Mathematics Center coordinator, L.E.A.D. Program staff, Academic Success Center personnel, etc.).

4. Formal collaboration between all offices/units of the University is expected to ensure that contact has been made with all targeted students.

5. If students fail to comply after one week, additional interventions are to be identified and implemented, and Living Learning Center coordinators are alerted so that they can make personal contact with the identified students.
6. If further contact is needed (third attempt), and a student continues to fail to comply, a “hold” is placed on the students’ records until contact is made with the Office of Academic Excellence & Student Performance. Students will be prohibited from using Banner web to register for the next semester.

7. The Office of Academic Excellence & Student Performance will issue a mid-semester report for each student the Office serves. The report will include a summary of interventions implemented, feedback from areas providing the interventions, and current semester grades.

8. The Provost will send a congratulatory note to all students for whom interventions were implemented and who successfully passed the associated course(s) with grade(s) of “C” or better.
Office of Academic Excellence & Student Performance

EARLY INTERVENTION REPORT
(Complete for students in need of educational support.)

Instructor: ___________________ Student: ___________________ ID#: ______________
Course: _________________________________________________________________________

Firstly, thank you for your support as we work to provide services to improve the retention and educational experience of our students. While the first year of college is crucial to our students’ academic survival, the subsequent years are just as challenging and important. Secondly, it is imperative that we monitor the academic progress of our students and need your support. Please take a moment to complete the following checklist.

Student Progress is: _______ Satisfactory (at C or above level) _______ Unsatisfactory (below C level)

Student is doing unsatisfactory work because she/he:

___Is often late to class
___Does not hand in assignments
___Has low test or quiz grades
___Fails to ask questions
___Lacks motivation or interest in course
___Does not attend class
___Does not complete assignments
___Displays a poor attitude in general
___Does not participate in class
___Other (please explain)

Additional Comments: ________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
Refer to: ___Writing Center ___Math Lab ___Tutoring ___Advisor ___Counseling Services

Please return this form by: _________________________________________________________________

To: Ms. Ingrid F. Collier
    Director, Office of Academic Excellence & Student Performance
    Email: icollier@fisk.edu
    (615) 329-8588 (office)

Thank you for your assistance.

Revised 08/09/2010
As you work with your academic advisor to plan your degree program, it is vital that you adhere to the policies and procedures of the University. These are detailed in the AESP Policies and Procedures Manual and in the Fisk University Bulletin. Some of the more relevant ones are provided, as follows.

**Undergraduate Degree Requirements**

1. The core curriculum – 32 semester hours of prescribed, common study in the liberal arts.

2. Foreign language requirement: three semesters of college study, or equivalent, in one foreign language. Students who have studied a foreign language for at least two years in high school may register for advanced placement in that language if they score satisfactorily on a foreign language placement examination given during the new student orientation period. Students with extensive prior background in a foreign language are not required to pursue language study at Fisk, if their placement scores indicate a mastery of the language equivalent to at least the second year of college study. Thus, the language requirement calls for a level of achievement equivalent to two years of college study—not for a specified number of credit hours. Fisk offers instruction in Spanish and French, but students who can document appropriate competence in another foreign language may petition to substitute that language. Note: Students enrolled in dual-degree engineering programs in cooperation with other institutions and students seeking the B.S. degree in physics are exempt from the foreign language requirement. (B.A. candidates in physics are not exempt.)

3. Computer competency requirement prior to graduation: all students must demonstrate basic proficiency in the areas of: word processing, spreadsheet development, electronic presentations, E-mail, and the Internet. The pretest for competency will be administered throughout the year. Classes are also offered to assist students in meeting competency standards in each area. Computer competency is part of the permanent record for each student.

4. Completion of an academic major of at least 32 semester hours of study, depending on the field chosen, and including work in related or "cognate" fields. Specific requirements, including minimum and maximum hours of study, have been established within each of the available majors and are listed in the appropriate sections of the University’s Fisk University Bulletin. The total number of hours for any major, for joint majors, and for the elected studies major normally shall not exceed 64 semester hours of credit in approved courses. Courses beyond the required credit-hour maximum in a discipline or elected studies major will not be counted toward the minimum credit-hour requirement for the bachelor’s degree.
Classification of Students

All students, both full- and part-time, are classified by semester hours of credit earned as follows:

- Freshmen           Under 30 hours
- Sophomores        30 to under 60 hours
- Juniors            60 to under 90 hours
- Seniors            90 or more hours

Full-time students are those who register for twelve or more semester hours per term; three-quarter time students are those who register for at least nine hours but fewer than twelve (9-11 credit hours); and half-time students are those who register for at least six but fewer than nine (6-8 credit hours). "Credit hours attained" do not include credits for courses showing transcript notations of "E," "F," "I," "WD," "WP," or "WF." Courses bearing these notations are included, however, in determining the number of semester hours for which the student has registered each term and hence, in determining full-time or part-time status.

GRADING SYSTEM

The course grading system at Fisk is as follows:

- The grade of “A” indicates work of high quality.
- The grade of “B” indicates very good work.
- The grade of “C” indicates acceptable work.
- The grade of “D” indicates work at a minimal passing level.

Plus and minus grades may be attached to letter grades. Grades awarded with a minus (“-“) indicate achievement at the lower limit for that grade; grades awarded with a plus (“+“) indicate achievement at the upper limit for that grade.

The grade of “C-“ is not acceptable toward fulfillment of departmental requirements for the major or minor or for cognate courses in the student’s major or minor.

Grades of "D" do not count toward fulfillment of departmental requirements for the major or the minor, nor are "D" grades acceptable for cognate courses in the student's major or minor. Fisk does not accept "D" or equivalent grades from other institutions in transfer toward a Fisk degree.

The grade of “E” is a failing grade, indicating failure to meet the minimum requirements of the course. Under some circumstances, the "E" grade is given when the student's work is incomplete or when the student has withdrawn from the course. A course for which the grade of "E" is given must be repeated and a higher grade earned, if credit is desired.
Pass/Fail Grade

Pass/Fail grades are given in some laboratory sections. Selective pass/fail grading is also available, at the student's option, in order to provide wider opportunities for students to pursue courses outside the major field, without competition from students specializing in the discipline in which the course is offered. Students may take no more than twelve hours of coursework under the pass/fail option, and the coursework may be for general elective credit only. A grade of "P" (passing) is awarded for work at the "D" level or better. Work below the "D" level is assigned a grade of "F" (failure).

