

MAKING CONNECTIONS

2023-24

FIRST-YEAR EXPERIENCE [FYE] HANDBOOK



ARKANSAS STATE UNIVERSITY



MAKING CONNECTIONS HANDBOOK

2023-2024

Thank you to the Arkansas State University First-Year Experience Faculty Advisory Board, the Neil Griffin College of Business, Career Services, Financial Aid and Scholarships, University Housing, Parking Services, Information Technology Services and the Academic Hub for contributing complete sections to the First-Year Handbook. A very special thanks is extended to the faculty and staff of Transition Studies and the University Advising Center for going above-and-beyond with their contribution.



Cover images courtesy of Arkansas State University: All trademarks, service marks, registered trademarks and registered service marks are the property of their respective owners and are used herein for identification purposes only. All photographs provided by Arkansas State University unless otherwise noted.

WELCOME INCOMING CLASS OF 2027!



**Chancellor
Dr. Todd Shields**



**Provost
Dr. Calvin White**



**Interim Dean, University College
Dr. Nikesha Nesbitt**



IMPORTANT FYE DATES...

***PROTECT THE PACK:
Active Shooter Response Training
September 11-12
Student Union Auditorium***

***PROTECT THE PACK:
Title IX Training
September 13-14
Centennial Hall, Student Union***

***SCARLET TO BLACK
October 2-4
Centennial Hall, Student Union***

***ACADEMIC EXPO
November 29, 10 am - 2 pm
Centennial Hall, Student Union***



UNIT:

1



RESOURCES, POLICIES & ORGANIZATION

1.1 Getting Started

1.2 Campus Safety & Wellness

1.3 Civility & Communication

1.4 Diversity, Equity, Inclusion & Justice

1.1 IN THIS SECTION:

We hope you're looking forward to college; eager to experience freedoms, increased responsibility, newfound friendships and adventure! It is important that you understand how to navigate these new changes you're about to experience. Pack survival, whether it be academic or social, is an important part of being a Red Wolf.

Adjusting to College Life...

There may be highs and lows in your first year at A-State while you work to adjust to college life. You may be living away from home for the first time, learning new life skills, balancing your own time, eating and study habits, and more! This text will introduce you to tools and resources that may help as you adjust to the responsibilities associated with being a new Red Wolf! Section 1.1 acts as a preview for some of the things you'll learn this semester.



MAKING CONNECTIONS & STUDENT OUTCOMES

Making Connections at A-State is the seminar course associated with the FYE program. Making Connections is offered as either a discipline-specific course or an exploratory course. This course is a requirement for all first-year students.

This course combines foundational content with student experiences to orient students for success in college.

1. Students will correctly identify A-State resources, policies and organization
2. Students will manage study behaviors
3. Students will develop a sense of belonging to the campus community
4. Students will report a commitment to degree completion

SECTION ACTIVITIES:

Input all of the due dates for your course assignments in the Calendar or Reminders apps on your device or in your planner. Setting reminders and alerts will help keep you on track in your classes and will help you stay on top of all the responsibilities that come with higher education.

Pro tip: make the due date a few days earlier than the actual due date on the syllabus to give you a few days to make sure the assignment is in on time. We'll talk more about time management in section 2.



WEEK-ONE can be overwhelming as you're in a new environment, have courses to keep up with, new friends, and things like parking to learn new rules about.

THE FOLLOWING IS A FIRST WEEK CHECKLIST TO ASSIST IN YOUR TRANSITION:

- PARKING:** Pay attention to signage and check Parking Services website and handouts for details on where to park
- LOCATE CLASSES:** If possible, locate your classrooms before the first day to make a smooth transition
- ATTENDANCE:** Prioritize attending class to avoid missing valuable course information
- EMAIL:** Instructors and staff will contact you through your A-State email. Be sure to check email daily to stay up to date. The ***Daily Digest*** email is a great way to keep up with things going on around campus!
- FINALIZE SCHEDULE:** Meet with your adviser if you need to add or drop any courses during your first week.
- YOUR ADVISER:** View the University Advising Page to find out who your adviser is, or visit University Advising on the first floor of the Library!
- REVIEW SYLLABI:** Your syllabus is like a contract for your course. Review your syllabi to make sure you understand what is expected of you.
- GET ORGANIZED:** Use your syllabi to add assignment due dates, tests, and quizzes to your calendar or planner to stay on top of all of your courses
- TREASURER'S OFFICE:** If you have questions about your bill, balance, or payment plans, visit the Treasurer's Office, located on the second floor of the Student Union.
- FINANCIAL AID:** If you need help accepting your award, or would like to ask about work study, speak with your Financial Aid counselor, located on the second floor of the Student Union
- TEXTBOOKS:** It is vital that you have your textbooks early in the course so that you do not miss any important information or assignments. Check with your instructor or the course syllabus to confirm the textbooks you will need. Can't afford your textbooks today? Ask for a deferred payment at Textbook Brokers, or consider renting your books.

A-STATE STUDENT HANDBOOK

Students are expected to familiarize themselves with the Student Handbook, the Student Code of Conduct, and comply with all University rules.

The Office of Student Conduct (OSC) is responsible for addressing issues of behavior with students and student organizations. While the conduct process is reactive, the Office provide proactive programming for classes and organizations to answer questions and educate students on appropriate behavior.

AState.edu/StudentHandbook

ARKANSAS STATE UNIVERSITY STUDENT HANDBOOK 2023-24



The Office of Student Conduct (OSC) is responsible for addressing issues of behavior with students and student organizations. While the conduct process is reactive, the office provides proactive programming for classes and organizations to answer questions and educate students on appropriate behavior.

PACK RESOURCES: ACADEMICS

STUDYING

Good study management is essential for a successful college experience. Each student must find a study method that works best for their personal learning needs. Reduce stress and increase understanding of information by studying in small segments each day instead of cramming right before a test. Reference “Study Skills” in this book for more information on developing good study habits.

GOAL SETTING

Setting goals that are SMART can help you better manage your time and the amount of work your classes will require. Need help with setting good academic goals? Contact Learning Support Services or stop by the Academic Hub to speak with a peer tutor on the third floor of the Library.

ASK FOR HELP

The transition to college life can be daunting. If you have questions, your First-Year Experience – Making Connections instructor is a great resource, in addition to your academic adviser.

ACADEMIC MISCONDUCT

Academic misconduct is taken very seriously. Cheating and plagiarism have serious consequences and can result in a student’s expulsion from the university. For more information, reference “Academic Integrity.”

TIME MANAGEMENT

It’s important to stay on top of your assignments and create balance in social and academic life. Reference “Time Management” for more information.

EMAILS

Students are expected to stay on top of maintaining emails. A great goal would be to check email every day and reply within 48 hours.

ATTENDANCE

Go to class, go to class, go to class! College students who go to class are more successful. Which seems like common sense, but seriously, go to class!

PACK RESOURCES: WELLNESS

HOMESICKNESS

Whether you live one hour from home or a plane ride away, homesickness can be a difficult part of the transition to college. You are not alone! If you are experiencing stress or feel overwhelmed, you have access to free counseling through the Wilson Counseling Center next to the Student Union.

STRESS MANAGEMENT

It is easy to get overwhelmed in your first semester. If you feel you need to speak with someone about the stress or anxiety you are experiencing, the Wilson Counseling Center is a great resource for students. Located at 107 Caraway Rd.

SAFETY

Several emergency phones are located across campus if you need to contact the University Police Department (UPD). It's a good idea to keep the UPD number in your phone for quick access. Add it now: 870-972-2093.

GETTING INVOLVED

Want to get involved? Check out the Registered Student Organization page to contact a group that you might like to join!

FOOD PANTRY

Many students, faculty, and staff on our campus face food insecurity. Let us know you need assistance by stopping by the A-State Food Pantry for weekly supplies.

ILLNESS

The NYIT Student Health Center can treat you for minor illness through walk-ins and scheduled appointments. This is a great low-cost option whether you have medical insurance or not.



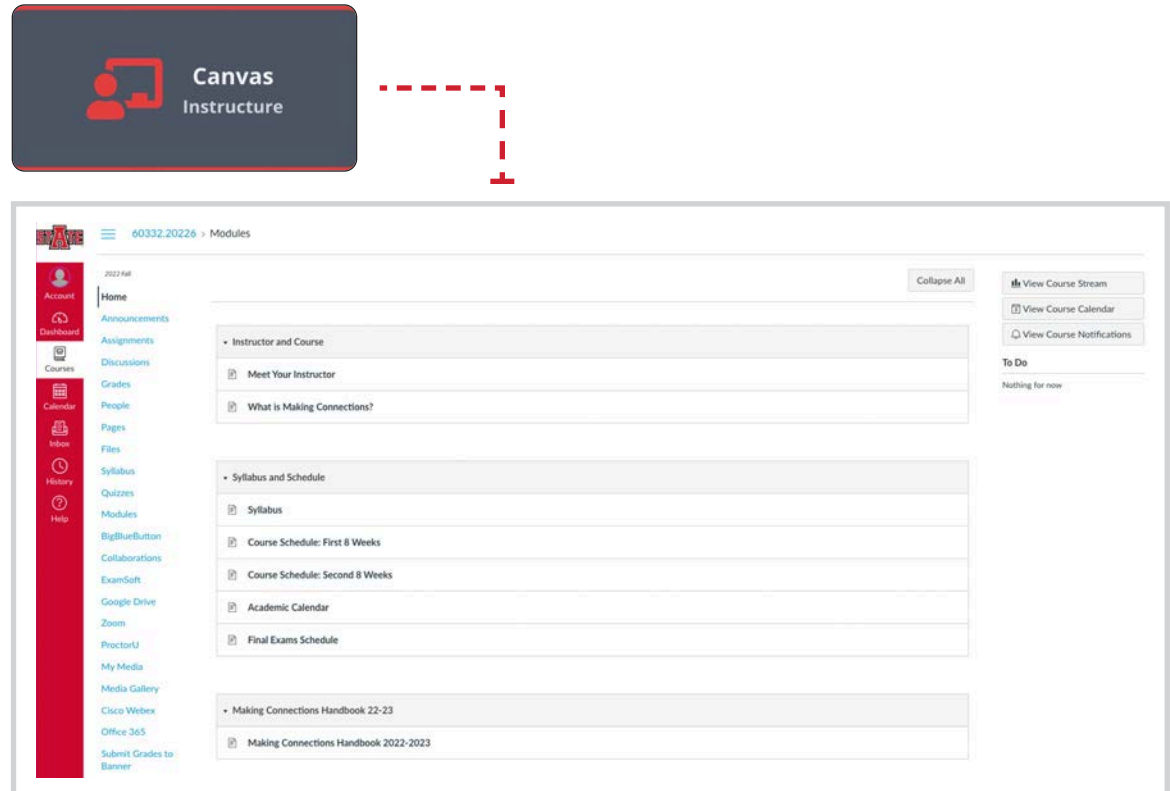
> **PACK RESOURCES: INFORMATION TECHNOLOGY SERVICES (ITS)**

CANVAS

Course materials are made available to users through an electronic tool called a Learning Management System (LMS). Canvas, the LMS used at A-State, can include everything that is needed to conduct and manage a course. Instructors who use Canvas in their classes will expect that students know how to use it when starting their class. It is important for your college experience that you know how to log in and navigate Canvas.

Your Making Connections course requires access to Canvas. The login is your A-State email address and password. The login page for Canvas can also be found on the A-State website under the A-Z index, the my.Astate.edu website or as a link in the A-State App.

If a course has an online component, students should log in and check the course at the beginning of the term for information provided by the instructor (i.e., announcements, syllabus, tools, etc.). It is your responsibility to access Canvas regularly to check for new content and activities for your courses.



How do I change my email password?

You can change your password by going to my.Astate.edu before you sign in to the portal there is a blue button "Reset Password/First Time Users." Please keep in mind that your password expires every 90 days.

How am I notified of an emergency on campus?

If you sign up for the Emergency Alert System, you will get a text that will notify you of emergencies on campus on your cellphone. Log in to the A-State portal, my.Astate.edu, and click on the icon for the "Emergency Alert Setup." You will enter your cellphone number and click "Confirm."

Do I get Microsoft software at no charge since I am an A-State student?

Yes, the Microsoft Office 365 (productivity package with Word, Excel, PowerPoint) is available to students at no charge. Login to the A-State portal, my.Astate.edu, and click on the icon for the "Software Downloads."

Make sure to click on "sign in" on the upper right. Click on "Office 365 Pro Plus." Then add to cart and checkout (don't worry, it will not charge you).

For any further questions you can contact the ITS Help Desk at 870-972-3500.

What software will I need while I am a student at A-State?

Software may be required for your course or provided by the publisher of your textbooks. Your instructor will let you know what you need.

I have questions about setting up my smart phone and other technology issues. Do you have any information?

The Information Technology Services' Knowledgebase may be just the place you need to visit at kb.AState.edu The Knowledgebase has a lot of helpful information regarding your technology needs at A-State.

How do I contact the Information Technology Services' Help Desk?

Please call 870-972-3933.

I cannot connect to the Internet through the Ethernet port in my room in the residence hall. It isn't working. What should I do?

When you have issues with your data port, call the help desk at 870-972-3933.

My ID Card or Mobile device doesn't work to get into my class or room? What do I do?

You can call the Campus Card Center at 870-972-2900 or visit the Campus Card Center on the first floor of the Library.

How do I put my ID on my mobile device?

The Information Technology Service's Knowledge base may be just the place you need to visit at kb.AState.edu. You can call the Campus Card Center at 870-972-2900 or visit the Campus Card Center on the first floor of the Library.

STRUCTURE OF THE UNIVERSITY

COLLEGE/SCHOOL

A College is a collection of departments grouped together for administrative purposes, usually sharing common academic disciplines or emphasis. A-State has eight including the colleges of Agriculture, Education & Behavioral Science, Engineering and Computer Science, Liberal Arts & Communication, Neil Griffin College of Business, Nursing & Health Professions, Sciences & Mathematics, and University College. Each of these is headed by a dean. Get to know your dean!

DEPARTMENT

A department is the basic unit of a given discipline or subject, or occasionally a collection of related subjects. There is a Department of Biological Sciences and also one of English and Philosophy, for example. Again, the head of a department is the chair.

DISCIPLINE

A discipline is an academic subject of study, such as history or economics.





CONCERNS: “Who do I take my concerns to?”

The university’s academic components are organized through a specific chain of command. If you have an issue on campus and aren’t sure who to speak with, the best place to start is your immediate contact: your instructor. If you are unable to resolve the issue at that level, work your way back through the chain of command (i.e. Instructor, then Department Chair, then the Dean, then Academic Affairs.) Still not sure where to start? Contact Pack Support at PackSupport@AState.edu or call 870-680-8888.

CHAIN OF COMMAND

INSTRUCTORS:

Teachers who may or may not have a terminal degree. These positions may be permanent, adjunct (meaning temporary), part-time or full-time.

PROFESSORS:

A ranking in the university teaching hierarchy. Professors almost always hold a terminal degree and may be further classed as full, associate, or assistant

CHAIRS:

Each college is divided into departments headed by chairs

DEANS:

The university is organized into colleges, and each college is headed by the Dean

ACADEMIC AFFAIRS:

When you’re ready to scorch the earth...870-972-2030



ARKANSAS STATE UNIVERSITY

SECTION REFLECTION:

- 1) What should be included on your first week checklist?**
- 2) Who should you contact if you have an issue?**
- 3) What college, department and discipline are you connected with at the university?**



1.2 IN THIS SECTION:

College can be exciting and yet stressful. Managing stress and keeping track of your health and wellness can strengthen your sense of self/identity while contributing to your academic success.





CAMPUS SAFETY & WELLNESS

This semester you will visit with the University Police Department, and the Office of Title IX and Institutional Equity about the services they provide and ways to Protect the Pack. Here, we'll introduce key points and services on campus safety and general wellness.

RESOURCES:

University Police	870-972-2093
Jonesboro Police	870-935-5553
Wilson Counseling Center	870-972-2318
Safety Patrol Escort Service	870-972-2093
Parking Services	870-972-2945
Access & Accommodations	870-972-3964
NYIT Medical Clinic	870-972-2054
Pack Support	870-680-8888
University Housing	870-972-2042
Office of Title IX & Institutional Equity	870-972-2015
- Title IX Incident Report	

SECTION ACTIVITIES:

- > Create a plan to eliminate or minimize one stressor in your life.
- > There are many resources available to students on A-State's campus. Review the resources in this section and find their offices on campus so you know where to go if you need assistance.



NYITCOM at ARKANSAS STATE MEDICAL CLINIC (New York Institute of Technology College of Osteopathic Medicine)



The A-State Student Health Center (SHC) is now operated by NYIT College of Osteopathic Medicine at A-State, and is known as the **NYITCOM at Arkansas State Medical Clinic**. It continues to offer an array of medical services to A-State students including:

- Treatment of Minor Illness and Injury
- Physical Exams
- Immunizations
- Female and Male Exams
- PAP Smears
- STI Testing
- Pregnancy Testing
- Pregnancy Prevention (birth control, condoms, etc.)

Students may be referred to other facilities for additional laboratory tests, x-rays, diagnostic imaging, counseling or specialized services as deemed necessary by our staff.

ELIGIBILITY & GENERAL INFORMATION

All currently registered students of Jonesboro campus are eligible to use our services.

In order to serve you better, we prefer you call us at 870-972-2054 to schedule an appointment for medical services. Students who walk in will be scheduled for the next available appointment time slot.

To be prepared for your visit to the NYITCOM Medical Clinic you should:

- Bring your student ID & health insurance card
- Know all medications & doses you are currently taking
- Know your medication allergies & sensitivities

Protect against unplanned pregnancy and learn more about sexual health here:

AState.edu/HealthCare

A-STATE CHILDHOOD DEVELOPMENT & RESEARCH CENTER:

Located on the A-State campus across from the campus police station; 504 Robinson, Jonesbor

Doors open at 7:45 am
Regular school day ends at 3:15 pm
Extended care is from 3:15 – 5:30 pm

Weekly cost for regular school day is \$125 per child
(qualifying applicants will be free)
Extended care is \$50/week per child.

Jennifer Keys, Director 870-972-3900 | jkeys@AState.edu



OFFICE OF TITLE IX AND INSTITUTIONAL EQUITY



CREATING A DIVERSE, WELCOMING AND EQUITABLE CAMPUS

The Office of Title IX & Institutional Equity is charged with the responsibility to oversee the university's compliance efforts with state and federal laws surrounding Title IX, Affirmative Action, Non-Discrimination, Equal Opportunity, and campus-wide initiatives aimed at creating a diverse, welcoming and equitable campus.

What We Do

The office provides advice on policies, programs and services to achieve Affirmative Action goals and enhance the culture of the campus community; oversees the prevention, reporting, investigation, and remedy of sexual discrimination (including harassment, assault, and violence) and non-discrimination on campus. The staff of the Office of Title IX & Institutional Equity delivers educational programs, support activities and programs throughout the campus community (for students, faculty and staff) on the issues of sexual discrimination, equity, diversity, and affirmative action. Programs are offered as scheduled or upon request.



PREGNANCY & PARENTING - TITLE IX

Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex - including pregnancy and parental status.

CLASSES & UNIVERSITY ACTIVITIES

Allow continued participation in classes and extracurricular activities.

- Provide reasonable accommodations

Student-athletes and their doctor decide if the student is allowed to play, not the school or athletic department.

EXCUSED ABSENCES & MEDICAL LEAVE

Excused absences due to pregnancy or childbirth-related reasons

- Birth, abortion, prenatal visit, bed rest, etc.
- Doctor must say it is necessary
- Return to same academic and extracurricular states as before.
- Includes providing opportunities to make up any missed work

SCHOLARSHIPS

- University athletic scholarships cannot end or reduce during an award term based on pregnancy
- Students must be allowed to keep merit and need-based scholarships - if in good standing

ON-CAMPUS HOUSING

- The university cannot evict a student from housing for being pregnant.
- Federal law does not require the university to provide housing for a family.

BREASTFEEDING

The U.S. Department of Education recommends that all universities have private rooms for students to breastfeed or pump milk during the school day.

- The Affordable Care Act requires a university to provide space for employees to pump. This space cannot be a bathroom.
- Students may access the breast pumping rooms.

Check with Title IX Coordinator for clarification on any of these policies.

> A-STATE PARKING SERVICES

The enforcement of the A-State Parking and Motor Vehicle Regulations is the responsibility of the Department of Parking Services and the University Police Department. All regulations are enforced 24 hours per day, 7 days per week, unless noted otherwise in the regulations. The regulations apply to all parking lots, parking structures, streets, and properties on the A-State campus.

If in doubt about any parking or motor vehicle issue, please contact the Department of Parking Services.
www.AState.edu/ParkingServices

Must I purchase a parking permit?

All A-State students who park a vehicle on the A-State campus are required to display a valid student (SD) parking permit including students enrolled in online, compressed video, and other non-traditional or distance learning classes. Vehicles displaying properly validated SD permits may be parked in commuter zones or in resident zones per the regulations for each type of zone. All metered or garage parking must be paid. Students with contract spaces must display a current A-State permit.

How do I display my parking permit?

A-State parking permits are repositionable stickers and must be displayed right side up (bar code at bottom) from the inside of the vehicle windshield in the lower left (driver side) corner of the windshield. The sticker may not be displayed sideways or upside down. The VIN number of the vehicle should not be obstructed by the sticker permit. The entire front surface of the permit must be visible.



Alternate methods of display are not permissible. Repositionable sticker permits may be moved from vehicle to vehicle without contacting Parking Services. However, changes in primary vehicle information should be submitted to Parking Services through the online vehicle information update page at the Parking Services website.

Vehicles operated by students or employees must have a current parking permit displayed and may never be parked in visitor parking or other unauthorized zones even if a particular vehicle is not registered with Parking Services. In the absence of a standard employee or student permit, temporary parking permits are available from the Parking Services office for \$10.00/8 days.

Where can I park on Campus?

Students should be aware of parking zones and comply with these regulations.