Pass/fail grades are available only to students of junior or senior classification, who are in good academic standing and enrolled for fourteen credit hours or more in the semester. No more than one course per semester may be taken on a pass/fail basis in the junior year, and no more than two per semester in the senior year. Students must indicate on their registration cards those courses they wish to take on a pass/fail basis.

Students enrolling on a pass/fail basis must meet the same standards of achievement as other students, including the same attendance and other course requirements such as class recitations, tests, papers, and examinations.

The Registrar will provide for each instructor, at the beginning of the semester, a list of students registered on a pass/fail basis for that instructor's classes. Students are not permitted to change their status from letter grade to pass/fail, or vice versa, after the close of normal registration.

Credits earned by examination are also shown on the student's transcript with the grade of "P," and are not counted among the twelve hours of coursework permitted on the pass/fail basis. The requirement of junior or senior standing for pass/fail grading does not apply when "P" grades are assigned for credit by examination; nor are "P" graded credits, when earned by examination, subject to the usual pass/fail restriction specifying use of credit for general elective purposes only.

Incomplete Grades

The grade of "I" (incomplete) is given when the student has substantially and satisfactorily completed the work in a class but due to unavoidable circumstances (illness or other valid reasons) lacks no more than two distinct course completion requirements. The student must have achieved an average of "C" or better in work completed for the course, and will be responsible for having a clear understanding of the requirements for the completion of the course and removal of the "I". Work done must be submitted by the last day of classes during the next semester in which the student is enrolled, and the "I" grade must be removed by the end of the next semester during which the student is enrolled; otherwise it is automatically replaced with a failing grade (E).
Credit by Examination

Credit by examination is available to students whose experience or independent study has led to mastery of the content of Fisk courses they would otherwise have to take. To be eligible for participation in this program, students must be enrolled at Fisk and must be carrying a full load of class work. Since the purpose of the program is to allow for the demonstration of achievement outside of the normal academic process, no student may use this option to receive credit for a course in which he or she has previously received a failing grade. The examinations are normally scheduled with the approval of the Provost.

Students may be permitted to take two examinations on each day. A list of the courses for which the credit-by-examination option is available is maintained in each School Dean’s Office, the Office of the Registrar and in the Office of the Provost. Students seeking credit by examination must petition the appropriate Dean in writing, giving the course number, title, and hours of credit, together with a brief statement of justification, mentioning such matters as high school courses taken in the field, any special work experience, or independent study background in the content field. For continuing students, the deadline for petitions is the end of the registration period. A nonrefundable fee is assessed before each examination. A student will be assessed tuition charges for all credit hours earned by this method.

The appropriate Dean will report to the Provost on the acceptability of the student's justifications within one week from the receipt of the petition. The school may exclude certain courses from the credit-by-examination process.

The student must take a written examination and/or additional measures to demonstrate mastery. The examination will come from the discipline or division in which the course is taught. It must be reviewed and approved by the discipline faculty or by the discipline faculties, if more than one discipline is involved. The school will promptly notify students of the exam results. Students who fail to pass the examination may petition for one additional chance and must pay the fee again. If the student passes, the course will appear on the student's transcript for that semester with a grade of "P." Records of failure for credit by examination do not appear on the transcript.

Withdrawn Grades

The grade of "WD" (withdrawn) is given by the Registrar when a student has been enrolled for a course during the first two weeks of the semester, but has filed a properly approved withdrawal form with the Registrar before the beginning of the mid-semester examination period. Instructors must indicate consent on the withdrawal form.

The grade of "WP" (withdrawn passing) is given by the Registrar when a student files a properly approved withdrawal form with the Registrar between the beginning of the mid-semester examination period and the beginning of the final examination period, but only if the instructor certifies on the official grade report that the student's standing in the course was at a "D" grade level or better at the time of withdrawal.
The grade of "WF" (withdrawn failing) is given by the Registrar when a student files a properly approved withdrawal form with the Registrar between the beginning of the mid-semester examination period and a date four weeks before the beginning of the final examination period, except when the instructor has indicated on the final grade sheet that the student's standing in the course was at an "E" grade level or better at the time of withdrawal.

**Mid-Semester Reports**

Mid-semester reports are required from each instructor for all students who are doing unsatisfactory work ("C -" level or below) in that instructor's courses at midterm. Students are notified of any such reports by the Registrar and are required to meet with their faculty or AESP academic advisors to discuss the possible reasons for the deficient performance and to make plans for improvement. The absence of a mid-semester deficiency report, however, does not constitute a passing grade. It is, therefore, the student's responsibility to remain in contact with their instructors in case of any question about the student's performance level.

**Mid-Term and Final Examinations**

Mid-term and final examinations are important evaluative instruments in most Fisk courses. The midterm examination often provides much of the basis for the instructor's mid-semester report. A written final examination, or equivalent, is required by University policy in all courses yielding academic credit at the undergraduate level. Final examinations are given during a specially scheduled examination period following the end of classes. Students are responsible for arranging any end-of-term work or travel plans in such a way as to avoid conflict with the final examination schedule. Work and travel plans do not constitute reasons to be excused from final examinations.

**Grade Changes**

Grade changes may be made to correct a grade report. All such changes are initiated by the course instructor and approved by the appropriate Department Chair and by the School Dean prior to being recorded in the Office of the Registrar.

Once filed in the Office of the Registrar, grades are no longer the property of the instructor and cannot be changed because of a revision of the judgment of the instructor. In no case may a second examination or assessment of new work be undertaken after the date of the semester report in order to secure a new grade.

**Appealing a Grade**

An awarded grade shall be final. However a change of grades may be permitted under certain exceptional circumstances. The Provost will evaluate appeals concerning a change of grade only if the following steps and procedures have been observed:
**Step 1:** The student shall seek a conference with and/or forward a written appeal to the instructor awarding the grade. This step shall occur as soon as possible but definitely no later than the end of the fourth week of the semester following that in which the grade was awarded.

**Step 2:** If the instructor is no longer at Fisk or the student is not satisfied with the outcome of the conference in Step 1, an appeal may be made to the Chair of the Department in which the course was offered. Such appeal shall be made no later than two weeks after the meeting in Step 1 and no later than the end of the sixth week of the semester following that in which the grade was awarded. This appeal should be made in writing by the student giving all reasons and providing all documents in support of the change of grade. Requests that do not include specific reasons and supporting documents will not be considered. The Chair must notify the student regarding the result of the appeal within 30 days after the written request was submitted.

**Step 3:** If the student is not satisfied with the outcome of the appeal process in Step 2, an appeal may be made to the Dean of the School in which the course was offered. This appeal should be made in writing by the student giving all reasons and providing all documents in support of the change of grade. Requests that do not go through Step 2 and that do not include specific reasons and supporting documents will not be considered. The School Dean must notify the student regarding the result of the appeal within 18 days after the written request was submitted.

**Step 4:** If the student is not satisfied with the outcome of the appeal process in Step 3, a final appeal may be made to the Office of the Provost. This appeal should be made in writing by the student giving all reasons and the summary of the outcomes in Step 1 through 3. Requests that do not go through Steps 1 through 3 will not be considered. After careful review of the file, the Office of the Provost will notify the petitioner of the final decision.

**Grade Point Averages**

Grade point averages are computed for each semester of a student's enrollment at Fisk and as a cumulative average for the student's entire undergraduate career. The grade point average (GPA) is important for several reasons. First, a minimum 2.0 GPA is a graduation requirement at the undergraduate level. There are GPA requirements for various academic honors and within the major field in many departments. And, most crucially, there are minimum GPA performance levels required in order to maintain satisfactory academic progress and be retained at Fisk in good standing, with eligibility for financial aid.

The student's grade point average is computed by assigning points to Fisk courses on the student's transcript. The number of quality points assigned to specific grades for each credit hour of work is follows.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>E</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The grade point average is derived by dividing the total number of quality points earned by the total number of credit hours attempted, excluding from the latter total any hours for which grades of "P," "F," "I," "WD," "WF," or "WP" have been recorded. When students repeat courses, only the last grade received is considered in determining grade point average. Standards and practices vary from one institution to another: The Fisk grade point average reflects only coursework done at Fisk University. Transfer coursework is not considered.

Acceptable standards of scholarship for Fisk undergraduates require a minimum cumulative GPA of 2.0 ("C") or better. Satisfactory academic progress toward the required 2.0 GPA and the required 120 semester hours for the bachelor's degree must be maintained throughout the student's career at Fisk. The University recognizes that student performance may be affected by adverse personal circumstances. In some instances, a student may wish to consider a leave of absence or withdrawal from the University with appropriate counsel with his/her AESP or faculty academic advisor.
SATISFACTORY ACADEMIC STANDING

Satisfactory academic progress at Fisk is defined as a record consistent with timely degree completion (i.e., completion of 12 semester hours for full-time students, with 2.0 semester GPA and/or graduation within 12 semesters of full-time study or equivalent). Failure to maintain satisfactory academic progress results in academic probation, possible loss of eligibility for Federal financial aid and possible dismissal from the University.

The satisfactory academic standing guidelines discussed below do not apply to students who hold conditional admission status. For conditionally admitted students, interruption of academic work up to dismissal may occur at any time for failure to meet any or all prescriptions of the admission letter. Conditional admission status is extended to a select few candidates who do not present credentials clearly sufficient to justify regular admission, but who, in other ways, show promise of success at Fisk. Students admitted under this special status are restricted to a maximum 12 credit-hour course load during the first semester of enrollment at Fisk, unless a heavier load is permitted by the Provost. Specific conditions are outlined for each conditionally admitted student within his/her official acceptance letter to Fisk University. Once conditional admission status has been removed, the standard satisfactory academic standing guidelines apply.

Students who fail to maintain the minimum requirements for satisfactory progress or who fail to maintain the terms of their admission letters will be dismissed from the University. Fisk University summarily reserves the right to withdraw disruptive students, as well as students who fail to meet their financial obligations to the institution. Dismissal for failure to meet satisfactory academic standards is by action of the Committee on Standards and Degrees or the Provost, and will usually occur after three semesters (i.e., one semester of low academic performance, one semester on Academic Warning, and one semester on Academic Probation), or anytime the Committee on Standards and Degrees or Provost determines that a student will be unable to fulfill all graduation requirements within 12 semesters of full-time study or equivalent, plus approved summer study.

**Academic Warning**

Academic Warning letters are promptly issued at the end of each semester from the Office of the Provost to all students whose cumulative grade point average is below "C" level (2.0) and to all full-time undergraduate students who are accumulating credits at a rate less than twelve semester hours per term. The intent of the warning letter is to alert the student and the student's AESP or faculty academic advisor to the fact that the student is in academic jeopardy and in need of tutoring or other academic interventions.

Students on Academic Warning status are required to utilize the available student support services to maximize their overall academic performance. These students must contact Ms. Ingrid Collier, director of the Office of Academic Excellence & Student Performance, which is located in DuBois Hall, Room 123. Ms. Collier’s email is icollier@fisk.edu.
receive free tutorial services, workshops and other support services coordinated though the AESP office. If personal and confidential counseling services are needed, students may contact Dr. Jeff Menzise, director of the Academic Success Center, which is located in Boyd House. Dr. Menzise’s email is jmenzise@fisk.edu.

**Academic Probation**

Students on academic warning status are placed on academic probation for a cumulative grade point average below 2.0 and for accumulating credits at a rate less than 12 semester hours per term. Students on academic probation are ineligible for participation in extracurricular activities. (See the section on “Disciplinary Sanctions” in the Academic Planner/Student Handbook for more information about loss of privileges.) When probation is a result of a low GPA, the student is restricted to a 12 credit-hour course load during each semester until the GPA reaches a level sufficient to remove the student from probation. Exceptions are made when the student's most recent semester GPA is one full point higher than the student's previous cumulative GPA provided that the improvement in semester GPA is achieved while completing 12 or more semester hours of academic credit (or pro-rata equivalent for part-time students). In all instances, the cumulative GPA and semester hour totals must be high enough that it remains mathematically possible for the student to complete his/her degree requirements within the 12 semesters of full-time study or equivalent, plus approved summer study.

**Academic Dismissal from Fisk**

Academic dismissal from Fisk is by action of the Provost or the Committee on Standards and Degrees. Students are dismissed at the end of any semester if they are already on academic probation and continue to perform at a level too low to show promise of removal from probation, or if they have received a previous warning letter and have shown subsequent deterioration in performance. Academic dismissal for students admitted under the conditional admission status may occur immediately upon failure to meet any or all prescriptions outlined in the official acceptance letter.