> A-STATE PARKING SERVICES

COMMUTER ZONES

Commuter zones are restricted parking for commuter students, faculty, and staff from 8 a.m. to 5 p.m. on weekdays.



Resident students may park in commuter parking after 2 p.m. and before 8 a.m. on weekdays. Commuter zones are **any zones without restricting signage, gates, curb colors, or pavement markings**. The fine for unauthorized parking in commuter parking is \$25.00.

RESIDENT ZONES

Resident zones are always restricted parking for residents, 24 hours a day, 7 days a week, including evenings and weekends. Resident zones are specific to adjacent residence facilities or neighborhoods they service and are clearly indicated with vertical signage. Some residence zones may also be protected by gate access. Validation stickers must be applied to A-State parking permits for authorized parking in resident zones.

Unauthorized vehicles will be towed. The fine for unauthorized parking in resident zones is \$25.00.

FACULTY/STAFF ZONES

Faculty/staff zones are restricted parking for vehicles displaying faculty/staff permits only from 7:00 a.m. until 7:00 p.m. on weekdays. Persons with disabilities may also park in faculty/staff zones with current federal/state disability permits/plates displayed along with A-State student or employee parking permits (with disability validation sticker issued by Access & Accommodation Services). Faculty/staff zones are clearly marked with vertical signage. The fine for unauthorized parking in faculty/staff zones is \$25.00.



> A-STATE PARKING SERVICES

VISITOR ZONES

Visitor zones are restricted parking for visitors and invited guests from 8:00 a.m. to 5:00 p.m. on weekdays. Visitor parking spaces are clearly marked with vertical signage. Faculty, staff, and students are not considered visitors. Persons providing services to A-State for pay or potential payment are not considered visitors and need to secure and display a business permit. The fine for unauthorized parking in visitor zones is \$100.00.



Surface contract parking lots are protected by gate access and marked with signage and/or individually-numbered spaces. Garage contract

spaces are marked with red signage. A-State permits must be displayed in all contract zones. The fine for unauthorized parking is \$75.00. Unauthorized vehicles in all contract zones will be immediately towed.

FIRE ZONES

Fire zones are restricted parking reserved for official emergency vehicles in the event of an actual emergency or emergency drill. Fire zones are clearly marked with red pavement markings or curbs. The fine for unauthorized parking in fire zones is \$150.00. Unauthorized vehicles may also be subject to towing.



Can I be fined by Parking Services?

The responsibility for payment of fines incurred for moving and parking violations rests with the registrant. If A-State vehicle registration is incomplete, responsibility rests with the owner and/or operator of the vehicle. Persons violating the parking and motor vehicle regulations will be fined according to the university's system of violations listed in the parking regulations. The Department of Parking Services and Parking/Motor Vehicle Committee reserve the right to revise the violations list and fines as needed during the academic year.

Examples of some parking violation fees:

- Failure to display current permit \$25.00
- Failure to display permit properly \$25.00
- Unauthorized parking in space/ramp access reserved for disability \$150.00
- Overtime at meter \$25.00
- Failure to stop or yield right of way \$30.00
- Failure to stop at red light \$30.00
- Failure to yield to pedestrian in crosswalk \$75.00
- Hazardous driving \$75.00



LHHS STUDENT

POLICE

> UNIVERSITY HOUSING

How do I contact the University Housing Office?

The Residence Life Office is located in the Student Union on the second-floor, suite 2167. The office is opened Monday through Friday from 8:00 am until 5:00 pm. The office phone number is 870-972-2042. The office email address is [**Housing@AState.edu**](mailto:Housing@AState.edu).

Who are Resident Assistants?

A Resident Assistant (RA) is a student staff member that lives on each floor or building. They are carefully selected and well-trained students that promote and provide leadership, support, friendship and programming, and serve as a resource to students living on-campus. They help students become integrated into campus and residential life and provide aid in establishing effective residence hall government. They are also responsible for enforcing rules and regulations.

Who is the Residence Education Coordinator?

The Residence Education Coordinator (REC) is a full-time professional staff member who has primary responsibility

for the overall operation of the residence hall community. The REC is concerned with helping students utilize the facilities, aiding student adjustment to university life, and acting as advisers to students within the residence halls.

What if I have a maintenance issue?

Maintenance problems should be reported by submitting a work order online via the University Housing website or through a residence hall staff member or front desk operator in the building/complex. Residents should never attempt to make room repairs themselves, instead, residents should report the work order online or contact the front desk or the Office of University Housing.

What are the responsibilities of Desk Assistants?

Desk Assistants are resident assistants who work in the office of each residence hall. These Desk Assistants are responsible for aiding visitors, handling the office business calls, assisting residents with problems, and promoting a positive image for the residence hall.

Is there a process for contacting a staff member after hours or on weekends?

At least one RA per hall and one REC are "on duty" every night of the week and all day on weekends. The RAs on duty are listed near the front office, or doors, of each building complex. The RA on duty carries a mobile phone for accessibility. The cell phone number is posted throughout the complex and is included in the residence hall opening newsletter. If any problem arises, please contact the staff member on duty in the hall. During the weekday between 8 am-5 pm you may contact the desk/office of any community, or call the University Housing Office at 870-972-2042.

What should I do if the fire alarm sounds?

Each building is equipped with a fire alarm system and smoke detector. They are there for protection, therefore students and guests should not tamper with them. Fire drills are conducted to familiarize the residents with the sound of the building alarm, emergency exits that are available, and the procedure for evacuating the building.

Everyone, including residence hall personnel, must leave the hall whenever the alarm sounds. Failure to respond to a fire alarm will result in conduct action.

Tampering with fire safety equipment is a violation of university policy.

IF A FIRE ALARM SOUNDS:

- > Quickly put on a coat (if necessary) and hard-soled shoes.
- > Take a towel to put over the face to prevent smoke inhalation.
- > Close the windows.
- > Check the door or doorknob. If it is hot, do not open it. If it is cool, exit cautiously and lock the door. Each student is encouraged to take his/her keys and university ID Card with them.
- > Walk quickly, but in an orderly manner, through the exit for the area and continue 100 feet from the residence hall.
- > Do not reenter the building until told to do so by a residence hall staff member.

How do I keep my property safe in my room?

Residents are highly encouraged to invest in renter's insurance. Renter's insurance can be purchased through homeowners' policies or from independent companies specializing in residence hall insurance. The safety and security of each hall is the responsibility of each resident, staff of the hall, and university police officers. The University Police Department has a rotating staff who are available 24 hours a day to assist residents and staff.



HINTS FOR SAFEGUARDING PERSONAL PROPERTY:

- > Mark or permit University Police to mark individual property so it can be easily identified.
- > Lock the room when absent from the room.
- > Never leave personal items unattended. (This includes staying with laundry in the laundry room).
- > Leave items not needed at home, if possible.
- > Lock automobiles when not in use.
- > If one must leave items in an automobile, lock them in the vehicle out of view.
- > Report all items lost or stolen to the University Police Department or appropriate officials.
- > If one is aware of a crime that has been committed or is being committed, contact the University Police Department immediately and furnish as much information as possible.
- > Large sums of money should not be kept in one's room.

> UNIVERSITY HOUSING

What should I do in the event of severe weather warnings?

The National Weather Service issues watches when all the conditions are present for potential severe weather, such as tornadoes, flood, etc. When a watch is issued, begin to think about what you will do if a warning is issued and prepare accordingly. Warnings are issued when the conditions are dangerous. A-State uses social media and the emergency alert system to keep campus members informed of severe weather threats. Outdoor warning sirens may also be activated, but you shouldn't rely on them to warn you if you are indoors.

The Student Union is a great place to gather during severe weather for shelter once a watch exists, but if you wait until a warning has been issued, do not leave your building. Instead, shelter in place.

IF YOU RECEIVE AN ALERT OF A TORNADO WARNING, STAY CALM AND FOLLOW THESE PROCEDURES:

- Go to the lowest floor possible and put as many walls between you and the outside as possible.
- Stay away from windows. If the glass shatters, debris could harm you.
- Bathrooms are a good place, as the pipes provide additional protection.
- Try to cover your head and vital organs first. Put on your backpack and put a hard textbook over your head.
- Follow the instruction of staff and emergency responders.
- Don't move until an official all-clear has been given by UPD. Even if sirens stop, remain in shelter.
- ***Take all warnings seriously.*** It only takes seconds for conditions to change drastically. Make sure you sign up to receive emergency alerts through the ***my.AState.edu*** portal. This is the quickest way for university officials to communicate with you.
- ***Do not move from shelter until the storm or tornado is well out of the area or instructed by a staff member.***

How do I change rooms or halls?

Room changes are done throughout the year. The REC must approve room changes within the building. Contact the REC to initiate a change from one residence hall to another. Any time a student changes rooms, he/she must be checked out of their old room and checked into their new room by an RA. Room damages will be assessed to the student's account.

What should I do if I want to move out of the residence hall after July 1?

Students should complete a contract release application for committee review to determine if the student will be released from the contract. Residents of the halls are charged for room and board from the date that the room key is obtained by the resident until the room key is returned to the residence hall office and the resident officially checks out. Residents who do not officially check out of the residence hall can expect their deposit to be forfeited, and to be charged for the use of the room until the key has been returned and/or assessed an improper check-out, lock change fee, and key replacement fee. Residents

may contact University Housing or refer to the housing contract for more information regarding the cancellation policy. Residence hall rooms must be left in satisfactory condition:

Is housing available during fall and/or spring break?

Housing may be available during breaks. If break housing is available, there will be a charge for this service. Break housing must be prearranged with University Housing. If a student is found in housing during interim periods without proper arrangements, that student will be charged for their stay and be referred to the Office of Student Conduct.

I received a letter regarding consolidation. What is consolidation?

University Housing reserves the right to require occupants who are in rooms that have been designated as double occupancy to either consolidate or sign a private room form. The residence hall staff will have more information regarding this policy.

Can I use a router, video system, or external disk?

Without specific authorization, users must not physically or electronically attach any additional device (such as an external disk, printer, or video system) to the IT infrastructure or related resources. This includes, but is not limited to, network hubs, switches, routers, and access points of a hardwired or wireless nature. DHCP Servers of any kind are prohibited. If a student is found using an unauthorized device, the data point will be terminated in addition to the initiation of the conduct process.

What are some tips for resolving conflicts with my roommate?

If a resident and their roommate are having a conflict, they should attempt to discuss the problem with each other. If this cannot be done, they should take the problem to the RA/CA. A roommate mediation agreement is then required. If the RA/CA believes that the problem is something out of their control, the matter should then be taken to the RHD. If the problem cannot be resolved, the Office of Residence Life has the right to relocate one, both or none of the roommates.



UNIVERSITY POLICE DEPARTMENT

To protect and serve the campus populace by enforcing university rules and regulation, federal and state laws, and to foster an atmosphere that is conducive to education and personal safety.

The University Police Department (UPD) is accredited through the Commission on Accreditation for Law Enforcement Agencies. The department consists of state certified police officers and state certified communications officers. Officers patrol the property of the university 24 hours a day, seven days a week using cars, Segways, golf carts and all-terrain vehicles.

Our communications officers operate a communication center 24 hours a day. They operate all radios and telephones that are connected to the center including emergency phones that are located on campus. The communications officers also monitor the on-campus video camera system. Our department utilizes state-of-the-art equipment that assists the officers in their daily operations.

UPD provides the following services:

- Vehicle Unlocks
(must be on campus)
- Vehicle Jump Starts
(must be on campus)
- Fingerprinting
- Student Patrol Safety Escort Service
(to and from campus locations)
- Presentations: Active shooter response training, self-defense, risk management, personal safety, alcohol/drug awareness, R.A.D.
- Engraving

*Visit the UPD website at **AState.edu/Police** for more campus safety information.*



PROHIBITED STUDENT CONDUCT

ALCOHOL	DRUGS	GUEST/VISITATION
<ul style="list-style-type: none"> • Sale, possession, manufacturing, distribution, consumption, or evidence of consumption of alcoholic beverages, on university property or at university sponsored events, except as allowed by Institutional and System policy. • Use by possession of or distribution to person(s) under twenty-one (21) years of age of any alcoholic beverage. • Public intoxication or impairment that can be attributed to the use of alcohol. • Activities or promotions that encourage excessive and/or rapid consumption of alcoholic beverages, including the use of common containers. • The possession and/or use of drinking paraphernalia or products that promote the abuse of alcohol and/or put the user in a position to consume alcohol irresponsibly. This includes but is not limited to funnels, taps and beer pong tables. 	<ul style="list-style-type: none"> • Use, manufacturing, distribution, sale, or illegal possession of any quantity, whether usable or not, of any drug, narcotic or controlled substance without a valid medical prescription under current medical supervision. • Impairment that can be attributed to the use of any drug, narcotic or controlled substance. • Possession and/or use of drug paraphernalia which includes objects used, primarily intended for use or designed for use in ingesting, inhaling, or otherwise introducing any drug, narcotic or controlled substance into the human body including, but not limited to, pipes, water pipes, bong, hookahs, roach clips and vials without valid medical prescription. • Misuse or abuse of prescription drugs. • Misuse or abuse of any chemical substance. 	<ul style="list-style-type: none"> • Students may not host a guest without permission from the resident's roommate(s) prior to the guest's arrival. • In buildings that require guest registration, all guests must be properly checked in at the front desk. • In buildings that require guest registration, visitation hours are restricted to 8 am to midnight Sunday through Thursday and 8 am to 3 am Friday and Saturday. Visitation in all other residences is determined by the unit. The visitation hours and regulations for each building are located in the Student Handbook. • No more than two guests are allowed per resident unless otherwise permitted by the Residence Education Coordinator, except in the Village. • In 24-hour visitation halls, including the Village, guests may stay no more than two consecutive nights and a guest may not stay more than five nights collectively in any university residence (hall, apartment, house, etc.) space per month.



PROHIBITED STUDENT CONDUCT

ENTRANCE TO BUILDINGS

- Exterior building doors may not be propped or forced open (including attempting to force them open).
- No one may enter a side door unless authorized by an appropriate University Housing staff member or having appropriate card access.
- When entering a building with a front desk, you must provide proof of residency upon request from the desk assistant or check in at their request.

OPEN FLAMES

- Possession and/or use of candles, incense, fireworks (including sparklers), or other open flame apparatus is prohibited within university-operated housing. Supervised candles and incense are permitted in the Village Apartments.

QUIET HOURS & PET POSSESSIONS

- Students and guests must adhere to minimum mandatory quiet hours in and around residence halls. Quiet hours are 10 pm – 8 am, seven days a week.
- Students and guests may not possess an animal other than fish; aquariums are to be limited to 10 gallons or less. This policy does not affect rights granted by the Fair Housing Act or the Americans with Disability Act; hence, this policy is not applicable to service or emotional support animals.

For questions on how to properly register an assistance animal, please contact Access & Accommodation Services at 870-972-3964. Residents of the Village and The Circle can have specific pets. Approval for all animals must be received from the Director of University Housing (or designee) and the pet policy must be followed.

STUDENT I.D. CARDS

- Failure to carry a valid Arkansas State University I.D. card at all times when on university property or at university sponsored events, except when properly checked into a residence hall.
- Allowing others to use one's I.D. card for access to a building, cafeteria, or parking lot or for use at any establishment that accepts the I.D. card for payment.
- Transferring and or duplicating university I.D. cards is prohibited.
- Failure to provide I.D. cards upon request to any individual acting on behalf of the university in the performance of their official duties.





STRESS MANAGEMENT

Stress can cause many negative physical, emotional and behavioral responses including dry mouth, rapid breathing, sweaty palms, and depression. Stress is defined as a person's physical, mental, or emotional reaction to strain, tension, or excitement. THERE ARE TWO TYPES OF STRESS:

EUSTRESS

STRESS RESULTING FROM POSITIVE SITUATIONS

Example: excitement and anticipation about seeing your favorite band live.

Health Effects of Stress

The physical symptoms caused by stress can include fatigue, feelings of anxiety, sleeplessness, upset stomach, change in sex drive, teeth grinding, irritability, increased procrastination, depression, and feelings of hopelessness. Extended stress over a long time can cause a student to develop chronic stress syndrome. Stress can affect your digestive system, mental health, and immune system.

DISTRESS

STRESS WHICH RESULTS FROM NEGATIVE SITUATIONS

Example: realizing that the paper you thought was due next Friday is due tomorrow.

Symptoms of Excess Stress

It is difficult to treat a problem when one does not know that the problem exists. Also, be aware of a roommate, friend or classmate that exhibits these symptoms and inform them of your concerns. Not all students will show all symptoms to the same degree but exhibiting several of these symptoms simultaneously should clue you in that you may be experiencing elevated stress.

Incredibly, even though one situation causes happiness and the other anxiety, your body reacts in the same manner to both types of stress.

Wilson Counseling Center: 870-972-2318

Counseling Center Services include: individual sessions, group sessions, couples counseling, career counseling, workshops, classroom presentations, consultation, and outside referrals.

RECOGNIZING SYMPTOMS OF STRESS:

EMOTIONAL SYMPTOMS

- Unfounded anger and agitation, especially over things that did not bother you before
- Inability to concentrate sufficiently to be able to study effectively
- Frequent and/or severe mood swings
- Continuously feeling “burned out” by school, work, or life in general

PHYSICAL SYMPTOMS

- Chronic fatigue even after sufficient sleep
- Unexpected weight change
- Headaches and/or neck aches
- Digestion problems
- Increase in asthma attack

BEHAVIORAL SYMPTOMS

- Overreaction to situations that do not normally bother you
- Increased drinking, smoking, or drug use
- Unusually impulsive behavior
- Change in sleeping patterns (difficulty falling asleep, waking up in the middle of the night, sleeping during the day)

Take a minute to make a list of all the things that cause you stress. What are some ways that you can combat stress in those areas?

Stress can be caused by a myriad of things, even positive things like classes or social encounters.

Academic demands, finances, social demands, employment, major life events, and time management are all things that can cause stress in the life of a college student.

Can you think of others?

WAYS TO REDUCE AND MANAGE STRESS

Time Management - Developing good time management practices is essential for success in college. Effective time management can tremendously reduce your level of stress.

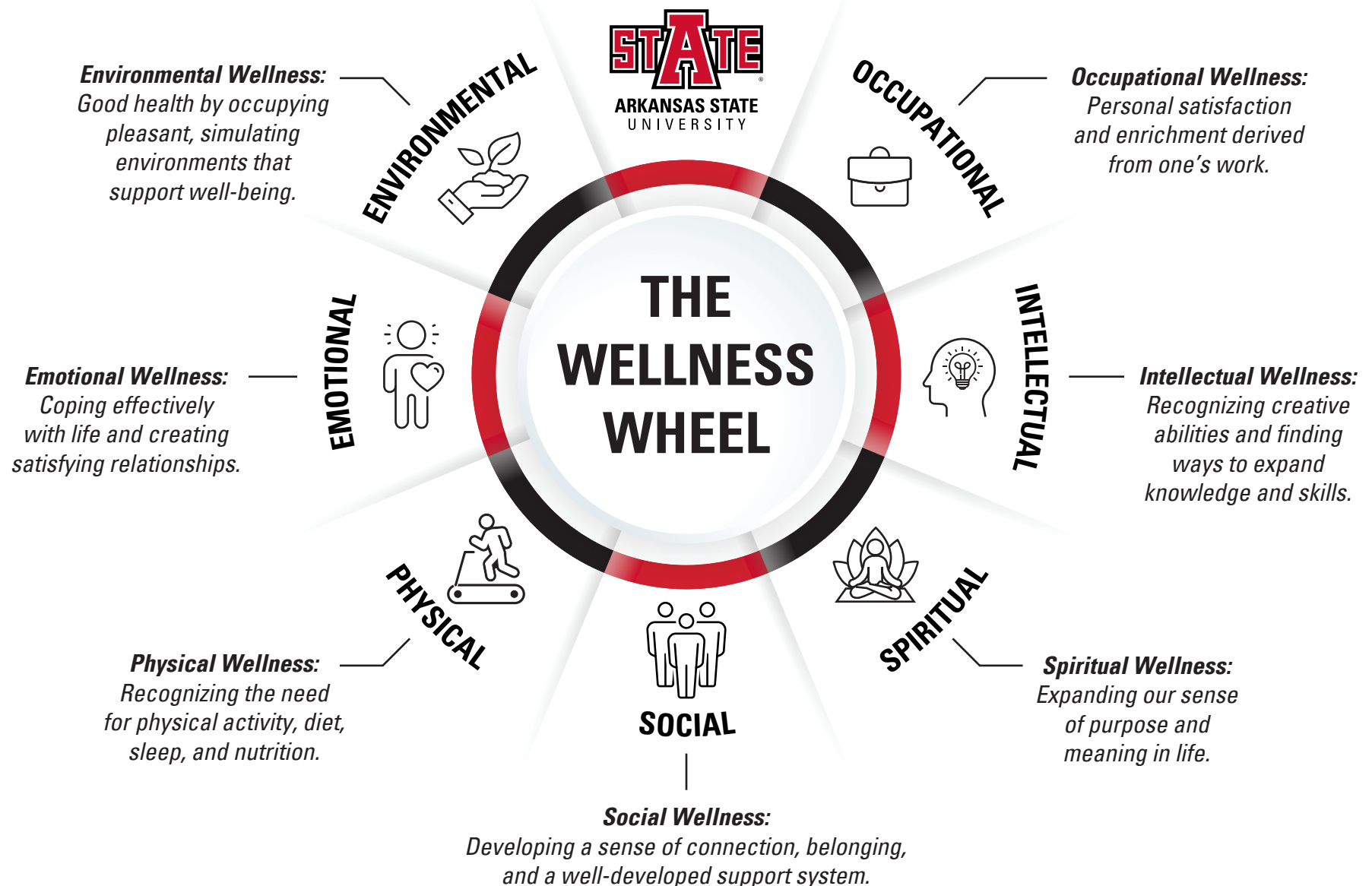
Eating Well - Eating from all food groups with an emphasis on fruits, vegetables, whole grains, complex carbohydrates, and avoiding sugared drinks, will go a long way towards providing one with the nutritious fuel necessary to be a successful student and the nutrition needed to stay healthy.