**Appeals to the Committee On Standards And Degrees**

Reconsiderations are sometimes granted when the student submits a written request for a committee review to the Office of the Provost. Such a request must be received in the Office of the Provost within ten working days following the date on the University's letter to the student giving notice of dismissal. Requests are considered by the Provost or the Committee on Standards and Degrees and notice of the outcome is normally mailed to the student within two weeks following receipt of the appeal. The Provost or the Committee on Standards and Degrees may reverse a prior academic dismissal action only when the student presents evidence of:

- Persistent debilitating illness
- Unanticipated personal or family hardship
• Successful management of the illness or hardship in a way that it is unlikely to interfere further with the student’s progress.

Failure to update mailing addresses with the registrar’s office and/or allegations of lost/missed mail are not valid reasons for reconsideration. *Students who are unable to meet deadlines for reconsideration requests, due to failure to provide a current address to the Registrar have forfeited their eligibility for reconsideration from dismissal or from any other obligations of the University that involve notification requiring addresses and/or telephone numbers.*

**Reconsideration Request**

Readmission of dismissed students is not considered until at least one academic year has elapsed following the dismissal action. Reinstated students will be placed on academic probation during the first semester following return to Fisk, and they will be required to attain a cumulative GPA of 2.0 or better or be subject to a second dismissal. A student who has been academically dismissed from the University more than once will not be reinstated. It is the student's responsibility at all times to keep the Office of the Registrar informed of changes in local and/or permanent addresses.

**Readmission Following Academic Dismissal**

Students who fail to make satisfactory academic progress will be dismissed for a minimum of one academic year. They may reapply for readmission by contacting the Dean of Admission after one academic year, provided that they have met the readmission conditions specified on their dismissal letters. Readmission is not guaranteed but is sometimes granted when there is a clear reason to expect that the student’s performance is likely to show dramatic improvement. The best evidence in support of a readmission application is a transcript from an accredited institution of higher education showing strong academic performance during the period of dismissal from Fisk. A change of heart is not a good enough reason for readmission.

Students who have been readmitted to Fisk are placed on academic probation and allowed to enroll in no more than 12 credit hours until they attain a 2.0 GPA at Fisk (not inclusive of credits earned during the dismissal period). Failure to meet Fisk’s satisfactory academic standards as defined previously will result in automatic, immediate and final dismissal. Students who receive a final dismissal letter will not be readmitted to the University.

Once determination of satisfactory Fisk grade point average or outside academic work is made by the Provost, the applicant is referred to the Business Office, the Office of Student Life, and the Office of the Registrar.
### Credit Hour Requirements For Satisfactory Academic Standing Chart

<table>
<thead>
<tr>
<th>Years of Undergraduate Study</th>
<th>FULL-TIME STUDENTS Must Attain...</th>
<th>¾ TIME STUDENTS Must Attain...</th>
<th>HALF-TIME STUDENTS Must Attain...</th>
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<tbody>
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<td></td>
<td>Credit Hours</td>
<td>Cumulative GPA</td>
<td>Credit Hours</td>
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<td></td>
<td></td>
<td>112</td>
</tr>
<tr>
<td>10</td>
<td></td>
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<td>118</td>
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<td>10.5</td>
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<td>124</td>
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<td>11</td>
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<td>130</td>
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<tr>
<td>11.5</td>
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<td></td>
<td>136</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>140</td>
</tr>
</tbody>
</table>

**NOTE:** This table relates to University expectations for students with regard to satisfactory academic standing. It is the chart that is used by the Committee on Academic Standards and Degrees to assess students’ progress at the end of each semester. Students should only expect a timely graduation if they matriculate and pass courses according to the Timely Graduation Chart that is provided in the AESP Policies and Procedures Manual and the Fisk University Bulletin.
ATTENDANCE

Attendance in class is strictly required by University policy. In each course, students who miss more than ten percent of the scheduled class meetings (including labs) due to unexcused absences will be in danger of failing the course. For a class that meets three times per week, the number of unexcused absences would be five class sessions; for a class that meets twice a week, three class sessions; and for a class that meets once per week, two class sessions. More strenuous requirements may be applicable, as stated by individual instructors in their respective course syllabi. It is the student’s responsibility to understand each instructor’s requirements. The University Administration, consistent with this policy, does not generally issue excuses from class.

Excuses and Absence Notices

The University administration, consistent with this policy, does not normally issue excuses for students' absences from class. Occasionally, however, a student may miss class due to a University-sanctioned educational activity, such as participation in a Fisk Jubilee Singers® tour or a scheduled athletic competition. Excuses for absence due to participation in University-sanctioned activities are issued by the Provost. In such cases, students are given the opportunity to make up work missed.

On occasion, the Office of the Provost may also receive documentation of a student's illness, of a death in a student's family, or of a similar emergency. In these situations, the Office of the Provost may, at its discretion, issue memoranda requesting faculty members to permit the student reasonable latitude to make up any class work missed during the period of the emergency. Such memoranda, however, do not constitute excuses for absence and students who are the subject of these absence notices sometimes remain bound by the stated policy in the courses in which they are enrolled.
SPECIAL CONCERNS BY CLASSIFICATION

Special Concerns for Freshmen

Freshmen (0-30 Credits) begin with the University’s core curriculum, foreign language and mathematics requirements. The core is comprised of eight courses (32 credits) including a mathematics course for students whose program of study only requires this one terminal course. If you are planning to major in the natural sciences (physics, biology, and chemistry), mathematics, computer science, or business, you should elect to take the college algebra course as the foundation course leading to higher level math courses. During freshmen orientation you completed placement tests for mathematics and foreign languages. Beginning students are usually placed in College Algebra (Math 101) or Core Mathematics (Core 130). These classes are considered equivalent in terms of satisfying the Core requirement. Students typically select four courses (16 credits) during each semester of their first year. If you are one of those students who have very structured curricula, you can include introductory courses from your chosen discipline in your schedule.

Your academic advisor can guide you to make the best choices. During your meetings with your academic advisor, examine, explore your options, and answer the following questions.

Examine your skills: What do I do well? What have I accomplished that I can build on?

Examine your interests: What do I like to do? What skills would I like to develop?

Examine your values: What is important to me? How do I see myself?

Take courses in a variety of areas and disciplines. Use this time to increase your interpersonal, communication, and leadership skills. And, most importantly, do not hesitate to meet with your academic advisor as often as needed. She is here to help you be successful and earn your Fisk degree.

Special Concerns for Sophomores

Sophomores (31-60 Credits) continue with the core curriculum requirements and become focused on major selections. This is also the time in which you are expected to declare your official major. A form is required for this notification. If you need help deciding, seek advice from your academic advisor and instructors that you have gotten to know well. Now is the time to start thinking about internships and studying abroad. (See the section on campus resources for locations and phone numbers). Once you have declared a major, you will be assigned an advisor from your major department. Try to develop a good relationship with this advisor so as to facilitate good and productive discussions. Make a list of majors which reflect your skills, interest and values. Talk with people in careers which interest you. You
should experience different jobs settings by volunteering, job shadowing, or part-time employment. Make a firm decision and declare your major officially. A copy of the Academic Program Declaration or Change form is provided on page 12.

**Special Concerns for Juniors**

Juniors (61-90) are typically involved in taking courses in the discipline(s), upper division electives and courses in their minor area of study. This is usually also the time for you to explore graduate or professional school requirements (e.g. standardized entrance exams). If you are contemplating working full-time after graduation, this is the time to begin or intensify the search process. You should attend a career fair, or a special recruitment event, to explore options and get feedback on your resume. Begin to speak with your advisor and major professors about your plans after school to assess their willingness to write references on your behalf. Also, consider internships or summer work in your chosen area to gain direct experience.

**Special Concerns for Seniors**

Seniors (91-120) should be wrapping up your major requirements as well as any other university wide requirements. Early in the year, make plans to take entrance exams such as the LSAT, MCAT, GRE, etc. Make an appointment with your advisor at least two semesters before graduation to assure yourself that you are on course to complete all requirements for graduation period. Applications for graduation should be filed in the registrar's office early in the fall semester. Check the academic calendar for the exact deadline. Graduating seniors also must have their entire academic record evaluated by their department chair and the registrar. File clearance by the registrar ensures the candidate that his/her program of study meets all university departmental requirements for graduation. Financial clearance is also necessary for graduation. Seniors should also be finalizing their post-graduation plans whether it is graduate school, full-time employment, travel, or community service.
ACADEMIC PROGRAM DECLARATION
OR
CHANGE FORM

OFFICE OF THE REGISTRAR - FISK UNIVERSITY, NASHVILLE, TN 37208

This form is to be used when a student wishes to declare or change a major program, minor, concentration or academic advisor. For details of all academic programs please refer to the current university catalog. An academic program is defined as any sequence of courses that leads to a particular degree or certification.

Please check as applicable:
- Declaration of Major or Change of Major
- Single Major
- Joint Major
- Change of Advisor Only
- Joint Major

Last Name: ______________________  First Name: ______________________  MI: ________  Student ID: ____________  PO Box: ________

Current Term: ______________________  Class: ______________________  First Term at Fisk: ______________________  (Spring 2002, etc.)  (FR, SOPH, etc.)  (Fall 2001, etc.)

Student Signature: ______________________  Date: ______________________

Program 1

Former Program: ______________________ (See list of choices on page 2)

Former Major: ______________________ (Use "Undeclared" for first-time declaration)

Former Advisor: Advisor - Printed Name
Advisor - Signature/Date

New Program: ______________________ (See list of choices on back of this form)

New Major: ______________________

New Advisor: Advisor - Printed Name
Advisor - Signature/Date

Department Chair: ______________________  Department Chair - Signature/Date

Minor (if any): ______________________

Check if this is a change in minor: ☐

> Check if you are an undergraduate planning to seek teacher certification from the state of Tennessee: ☐
> List any pre-professional areas such as pre-law, pre-med, etc.: ______________________

Instructions: To declare or update an academic program, this form must be completed, signed by the student and advisor, and submitted to the Office of the Registrar.

Revised 4/3/03 - Office of Instructional Research for the Office of the Provost
REGISTRATION PROCEDURES

Information on registration procedures is available in advance of each semester and is distributed to students through the Registrar’s Office. Registration in courses is open only to those persons formally admitted to the University by the appropriate admitting office, as well as those students in good standing who are continuing in an approved program of study. Students may not register concurrently in this University and another institution without the prior permission of the provost. Registration is not complete until all financial obligations have been met. Students who do not complete their financial obligations in a timely manner will not be permitted to attend classes.

Early Registration

*The University’s Academic Calendar is provided under Current Students on the website and will list the dates that registration begins and end.* Students should complete the registration process as soon as possible. Also, students graduating need to complete a senior audit with their major department chair no later than the close of the registration period, and file an application for graduation with the Office of the Registrar.

Please note: Registration during this period is required under University policy.

1. Students who fail to register during this period are charged a penalty fee when they register late.

2. Students who register during this period have space in the class reserved, provided they are present and fully registered the first day classes.

3. Students who fail to register during this period may be restricted to the few remaining classes that remain available at the beginning of the semester.

4. Registration enrollment numbers from this period are used to plan course offerings. Failure to register during this period affects the availability of courses for everyone.

5. Students who register during this period and do not need to amend their schedules when they return to campus save time by avoiding late registration lines.

6. Students who have scholarships and who do not register during this period run the risk of losing their scholarships.

Fisk University currently registers its students electronically through an on-line system called Banner. You can also access the on-line system through Fisk University’s web site, [www.fisk.edu](http://www.fisk.edu). Both on-line system and web registrations requires the use of two sets of personal identification numbers(PIN)- a primary PIN issued by Information Technology Services(ITS) for browsing schedules and personal records and a secondary Alternate PIN.
from academic advisors which allows students to register for courses. The following services are available to you through Banner.

**On-line Services through Banner**

Students have access to two Main Menus: Student Services & Financial Aid and Personal Information. Students are able to access survey information and Blackboard e-Learning Software.

Student Services and Financial Aid: students will be able to perform the following tasks:

1. Registration Menu
   a. Check your registration status
   b. Add or drop classes
   c. Display class schedule

2. Student Records and Information Menu:
   a. View holds
   b. Display grades and transcripts
   c. Review charges and payments

3. Financial Aid
   a. Apply for financial aid
   b. Review the status of financial aid application
   c. Check Status of document requirements
   c. Review loans

**Personal Information**

1. Change Pin
2. Change Security Question
3. View and Update Address(es) and Phone(es)
4. View Email Address(es)
5. View and Update Emergency Contacts
6. Update Marital Status
7. Name Change Information
8. Social Security Number Change Information
9. Answer a survey
OTHER ACADEMIC PROCEDURES

Taking a Course without the Prerequisite

Taking a course without the prerequisite requires the permission of the instructor. With the instructor’s permission, an override may be performed in Banner. The instructor may also write a note indicating approval on the drop/add form.