Networking - Expand your network to help you handle added stresses that college brings. You may have new friends at A-State already! Continue this outreach and get to know your professors and allow them to get to know you!



HEALTH & WELLNESS

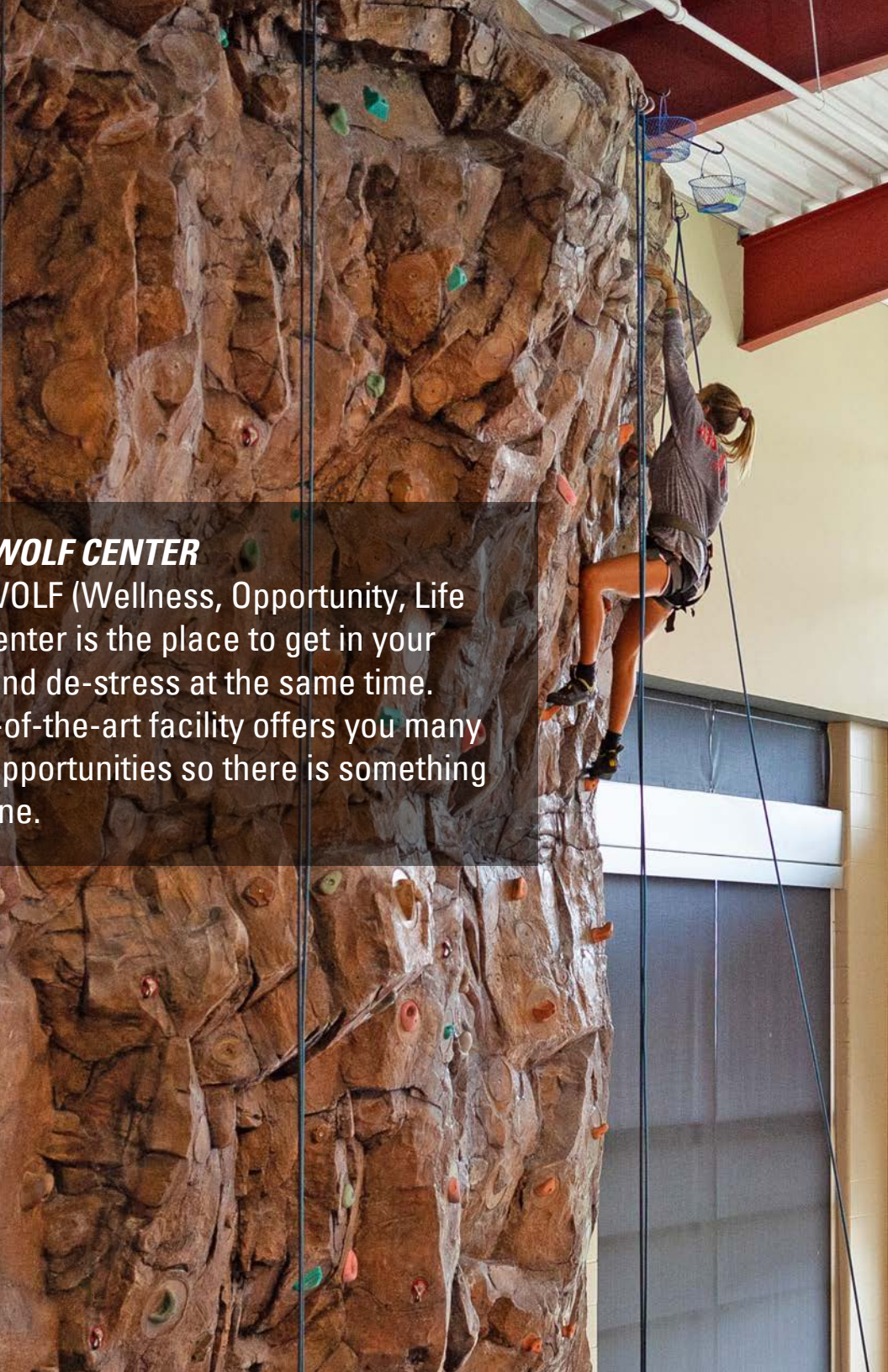
The Wellness Wheel is a holistic tool to help you see which areas in your life are going well and which might need more attention. Identifying these areas can help you strengthen your sense of identity. The Wellness Wheel is divided into seven domains: social, emotional, spiritual, intellectual, physical, environmental, and occupational. Experts believe that in order to have optimal health and well-being, you should tend to all seven domains.





THE RED WOLF CENTER

The Red WOLF (Wellness, Opportunity, Life Fitness) Center is the place to get in your exercise and de-stress at the same time. This state-of-the-art facility offers you many exercise opportunities so there is something for everyone.



SECTION REFLECTION:

- 1) What are the two types of stress listed and provide an example of each?**
- 2) How can stress affect your academic performance?**
- 3) What resources are available to me on campus?**



1.3 IN THIS SECTION:

This unit is designed to help students establish relationships on campus and beyond. For this, you will need to develop skills for communication across a wide range of communities, cultures and human difference. It will focus on verbal and nonverbal communication, interpersonal communication, communicating with faculty, public speaking, and communicating via technology. This section also reviews civility, incivility and how to interact with others in a positive way.





CIVILITY & COMMUNICATION

THE IMPORTANCE OF EFFECTIVE COMMUNICATION

No matter what you choose to do in life, being able to communicate with confidence is critical to your personal development and your personal relationships. However, the problem with communication is that we can send messages, but we cannot send meaning. Intention and tone can easily be lost in email correspondence. Remember to use a formal salutation in email (i.e. Dr., Professor, etc.) until instructed otherwise.

SECTION ACTIVITIES:

- > Draft an email to your professor. Be sure to consider the guidelines mentioned in this section.
- > Complete the Civility Discourse Self-Reflection Handout. What are you doing to create a welcoming environment for differing opinions?
- > Develop some Civility Rules for the classroom.



FORMS OF COMMUNICATION

VERBAL COMMUNICATION

We communicate verbally when we greet people, express our opinions, ask/answer questions and, in some cases, we even try to influence others to think as we do.

NON-VERBAL COMMUNICATION

We communicate non-verbally through posture and facial expressions. Even the assignments turned in for class can communicate to your professor how much you studied or paid attention in class.

INTERPERSONAL COMMUNICATION

Interpersonal communication is a form of communication involving two or more people that provides each party with the opportunity to speak and to listen (Pearson, 2000). It is through interpersonal communication that we can solve problems, resolve conflict and share information with others. In college, you will be involved in several interpersonal contexts such as student organizations, small groups and classroom discussions.

ABSTRACT COMMUNICATION

Some people may struggle with understanding abstract communication that includes general language, or vague concepts. It's beneficial to be as clear and concise as possible when expressing your needs, wants, desires, etc.

COMMUNICATION WITH FACULTY

Often, messages are misinterpreted, not because of what is said, but how it is said. When speaking to faculty or staff, consider the tone of your voice, and the context in which you are speaking (classroom, office hours, etc.) Make sure that your tone and context pair well with your intended message. As a new student you might be intimidated to visit with your professors at first, but it is important that you take charge of your learning. When you need help, ask! Office hours are provided so that you can discuss your concerns with your professors.

PUBLIC SPEAKING & PRESENTING

PUBLIC SPEAKING

You need to be prepared in college to communicate in a variety of formats. Properly developing public speaking skills will help prepare you for graduate school, the workforce and society.

PRESENTATION PREPARATION

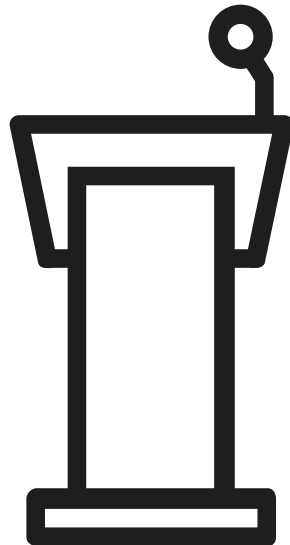
In many several classes throughout your time in college, you may be expected to present a project to your class or the instructor.

When preparing for a presentation, consider these things:

**TO WHOM WILL YOU
BE SPEAKING?**

**WHAT MESSAGE
DO YOU INTENDED
TO SEND?**

**WHAT IS THE BEST
WAY TO COMMUNICATE
THAT MESSAGE?**



NOTE: You will find that taking just a few seconds to gather your thoughts before speaking will help the receiver understand your message more clearly. It also helps you gain the necessary confidence and garner credibility.

Regardless of the context, you should provide sufficient information on your topic, and then check for clarity from your listener.



COMMUNICATION & TECHNOLOGY

With the advancements in technology today, communication is no longer limited to face-to-face interaction. In fact, messages are sent in many different ways, for example: email, texting, instant messaging and online forums. Although communicating using technology is often times convenient, it may not always be the most appropriate method to use. As an effective communicator, you will need to know when to send a message using technology and when to schedule an appointment for a face-to-face meeting.

When communicating online it is important to think critically about what you are trying to convey and to make sure you include enough information to state it correctly. You also need to consider the tone of the message since nonverbal cues are not present to help clarify the intended message.

Was the intended message sent to the professor? What was the received message? What would improve this communication? When communicating by email, it is important to show the same respect as if you were communicating face-to-face. When professors email you it is to: communicate what is expected of students, to clarify assignments, or to make an announcement to the class. Some instructors may be more informal than others. Regardless you should still approach your email carefully and thoughtfully.

HOW TO WRITE AN EMAIL TO YOUR INSTRUCTOR

To: Dr. Faculty Member
From: Student Name and Course Name
Subject: Tips For Corresponding Professionally Through Email

Dr. Member,
 I have turned in my project, and...

- **Include your name, student ID number and the course** for which you are referring to (i.e. COMS 1203)
- **Do not use texting language.**
- **Do not expect an immediate response.**
- **Do not expect a chummy response.**

Even “nice” instructors expect you to recognize that there is a boundary between student and teacher that demands a certain amount of formality.

NOTE: *When communicating using online forums, remember to be respectful. The information you post can be viewed by anyone with internet access, including professors and employers.*

CIVILITY & INCIVILITY

CIVILITY

Civility is the action of working together productively to reach a common goal, often with beneficial purposes. Some definitions confuse civility with politeness, which suggests disengaging with others so as not to offend. The notion of Positive Constructive Civility suggests robust, even passionate, engagement framed in respect of differing views.

Community, choices, conscience, character are all elements directly related to civility. Civility is more than just having manners. It involves developing a civil attitude and civil responsibility. Civility often forms more meaningful friendships and relationships, with an underlying tone of civic duty to help more than the sum of its whole.

The difference between tolerating someone and respecting them are concerned with the outlook that tolerance does not imply respect, but respect requires understanding of another person's perspective.

Civility goes beyond mere tolerance, and inherently implies a mutual co-existence and respect for humankind. Some may relate this to the ideas expressed by singer John Lennon in the song "Imagine," with the words "Imagine all the people sharing all the world." Although peace can be a subjective topic, many people would agree that it requires a certain degree of harmony and opposes violence to remain civil.