Approval for an Overload

Approval from the Provost is required for a student to take more than 18 hours. The Provost will approve the schedule if the student has a 3.0 GPA, if the student is senior, or if the student is following a program plan that requires more than 18 hours during some semesters.

Cross Registration

Students with a GPA of at least 2.0 may register for courses, which are not offered at Fisk, but are available at Vanderbilt University or Meharry Medical College. Forms for cross registration are available in the Office of the Registrar.

Declaring a Major

Spring pre-registration is a good time for you to talk with your academic advisor about declaring a major. A form for declaring or changing a major can be accessed from www.fisk.edu under student forms or picked up from the Office of the Registrar (copy provided on page 32 of this publication). It is important for you to complete the form except for the signature of the new major advisor. Your academic advisor will take the form, with your records, to the chair of your new major department. The chair of the new department will assign you a new academic advisor and distribute the form to all people on the copy list.

Surveys indicate that 70% of undergraduates change their majors at least one time during their matriculation. Once the decision has been made to change the major, you must consult the catalog for information on entrance requirements for that program and how your academic progress concurs with it. The Declaration of Major or Change of Major form must be completed with all appropriate signatures and filed with the Registrar’s office. A formal declaration of major must be filed by the end of sophomore year.

Adding or Dropping Courses

The calendar indicates a period for adding courses to a student’s registration. If the total number of hours with the added course is more than 18 hours, approvals from the Provost and the Business Office are required.
Transcript Requests

Fisk produces both official and unofficial student copy transcripts. Transcripts can only be ordered by the student on record. Transcripts will not be issued to any student who has a hold on his or her record. Requests must be made by completing an on-line form and submitting it to the registrar's office. Generally allow 5-7 business days from the time it arrives in the registrar's office for processing. If there is a deadline to be met, please make note of it; every effort will be made to honor it. You should also indicate if you wish your request to be held for current semester grades and/or posting of degree.

Internships/ Practica

An internship is an excellent way for students to gain practical experience directly related to their field of study increasing their marketability upon graduation. The understanding or application of the discipline offering the course takes place outside of the classroom, laboratory, library or studio.

Repeating a Course

A student may repeat any course previously taken for credit. The most recent grade and hours will replace previously earned in computing the grade point average. If a student repeats a course away from Fisk, only the credit hours (with associated grade of 2.0 / C or better) will be transferred and the university or major requirement will be satisfied. The grade for the course will remain as originally recorded at Fisk.

Withdrawing from the University

Withdrawal forms are available in the Registrar’s Office. The form requires many signatures in addition to the advisors. Encourage the student to obtain all signatures, to complete the process, even at such and emotionally difficult time. Failure to withdraw properly means that failing grades may be recorded for all of the courses taken by the student during that semester and will make it difficult for the student to be readmitted later.
UNIVERSITY STANDARDS OF CONDUCT

The University’s standards of student conduct address two major areas of integrity. The Honor Code, which includes both academic integrity and personal integrity, and the Code of Student Conduct, which addresses respect for the rights of both the University and the people within the University community. These standards of conduct are intended to encourage honesty in academic achievement as well as personal growth and development.

Honor Code

The Honor Code at Fisk University is based on the expectation that students will not lie, cheat, or steal in academic and non-academic matters. It has a dual function of protection of both academic and personal integrity. The Honor Code applies to students’ behavior on-campus and off-campus. Students are expected to abide by the Honor Code and not to tolerate actions by fellow students which breach the Honor Code. The Hearing Committee of the Committee on Standards and Degrees or the Tribunal Disciplinary Council will adjudicate infractions against the Honor Code. However, the faculty, administration, and the Board of Trustees reserve authority to act in any case they deem to be extreme in their discretion. The following are infractions of the Honor Code.

Academic Integrity

1. Academic cheating or plagiarism: intentionally using or attempting to use unauthorized materials, information, or study aids in any educational exercise.
2. Fabrication: furnishing false information to the University with the intent to deceive.
3. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the Academic Integrity portion of the Honor Code.
4. Forgery, alteration, destruction, or misuse of University documents, records and identification.

Personal Integrity

1. Lying: knowingly giving false information or testimony during the investigation or hearing of a disciplinary matter, or lying to a professor or University officer.
2. Eluding or evading: refusal to respond to a request to report to a University administrative office.
3. Unauthorized use or misuse of the University's computing facilities to include: logging on an account without the knowledge and permission of the owner; changing, deleting or adding to the programs, files and/or data without authorization of the owner; theft of program data or machine resources; attempts to thwart security of the computer system; and attempts to disrupt the normal operations of the computer system, including hardware and software.
4. Commission of any criminal offense as defined by any local, state and/or federal law, rule and/or regulation.
5. Selling of notes, exams, papers, etc.

**Code of Student Conduct**

The Fisk University Code of Student Conduct is designed to acquaint students and faculty members with the general areas of student life and contains detailed statements of the expectations of the University regarding campus life. It serves as a manual of individual and group standards of behavior and attire that are consistent with the ideals and purposes of the University. The administration of discipline is a function of the Office of Student Engagement and/or the appropriate adjudicating body. Copies of the Code of Student Conduct are distributed by the Office of the Dean of Student Engagement.

**UNIVERSITY RESOURCES TO ASSIST YOU**

**The ADA Compliance Statement**

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that “no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance.” Through the Academic Success Center and the Office of the Provost, students who need special accommodations in the learning process may receive services including assessment and identification of tutorial support and other services from faculty and staff.

**The L.E.A.D. Program**

The Leadership Enrichment and Academic Development (L.E.A.D.) Program is a federally funded TRIO program designed to promote academic achievement and increase the college graduation rates of at-risk students including first generation college students. The L.E.A.D. Program provides opportunities for students to participate in academic skill development workshops and tutoring, peer study and mentoring groups, financial aid resource exploration, cultural enrichment programs, graduate school preparation and grant aid awards. "Early Warning Intervention" enables LEAD counselors to identify students who are experiencing difficulty in addition to those making satisfactory progress. Students are provided access to counselors who are trained to foster student development through personal, academic, and career counseling.

**Living Learning Centers**

The Fisk University Living Learning Centers serve students within three residence halls. Presently, there are three centers located in New Livingstone Hall, Jubilee Hall and
Crosthwaite Hall. The Living Learning Center coordinators are committed to promoting student achievement and retention by developing independent, effective life-long learners and supporting innovation in learning. In the Living Learning Centers, the coordinators strive to empower you to take responsibility for your learning. In the centers, you may participate in tutorial sessions, workshops, discussion groups, and academic coaching.