INCIVILITY

Incivility is the opposite of civility, or in other words a lack of or completely without civility. Verbal or physical attacks on others, cyberbullying, rudeness, religious intolerance, lack of respect, discrimination, and vandalism are just some of the acts that are generally considered acts of incivility.

Social media and the web have given people the ability around the globe to freely exchange ideas, but it has not come without consequence. Incivility online has become an increasing problem that takes away from a positive online experience.

Although there are many tactics to block cyber-bullying, such as censorship and banning users from accessing a site, it does not correct the underlying issue. It is critical to remember that there is another human on the other end of the screen receiving the message we are communicating.

FORMS OF CIVILITY:

- Refraining from interrupting someone who is talking
- Allowing everyone the chance to share in class
- Actively listening to whoever is speaking
- Respecting others and their differences, not just tolerating them
- When sharing an opposing view, doing so with grace and kindness

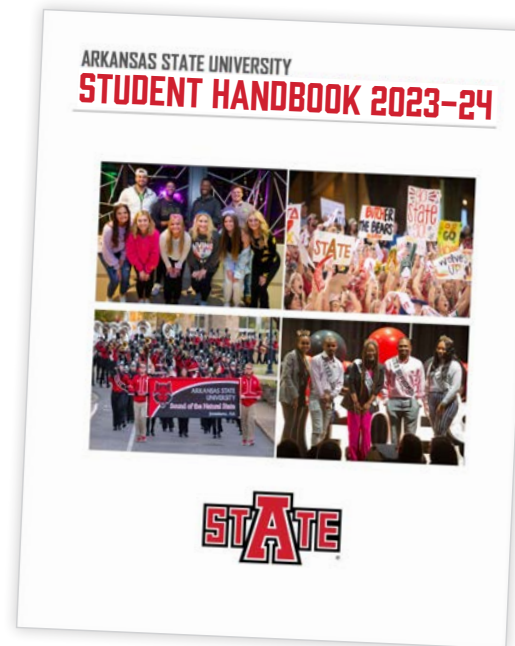
STANDARDS OF STUDENT CONDUCT

Preamble:

Arkansas State University is an interdependent learning community consisting of students, faculty and staff. Just as any community has a culture, along with written and unwritten “expectations” for conduct, we too have a culture and associated expectations for behavior. The community’s expectation is that conduct is marked by integrity. Any student who chooses to enroll at the university also chooses to become part of this community and constructively contribute to its culture. This choice is an obligation to conduct oneself in such a way as to facilitate the mission of the community, which is to “... enhance intellectual growth and enrich lives...”

- The following principles are part of the collective expectation of the members of this community relative to personal conduct.
- Ethical Behavior — The pursuit of a higher education is a privilege. Associated with that privilege is an obligation to aspire to a set of principles and values that demonstrate a commitment to fairness, honesty, empathy and achievement.
- Morality — Members of a learning community commit to the ideals of appropriate human conduct. This lifestyle seeks to harm no one and attempts to be a positive contributor in every interaction.

- Respect — Every member of this community should seek to gain and demonstrate respect. Members should hold one another in high regard. Each individual should conduct himself or herself in a manner worthy of that regard, which is gained by decent and correct behavior.
- The learning community at Arkansas State University does not intend to be prescriptive regarding the personal beliefs and value systems of its members. However, this community does believe that it has a right to expect its members to demonstrate personal responsibility and integrity in word and deed.



The Office of Student Conduct (OSC) is responsible for addressing issues of behavior with students and student organizations. While the conduct process is reactive, the Office provides proactive programming for classes and organizations to answer questions and educate students on appropriate behavior.

AState.edu/StudentHandbook

SECTION REFLECTION:

- 1) **What office on campus can assist you with public speaking?**
- 2) **List some forms of civility.**
- 3) **What can you do if you feel your rights have been violated?**
- 4) **How important is it for you to respect the rights of others?**
- 5) **How is that respect demonstrated?**





DIVERSITY, EQUITY, INCLUSION & JUSTICE

SECTION ACTIVITIES:

- > Share and discuss with your class how you contribute to diversity at A-State. Do you believe your contributions are valuable? Do you take the opportunity to teach others about what makes you, you?
- > Intentionally reach out and learn from at least three students who are different from you in areas previously discussed. Write down how it felt to strike up a conversation with the individuals. What did you learn from them, what did they learn from you? What was the biggest take-away from the conversation?
- > Visit the A-State Multicultural Center, International Center, or attend a campus program where you learn about different culture(s). Write down how this experience impacted you as a student and if it opened your eyes to another aspect of culture other than your own.
- > As a class, come up with three action steps that everyone will take to help move diversity from tolerance to acceptance and appreciation of differences.



DIVERSITY, EQUITY, INCLUSION & JUSTICE

DIVERSITY

The concept of diversity is the understanding, acceptance, and respect that each person has characteristics that make them unique/different. These characteristics include but are not limited to race, ethnicity, gender, sexual orientation, socio-economic status, abilities, age, nativity, thought, political beliefs, and religious beliefs.

Diversity is not tolerating others; it is about appreciating and respecting the individual characteristics of a person.

RACE & ETHNICITY

Race is one's biological features such as skin color, skin tone, hair color and eyes. ***Examples of Race:*** African American, Caucasian, Asian, Native American, etc.

Ethnicity is the identification of a group of people who have shared traditions, customs and other traits. ***Examples of Ethnicity:*** Hispanic, Indian, Italian, etc.

TALKING POINTS:

RACE & ETHNICITY

- 1) What are some characteristics that make you diverse?
- 2) Why does American culture look at diversity mainly in terms of race?
- 3) What is the biggest misconception about race and ethnicity?

GENDER

Gender refers to roles and behaviors that society deems as appropriate for boys/men and girls/women. Unlike sex assigned at birth, aspects of gender may not be the same across different cultures.

GENDER IDENTITY

Gender Identity is how a person identifies themselves as a masculine or feminine. The outward appearance of how a person chooses to dress, behave, and their mannerisms are indications of how they identify. Transgender persons identify with a gender that does not align with their sex assigned at birth.

GENDER EQUALITY

Gender equality means that all genders have equal value and should be given equal treatment. An example of gender inequality is seen when women are paid less than men for doing the same work. There should be equal pay for equal work.

TALKING POINTS:

GENDER EQUALITY

- 1) Does your gender impact your everyday life?
- 2) With more females attending college than males, do you believe this will affect gender inequality?



DIVERSITY, EQUITY, INCLUSION & JUSTICE

SEXUALITY

Sex assigned at birth refers to a biological status as a male, female, or intersex. Sexual orientation is sexual, romantic, and/or emotional attraction to another individual.

Straight individuals are sexually attracted to someone of the opposite sex. LGBTQ is an acronym for lesbian, gay, bisexual, transgender and queer/questioning, terms that are used to describe a person's sexual orientation or gender identity. Lesbian/gay are individuals who are attracted to the same sex/gender. Bisexual individuals are sexually attracted to men and women.

CLASS

Class is the categorization or labeling of groups of people based on socioeconomic status or perceived socioeconomic status or demographics.

Examples: poor/working class, middle class, upper middle class, wealthy.

TALKING POINTS:

CLASS

- 1) What are the perceptions that exist between the classes?
- 2) How did classism affect the interaction among you and your peers in high school?
- 3) Do you believe classism will affect how you interact with your peers during your college career?

CULTURAL COMPETENCE

Understanding the various concepts of diversity is just the beginning. The learned concepts must be put into action which is known as having cultural competency.

Cultural competence refers to a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency, or those professions to work effectively in cross-cultural situations. Cross-cultural is the ability of two or more cultures to work together. People can also learn new information about other cultures and act in ways that value many. This can also help people in their learning journey.

TALKING POINTS:

CULTURAL COMPETENCE

- 1) Why is cultural competence important?
- 2) What are some examples of cross-cultural situations?
- 3) How can you promote cultural competence on campus?



DIVERSITY, EQUITY, INCLUSION & JUSTICE

STEREOTYPES

Think about someone from another part of the world whom you have never met. What immediately comes to mind? More than likely, the characteristics you thought about are stereotypes. Stereotypes are the traits that we view as characteristic of social groups, or of individual members of those groups, and particularly those characteristics that differentiate groups from each other. Although there can be both negative and positive stereotypes, we should still be careful not to base our actions or thoughts on them.

PREJUDICE & DISCRIMINATION

Although these two concepts represent different components of bias, they typically work in tandem with one another. Prejudice is a thought about someone that is formed before actually interacting with that person. Discrimination is the different treatment of individuals based solely on their differences. The key distinction between prejudice and discrimination is that prejudice is considered a thought whereas discrimination is an act.

TALKING POINTS:

PREJUDICE & DISCRIMINATION

- 1) What are the key differences between stereotypes, prejudice and discrimination?
- 2) Why should you avoid stereotypes even if they are positive?
- 3) How can you help to prevent discrimination?

SECTION REFLECTION:

- 1) What is diversity and how does it appear on-campus?**
- 2) How do you contribute to diversity? Do you believe your contributions are valuable? Do you take the opportunity to teach others about what makes you, you?**
- 3) Have you ever had an opportunity to learn about a different culture (school program, travel abroad, cultural event, etc.)? How did this experience impact you as a student?**





WELCOME CENTER



STATE

UNIT:

2



COLLEGE-LEVEL LEARNING

2.1 Task & Time Management

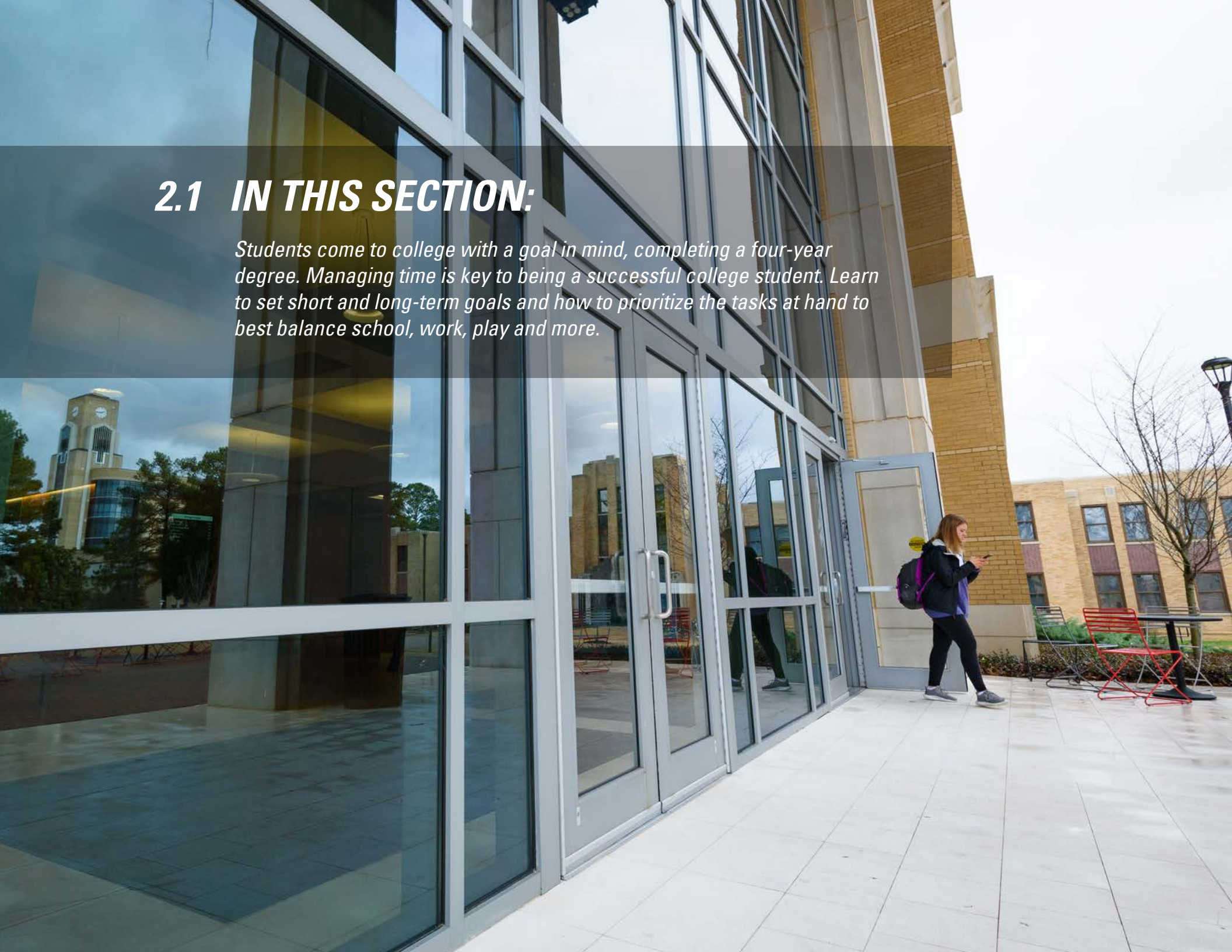
2.2 Critical Thinking & Learning

2.3 Study Skills

2.4 College-Level Writing

2.1 IN THIS SECTION:

Students come to college with a goal in mind, completing a four-year degree. Managing time is key to being a successful college student. Learn to set short and long-term goals and how to prioritize the tasks at hand to best balance school, work, play and more.





TASK & TIME MANAGEMENT

Often, the average student's expectations of the first year of college are quite different from what really happens. Setting short-term and long-term goals can help you prioritize the tasks in front of you, and balance school, work and play!

SECTION ACTIVITIES:

- > Create an academic goal using the D.R.E.A.M. method. Be sure to include an accompanying plan.
- > Chart how you spend your time for a week. Start by charting your fixed activities which include sleep, work, class schedule, etc. Then add your flexible activities. By charting your time, you can look for windows of opportunities and areas in which you can adjust when additional study time may be required.



GOAL SETTING

The best goals are preset objectives with desired and measurable outcomes. The desired outcome is what you hope to achieve. Measurable means you have evidence that the goal is either successfully completed or not.

EXAMPLE: Find a part-time job by October 1

The outcome would be whether you find the job during that time frame. If you do, then you can safely declare that you have achieved that goal. This goal is measurable.

HOW DO I CREATE A GOAL?

Goals are easiest to clarify if you use the acronym D.R.E.A.M.

DETAILED:

The details to achieve a goal must be specific:

Not specific: "I will improve my grades."

Specific: "I will improve my GPA to a 2.5 or higher for this semester by doing...."

REALISTIC:

Your goal must also be achievable. Is your goal something that is realistic for you? Make sure your goal is attainable.

ENDING DATE:

Start with the end in mind. Your goal must have a targeted time of completion. Setting a time limit is your way of holding yourself accountable for reaching a goal.

ASSESSABLE:

You need a way to assess your outcome to determine improvement.

MEANINGFUL:

You should set goals that are in your best interest and are meaningful to you.

Meaningful goals are positive. Think about this example. "I will not fail math class this semester" is a negative goal. "I will pass my math class this semester" is positive. Your motivation to pass a class is probably greater than your motivation to not fail one. Each goal you set should be examined to see if it is in your best interest and is meaningful to you.

EXAMPLE OF AN ACADEMIC GOAL WITH AN ACCOMPANYING PLAN

The Goal: I will make a 2.5 GPA for the semester
The plan (specific steps):

- I will attend each class this semester unless I am truly unable
- I will set regular, weekly study sessions by week four of this semester
- Throughout this semester, I will review the night before each major exam
- I will pick a note-taking system and use it for the duration of the semester

TIME MANAGEMENT

Too often we procrastinate. Class work can be complicated or feel boring, seem tedious or overwhelming, leading us to put off necessary tasks. Unfortunately, putting off college work does not lead to academic success. Fortunately, adopting a time plan is one of the simplest things you can do to put yourself back on track.

What does time management have to do with my Goals?

Time management is one of the biggest keys to being successful in college, at work, at home – just about any place. Being able to manage your time well will help you attain the goals you have set.

Time management is the act of organizing time usage. Time management offers freedom and play once your tasks are out of the way.

How Can I Create a Weekly Plan?

Before you can create an effective time plan, you need to take a careful look at how you spend your time on a daily and weekly basis. Where does your time go?

A week contains 168 hours, which is surely enough time accomplish your academic and personal goals. Take a minute to plan out how many hours a week you spend on your goals, activities and commitments.

Tips for time management

All schedules should be made with the idea that they can be revised.

A good schedule keeps you from wandering off course.

Studying for lecture courses

Previewing before you go to lecture can help you to scaffold your own learning, and reviewing after class can help to clarify and solidify your learning.

Studying for recitation courses

For classes that require recitation, such as foreign language, be sure to schedule a study period just before the class. Use the time to practice. Sometimes, practice with others can help sharpen your skills in a before-class study period.

Explore Available Resources

Check out the World Languages Tutoring Center for support in foreign language courses.



ASSIGNMENT: How do you spend your time?

Using a calendar, follow steps 1-4.

STEP 1

Start by charting fixed activities on your schedule. For example, some fixed activities might include sleep, work, your class schedule, family, even exercise if it's something you want to find time to do on a regular basis. Think about your goals. Your participation in this class implies that college graduation is one of your top goals. Class time and study time should be one of the first items added to your schedule.

Schedule your study time strategically. Pick times that you know you can give quality attention to your study. You need at least one to two hours a week for every hour you spend in class. Don't panic about how much time you feel you will "lose" to studying each week. Instead, think about how much time and worry you save by studying.

STEP 2

Now that your schedule is filled with fixed time commitments, you are free to add other commitments that are more flexible. Flexible activities might include time with your friends, going out, watching TV, or spending time on Snapchat.

STEP 3

Look at your schedule and determine what needs to be adjusted. Do you have too much free time or not enough? Are your study times late at night when you are less productive? If so, rethink your plan. If college is a top priority, make sure that your use of time reflects that priority.

STEP 4

You should be satisfied with your schedule at this point. Now, look for windows of opportunity. If you examine your schedule, you are sure to find unused time throughout. If you have 15 minutes or even a half hour between classes, plan a quick study break. You will not have time for brain surgery, but you can rewrite your notes, look over note cards, reread a chapter, or create an essay outline. You will be amazed at how much time you will uncover if you use your time wisely. Generally speaking, students study difficult subjects best in daytime hours so look for opportunities to add morning, afternoon or early evening study times to your schedule.

SECTION REFLECTION:

- 1) **Goals are easiest to clarify using which acronym?**
- 2) **What time management tips would you provide someone needing help with time management?**



The background of the slide features a blurred image of a multi-story building with a grid of windows. In the foreground on the left, there are branches with autumn leaves in shades of green, yellow, and red. A semi-transparent dark grey box is overlaid on the left side of the image, containing the text.

2.2 IN THIS SECTION:

What is Critical Thinking? Thinking critically is rooted in metacognition and focuses on the compilation of your memory, ability to listen and research to develop an understanding on a topic you're presented with. Critical thinking means, in part, that you come up with opinions that are "reasoned."



CRITICAL THINKING & LEARNING

Metacognition allows students to monitor and become aware of their academic performance. Rooted in memory, listening skills and your ability to think about thinking, metacognition is crucial to critical thinking. Critical thinking allows students to identify what they are doing well and what they can improve on, ultimately improving their academic performance.

SECTION ACTIVITIES:

> Complete the Peanut Butter and Jelly Chapter Exercise.



DEFINING CRITICAL THINKING:

A process for analyzing, assessing and improving thinking. Critical thinking is essentially the ability of an individual to evaluate the cognitive process that is accomplished as one thinks.

Critical thinking is **metacognitive** – *thinking about how one thinks*. This process is dependent on an individual's ability to evaluate thinking based on the setting (context) in which the thinking is being completed.

The Foundation for Critical Thinking, a group of educators and philosophers who have studied critical thinking, has identified eight specific elements of thought that constitute reasonable, reflective thinking in the search for "truth." This "truth" is found after careful examination of the question or issue, thorough consideration of facts, assumptions and implications that relate to the question or issue, and having faith in the results that this deep analysis yields.

These eight elements are guidelines for evaluating thinking and truth in almost every context and include the following areas of consideration:

- ***Purpose***
- ***Question at Issue***
- ***Information***
- ***Concepts***
- ***Point of view***
- ***Assumptions***
- ***Interpretation and inferences***
- ***Implications and consequences***

A critical thinker is one who uses analytical, evaluative and rhetorical skills.

An analytical thinker strives for precision, clearness, depth, and breadth in thinking about issues.

This precision and clarity are evident in the process of conducting a quality analysis of any core issue in society.

A critical thinker deals with the depth and breadth of the issue by constantly probing for additional clarification; thus, thinking beyond the usual context of the issue. Evaluating the accuracy, relevance, and sufficiency of the evidence provided as support of the point of view is vital in drawing justifiable and fair conclusions and interpretations.

Finally, an analysis of the assumptions and implications of the thought process equips the critical thinker with the skills needed to employ strong rhetorical or persuasive skills in convincing the audience of the validity of the conclusions drawn or the final product of the thinking process.



DEFINING & APPLYING THE ELEMENTS OF CRITICAL THINKING

PURPOSE refers to the thinker's goals or objectives. In other words, why is the thinker spending time "thinking" about this issue? As a student analyzes and/or develops both oral and written materials, consideration of the purpose is essential. The critical thinker seeks to answer the question, "what was the author/speaker's reason for providing this information?"

INFORMATION involves evaluating the facts, reasons, examples, testimony provided to prove the point or points noted in the question at issue. Both oral and written communication require the speaker or author to provide relevant, documentable information that convinces the reader or listener that the point(s) being purported are indeed true. Depending on the purpose, the thinker must evaluate the information provided for accuracy, reliability, and relevance to the question at issue.

CONCEPTS are the principles, laws, or theories related to the question at issue that must be considered. Every issue can be traced to some basic principle, law, or theory that exists in the individual or collective human experience. A critical thinker probes to relate the current issue, question, or problem with the established knowledge base of mankind and even

the thinker's own existing schema or background knowledge.