**Office of Career Services**

The Office of Career Services Office will assist you to make the best possible career choice. The services of the office include career information, summer and part-time employment referrals, graduate school information, internships, and permanent job placement assistance. You may be provided relevant information, beginning in your freshman year, and are encouraged to continue the process until you leave the University. Seniors may actively participate in on-campus recruiting programs. Other students may also participate in specified recruitment activities. The Job Placement component of the Federal Work-Study Program is housed in the Office of Career Services. If you participate in the Federal Work-Study Program, every effort will be made to have your job reflect your academic major and/or career interests.

**Academic Success Center**

The Academic Success Center provides services to students in need of special accommodations and to veterans. In addition, you may receive personal counseling services through the Academic Success Center, which is located in Boyd House. Staff members are available to help you cope with academic, career, and interpersonal problems that may interfere with your ability to achieve academic success and actualize your human potential. The goal of the Academic Success Center is to promote emotional stability and academic success among the student population and to create an environment in which learning and growth can be maximized.

Counseling services provide individual counseling, grief counseling, placement testing, vocational counseling, consultations and services for students with learning differences or learning disabilities. In addition to professional counselors, graduate students in psychology serve as interns and are supervised by licensed psychologists who are faculty members.

**The Fisk Memorial Chapel**

The Fisk Memorial Chapel is the nondenominational focal point of religious and spiritual activities at Fisk University. The Chapel both embraces and promotes the mission and strategic plan of Fisk University through ecumenical and interfaith dialogue, scholastic research and service to the global community. The Dean of the Chapel directs the religious life program for Fisk University, coordinates services (e.g., worship, funeral, wedding, baptismal and convocation), the Chapel Assistants program as well as the Leaders of the Interfaith Fellowship Team (L.I.F.T.). The Chapel also supports the student, religious organizations that are recognized by the Office of Student Engagement. A central part of the formal religious program of the University is the worship service held each Sunday morning.
in the Fisk Memorial Chapel. Music is provided by the Fisk University Choir, as well as other members of the University community. The fellowship of the Fisk Memorial Chapel is in no way meant to interfere with students' membership in religious organizations at home or in the Nashville Community.

**The International Education Enrichment and Exchange Center (IEEEC)**

The IEEEC provides academic and enrichment activities to enhance your overall intellectual growth and development. IEEEC includes two components.

- **International Students Services**, which promotes the education and development of non-immigrant international students enabling them to achieve their academic and professional goals. Staff and faculty foster a spirit of cooperation and communication with international students that enables the students to adjust to life at Fisk University and in the United States.

- **Study Abroad and Domestic Exchange Programs**, which helps to prepare you and other students for the academic experience in other global settings. This experiences will enable you to gain a solid understanding of at least one other culture and its language, and to integrate a global comparative dimension in your chosen field of study.
## COLLEGE IS DIFFERENT FROM HIGH SCHOOL

<table>
<thead>
<tr>
<th>Personal Freedom in High School</th>
<th>Personal Freedom in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your time is usually structured by others.</td>
<td>You manage your own time.</td>
</tr>
<tr>
<td>Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.</td>
<td>Guiding principle: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.</td>
</tr>
</tbody>
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### High School Classes vs. College Classes

<table>
<thead>
<tr>
<th>High School Classes</th>
<th>College Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of your classes are arranged for you.</td>
<td>You arrange your own schedule in consultation with your academic advisor. Schedules tend to look lighter than they really are. You will be expected to spend at least twice as much time on your studies as you spend in class.</td>
</tr>
<tr>
<td>Teachers carefully monitor class attendance.</td>
<td>Professors may not formally take roll, but they are still likely to know whether or not you attended.</td>
</tr>
<tr>
<td>Classes generally have no more than 35 students.</td>
<td>Classes may number 100 students or more.</td>
</tr>
<tr>
<td>You are provided with textbooks at little or no expense.</td>
<td>You need to budget substantial funds for textbooks, which will usually cost well over $200 each semester.</td>
</tr>
<tr>
<td>You are not responsible for knowing what it takes to graduate.</td>
<td>Graduation requirements are complex, and differ for different majors and sometimes for different years. You are expected to know those that apply to you.</td>
</tr>
</tbody>
</table>

### High School Teachers vs. College Professors

<table>
<thead>
<tr>
<th>High School Teachers</th>
<th>College Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have been trained in teaching methods to assist in imparting knowledge to students.</td>
<td>Professors have been trained as experts in their particular areas of research and may not use a teaching style which is familiar to you.</td>
</tr>
<tr>
<td>Teachers provide you with information you missed when you were absent.</td>
<td>Professors expect you to get any notes you missed from classmates.</td>
</tr>
<tr>
<td>Teachers present material to help you understand the material in the textbook.</td>
<td>Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. They will expect you to relate the class lectures to the textbook readings.</td>
</tr>
<tr>
<td>Teachers often write information on the board to be copied in your notes.</td>
<td>Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes on your part are a must.</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>College Professors</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.</td>
<td>Professors expect you to think about and make sense of and connect seemingly unrelated topics.</td>
</tr>
<tr>
<td>Teachers often take time to remind you of assignments and due dates.</td>
<td>Professors expect you to read, save and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studying in High School</th>
<th>Studying in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.</td>
<td>You need to study at least 2 to 3 hours outside of class for each hour in class.</td>
</tr>
<tr>
<td>You often need to read or hear presentations only once to learn all you need to learn about them.</td>
<td>You need to review class notes and text material regularly.</td>
</tr>
<tr>
<td>You are expected to read short assignments that are then discussed, and often re-taught, in class.</td>
<td>You are assigned substantial amounts of reading and writing which may not be directly addressed in class.</td>
</tr>
<tr>
<td>Guiding principle: You will usually be told in class what you needed to learn from assigned readings.</td>
<td>Guiding principle: It’s up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you’ve already done so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tests in High School</th>
<th>Tests in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing is frequent and covers small amounts of material.</td>
<td>Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.</td>
</tr>
<tr>
<td>Makeup tests are often available.</td>
<td>Makeup tests are rarely an option; if they are, you need to request them.</td>
</tr>
<tr>
<td>Teachers frequently rearrange test dates to avoid conflict with school events.</td>
<td>Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.</td>
</tr>
<tr>
<td>Teachers frequently conduct review sessions, pointing out the most important concepts.</td>
<td>Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions. An alternative to professor-led sessions is voluntary student-led study groups.</td>
</tr>
<tr>
<td>Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.</td>
<td>Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.</td>
</tr>
<tr>
<td>Grades in High School</td>
<td>Grades in College</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Grades are given for most assigned work.</td>
<td>Grades may not be provided for all assigned work.</td>
</tr>
<tr>
<td>Consistently good homework grades may help raise your overall grade when test grades are low.</td>
<td>Grades on tests and major papers usually provide most of the course grade.</td>
</tr>
<tr>
<td>Extra credit projects are often available to help you raise your grade.</td>
<td>Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.</td>
</tr>
<tr>
<td>Initial test grades, especially when they are low, may not have an adverse effect on your final grade.</td>
<td>Watch out for your first tests. These are usually &quot;wake-up calls&quot; to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. If you receive notice of low grades with an Early Academic Assessment notice, see your academic advisor and visit the Academic Success Center, 2100 David Adamany Undergraduate Library.</td>
</tr>
<tr>
<td>Guiding principle: &quot;Effort counts.&quot; Courses are usually structured to reward a &quot;good-faith effort.&quot;</td>
<td>Guiding principle: &quot;Results count.&quot; Although &quot;good-faith effort&quot; is important in regard to the professor's willingness to help you achieve good results, it will not substitute for results in the grading process.</td>
</tr>
</tbody>
</table>

Adapted from web page found at "http://www.smu.edu/~alec/transition.html" - Southern Methodist University.
TIPS FOR MEETING WITH YOUR PROFESSOR

Meeting with your professors is very important to your success as a student. Often students don’t know how to go about it or are intimidated by the idea. What follows are some guidelines for you to follow to help you get started.

**During the first two weeks of the term:** After reading the course syllabus or outline thoroughly, make notes on items that are unclear. Make an appointment with your professor. Get clarification on items you noted from the syllabus and assignments for the term. Let your professor know what your goal is for the class and get feedback on reaching that goal.

**Before the first assignment is due:** Bring a draft of your first assignment for your instructor to review. Possible questions that you may ask include: *Am I going in the right direction? Does this meet your expectations? If not, what should I do differently?*

**Before the first quiz or exam:** Review the format of the exam, as well as the type of material, that will be covered. Possible questions to ask include: *How much time will I have to complete the exam? Are old exams or review documents available? Will more emphasis be placed on essays, short answer, or multiple choice?*

**At Mid-Semester:** Ask your professor for an update on your standing in the class, revisions to the course syllabus, the professor’s expectations for the remainder of the course. Be sure to review the coursework and lecture notes completed to date. You should be able to summarize what you have learned so far.

**Near the end of the semester:** Review with your professor the format for the final exam and material that will be covered. Possible questions to ask include: *Will the final be cumulative or only on material covered since the last exam? Will the final grade be computed on a curve or will straight percentages be used?*

**Benefits of talking with your professors:** Personalizes your learning in the classroom; causes you to have less stress as you get a clear picture of expectations and how to meet them; and enables you to obtain impressive letters of recommendations from professors who know you.
HOW TO EARN AN “A”

Kinds of Students with whom Professors Expect to Work

- Students who are mature and serious about college. These students are curious, inquisitive and demonstrate a sincere desire to learn.
- Students who assume responsibility for all work assigned. These students are prepared for class and for exams. They arrive to class on time, attend regularly, and stay for the entire class period.
- Students who are active learners. These students freely and regularly participate in class discussions. They listen intently, ask relevant questions, and participate in class dialogue.
- Students who respect and value learning, each other, and the professor. These students are open and accepting of differences of opinion, ideas and thoughts. They are respectful and do not interrupt when someone else is speaking or act inappropriately.

Negative Behaviors that Make Students Difficult to Work with

- Being passive and unmotivated
- Being disrespectful in class by talking, arriving late, leaving early, making or receiving phone calls, or eating in class
- Coming to class unprepared by failing to do the assignments or the readings
- Being closed-minded and intolerant of differences, not respecting the opinion of others
- Blaming the professor or others for your academic failure

Suggestions for Improving the Student/Professor Relationship

- Make an effort to have the professor know and recognize you.
- Ask questions and show interest in the subject.
- Go to class regularly and be on time. Take notes.
- Never talk or whisper while the professor is lecturing or another student is talking.
- Do not try to take advantage of your professor.
- Visit your professor during office hours; do not try to discuss matters while he/she is trying to get out of the classroom or lecture hall.
- Do not hesitate to talk with your professor if you are confused about something or have a concern about the course content, its organization, an assignment or test/exam.
EXPECTATIONS THAT PROFESSORS HAVE OF STUDENTS

- Ability to state in your own words what you have read or heard in a lecture
- Ability to effectively read college-level textbooks
- Ability to differentiate between observations and inferences
- Understanding and use of operational definitions
- Ability to know when information given during a lecture is not enough to fully understand the concepts being taught
- Ability to find additional information needed
- Ability to reason through analogies
- Understanding specialized vocabulary used in different professions and the need to begin using those words
- Ability to think, form judgments and draw conclusions
- Ability to explain or provide a basis for an unproved idea
- Ability to argue or discuss ideas and back them up with reasons
- Ability to listen with an open mind and not make judgments until the end of the lecture
- A willingness to learn
HOW REALISTIC ARE YOUR COLLEGE EXPECTATIONS?

Please indicate whether each statement is either true or false.

_____ College classes are larger and longer and do not meet every day.

_____ College tests are less frequent than in high school.

_____ Students are expected to do more writing in college than in high school.

_____ College professors frequently request homework to be completed but do not always count it in the final course grade.

_____ College professors and students have more academic freedom than in high school which provides intellectual latitude with respect to what they are able to discuss in class.

_____ High school education is more "textbook focused" with greater value being placed on the unquestioned acceptance of the printed word.

_____ College classes focus on applying concepts and recognizing themes rather than on simply acquiring facts.

_____ College professors are more likely to create and transmit original knowledge or research findings.

_____ College students have a much greater quantity of work, both in-class and out-of-class assignments.

_____ You can expect college professors to test you on material not specifically covered in class.

_____ Parents do not have access to student's grades in college.

_____ There are no study halls, scheduled lunch breaks, or bells in college.

_____ There are likely to be students in your classes who are very different from you in relation to age and cultural background.

_____ College professors are likely to provide for unusual and challenging classroom discussions.

_____ Your college years have the potential of being the most exciting time of your life.

If you answered "true" to all of the statements above, your college expectations are very realistic and you are on your way to a successful college career.

Adapted from The Freshman Year Experience by John N. Gardner (1992).