POINT OF VIEW is used synonymously with a thinker's or writer's perspective. A critical thinker evaluates the written or oral message to discern the point of view or how the writer or speaker thinks or feels about the issue being discussed. Critical thinkers also assess their own feelings on the topic and question at issue. Recognizing, understanding, and evaluating the accuracy and quality of opposing views are essential steps in developing critical thinking skill.

ASSUMPTIONS refer to basic beliefs that everyone possesses in subconscious thoughts, and which we presume to be true oftentimes without any evidence whatsoever. These assumptions are unconsciously developed throughout life by environmental and human interactions and experiences. Assumptions can be justifiable or unjustifiable. Care must be taken to distinguish between generally held common knowledge (documentable assumption) that is based on sound principles or data and stereotypes or over-generalizations that lead to false assumptions. Assumptions have a direct impact on the quality of the conclusions that can be drawn and the overall process of critical thinking.

INTERPRETATION AND INFERENCE refer to a thinker's ability to draw logical interpretations and infer or imply new knowledge based on evidence provided in written or oral communication. A logical interpretation is a conclusion or solution that follows a rational analysis of the data associated with the question at issue. An inference is also called a "step of the mind." They are valid conclusions that are drawn based upon the implicit rather than explicit information of the passage or speech.

IMPLICATIONS AND CONSEQUENCES are the final phase of evaluating written or spoken communication. The critical thinker determines the consequences or logical results of accepting the proof and connections offered by the writer or speaker in relationship to the question at issue. The critical thinker questions whether the writer or speaker has provided a sound foundation or documentable proof, or at least proof within the realm of possibility, to explain the question at issue. The critical thinker further analyzes the implications or repercussions of accepting the drawn conclusions or the validity of the connections drawn by the writer or speaker.



CHAPTER EXERCISE: “LET’S THINK ABOUT IT”

In this exercise, think about the elements of critical thinking: point of view, assumptions, interpretation and inferences, and implications of making a particular argument.

CRITICALLY THINKING ABOUT PEANUT BUTTER AND JELLY

Information: Remember

List the ingredients of a Peanut Butter and Jelly (PB&J) sandwich. When was the peanut invented?

Concepts: Understand

Describe a PB&J sandwich’s physical appearance. Give examples of various kinds of PB&J sandwiches. Investigate the history of the PB&J sandwich, and sandwiches generally.

Point of View: Analyze

Relate the PB&J sandwich to other sandwiches and their uses.

Assumptions: Evaluate

You are a famous chef in a four-star French restaurant. Evaluate the PB&J sandwich. Rate it among the various classes of foods in the world. Interpret the PB&J sandwich: why is it ubiquitous in the United States? (What does ubiquitous mean? Let’s look it up!)

Interpretation

Imagine how you (the French Chef) could adapt the PB&J sandwich so that you could serve it in your restaurant. What would you change or revise to justify its inclusion on your menu? (Note: you may not answer this question by saying “I would never include it.”)

Implications

After creating a new PB&J sandwich for your menu, a food critic blasts you! Your restaurant gets a nasty review and your PB&J sandwich figures prominently in it. In part, the food critic says “I did not try the PB&J sandwich, but no five star restaurant would ever consider serving such a base, stupid, and completely un-French item on its menu.” The newspaper invites you to respond in a letter to the editor. Write your response!



CRITICAL THINKING SECTION

REFLECTION:

What are the eight elements of critical thinking, and how can you apply them to classroom learning, textbook reading, etc.?

Fixed & Growth Mindset



Fixed Mindset

Intelligence is static.



Growth Mindset

Intelligence can be developed.

Avoids challenges



Challenges

Embraces challenges

Gives up easily



Obstacles

Persists in the face of setbacks

Sees effort as fruitless or worse



Effort

Sees effort as the path to mastery

Ignores useful negative feedback



Criticism

Learns from criticism

Feels threatened by the success of others



Success of Others

Finds lessons and inspiration in the success of others

Text pulled from *Teach Yourself How to Learn* by Sandra Yancy McGuire, 2018

Changing Your Mindset

1. Keep the passion alive. Know that if others have done it, you can too.
2. Stand in your power. Make a list of challenges you have already overcome. If you did it then, you can do it now.
3. Learn the neurobiological basis of the growth mindset. The bottom line is that your brain is built for change, and you are the master of your academic fate.
4. Start easy, end strong. Try to achieve gradual, persistent growth.

2.3 IN THIS SECTION:

In this section, you will find helpful resources and tips on notetaking, studying, test-taking, text-reading and technology usage – all essential skills for college success. If you find that you are struggling in any of these areas, reach out to one of the tutoring centers on campus which not only offer tutoring and academic coaching in specific areas of study, but they can also instruct students on skills that will be helpful to develop in college.





STUDY SKILLS

The rigor of college may necessitate developing new study methods that could vary by course. Determining an appropriate Study Management System can be very helpful. A study management system is the attitudes and behaviors students adopt to foster college learning. Think of a study management system as the mindset you have about learning and the behaviors you use to support your attitude. A study management system helps you decrease the amount of time you spend on a task. ***The goal is to study smarter not longer.***

SECTION ACTIVITIES:

> Review your schedule to determine what course you might need assistance with and schedule a tutoring appointment to receive help early. Note: Use your first assessment score in the course (i.e., test, quiz, assignment grade, etc.) to determine whether you need assistance in a course. If you didn't earn a score that you're comfortable with, seek assistance!



THE COPP STUDY MANAGEMENT SYSTEM: ***Concentration, Organization, Purposeful Attitude and Persistence***

CONCENTRATION

Concentration is a behavior that is critical in all levels of learning. It is difficult to practice study skills such as note taking when you do not concentrate.

Utilize active listening. Active listening is being engaged in discussion or dialogue.

Give yourself a cognitive boost. One the quickest ways to increase your concentration is to familiarize yourself ahead of time with what you know is going to be covered in an upcoming class. Read or ski the chapter before going to class and review your notes from the previous lecture.

Study in small chunks of time. Studying is much more effective in small chunks of time rather than in marathon study sessions! Take a 15-minute break every hour or so and you'll feel more energetic. Get up and move around now and then to help yourself re-focus.

ORGANIZATION

It is difficult to practice good study skills such as text reading when you are unorganized.

Try these three simple steps:

— **Plan.** Keep track of assignments, due dates, important events and other tasks. Use a planner, a calendar or a to-do list.

— **Have your study supplies ready.** Keep all supplies in one, quick-to-find location. Be sure to include everything you might need such as textbooks, lab manuals, notebooks, flash drives, pens, calculator, paper, sticky notes, a dictionary, stapler, paper clips, etc.

— **Create order.** Pay attention to your preferences with regard to cleanliness, neatness, lighting, etc., and design a workspace that suits your needs. Eliminate distractions.

PURPOSEFUL ATTITUDE

Successful college students develop purposeful behaviors and attitudes toward learning. To make the most of your college experience and develop the motivation to succeed, it is essential to understand the purpose behind the courses you are taking.

PERSISTENCE

Persistence means staying focused and getting the job done. For college students, staying motivated can sometimes become a challenge. It is important to stay on target and not lose sight of your purpose. If you are beginning to feel overwhelmed, divide the semester and all its requirements into a series of achievable, weekly goals.



STUDY TIPS & TEST-TAKING STRATEGIES

When studying, try MNEMONICS...

Acronym - Real or created words formed by using the first letter of a series of words that you wish to remember. *HOMES* is an example of an acronym that you might have used to remember the Great Lakes (*Huron, Ontario, Michigan, Erie and Superior.*)

Acrostics - Similar to acronyms but rather than a single word, acrostics are sentences using words that begin with the first letter of words that you are trying to remember. An example is *My Very Educated Mother Just Served Us Noodles* to remember the planets in our solar system in order of distance from the sun (*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.*)

Rhyme and Song - One familiar rhyme is “*I before E except after C*” to remember how to spell words having both of those letters together. See if you can make a rhyme or rap about something that you are trying to remember.

Before taking a TEST...

Memory Aids - Before answering the first test question, students should always jot down memory aids in the margins or on the back of the answer sheet. Memory aids might include formulas, acronyms, mnemonic devices, historical names and dates, or other facts a student might easily forget.

Scanning - Taking a minute to scan the exam is a critical strategy in intelligent test taking. Students who make a habit of scanning their exams can quickly determine which questions are easy and which ones are difficult, where the most time-consuming questions are, and how many points each question is worth.

Test Timing - Students should always wear a watch to a test. For exams that consist partly or completely of essay questions, the time a student spends on each question should be proportionate to its point value.



NOTE-TAKING METHODS

Taking notes is a skill every college student should develop early on. Students might already have their own style of taking notes and must make sure that how they take notes works for them. Following are three methods for note taking that might help as you pursue your degree.

CORNELL METHOD

The Cornell Note Taking Method, developed by Dr. Walter Pauk of Cornell University, is effective for many students. The Cornell Method consists of one six-inch column on the right side of the paper where notes are taken during the lecture using a formal outline, a two-and-one-half-inch column on the left side of the paper where students formulate questions they think will be asked on the test over the notes and are answered by the notes in the six-inch column, and a two-inch space at the bottom of the page where students write a summary in their own words of the notes taken.

The Cornell Note Taking Method is effective for linear thinkers who like the organization of a formal outline and questions. (Pauk)

Cornell Note-Taking Strategy date/class

CUES <small>written briefly after class</small>	Notes <small>taken during class</small>
* Main points & topics/ideas	• Main points → bulleted list
* Anticipated exam questions	• diagrams & charts } key signature for ... OR bell curve Normal distribution
* areas/topics of uncertainty	• Repeated / stressed info
* Questions for professor	• Tips
use for review & study	- leave space between topics
	- outlines
	- Abbreviate
	- Paraphrase
<p>Summary → write after class, then Review + study</p> <p>Brief summary of highlights and main points on the page. Use to find info later + create study topics.</p>	

> NOTE-TAKING METHODS

INFORMAL OUTLINE METHOD

The Informal Outline Note Taking Method consists of a six-inch column on the left side of the paper where the student takes notes during the lecture, and a two and one-half -inch column on the right where the student formulates key words or phrases that will help them to remember the notes in the six -inch column. The Informal Outline Method is effective for linear thinkers who like a less formal outline organization and key words. (Kanar)

The Informal Outline/Key Words System

Study Skills 1101	April 30th
Studying on the Right Side of the Brain	
Visual Thinking	
1. Use graphic techniques like diagrams, maps, etc. to organize information into a meaningful pattern.	def.
2. Visual learners need to make verbal information "visual" or they will have a hard time remembering it.	reason for using "visuals"
Fantasy	
1. The ability to create and use mental images is another kind of visual thinking.	def.
2. To understand the stages in an organism's life cycle, imagine you are the organism going through the stages.	ex. of fantasy
Hands-on experience	
1. Get involved in a direct experience of what you are learning.	def.
2. Do lab experiments, take field trips, role play, look at or touch objects as they are described. Go through the steps of the process.	hands-on activities
Music	
1. Common belief: music distracts while studying.	
2. Music can accelerate learning.	effect of music
3. Studies show retention improved when students read to music.	on learning
4. Instruments that match the feeling or mood of the information to be remembered are the best type of music.	

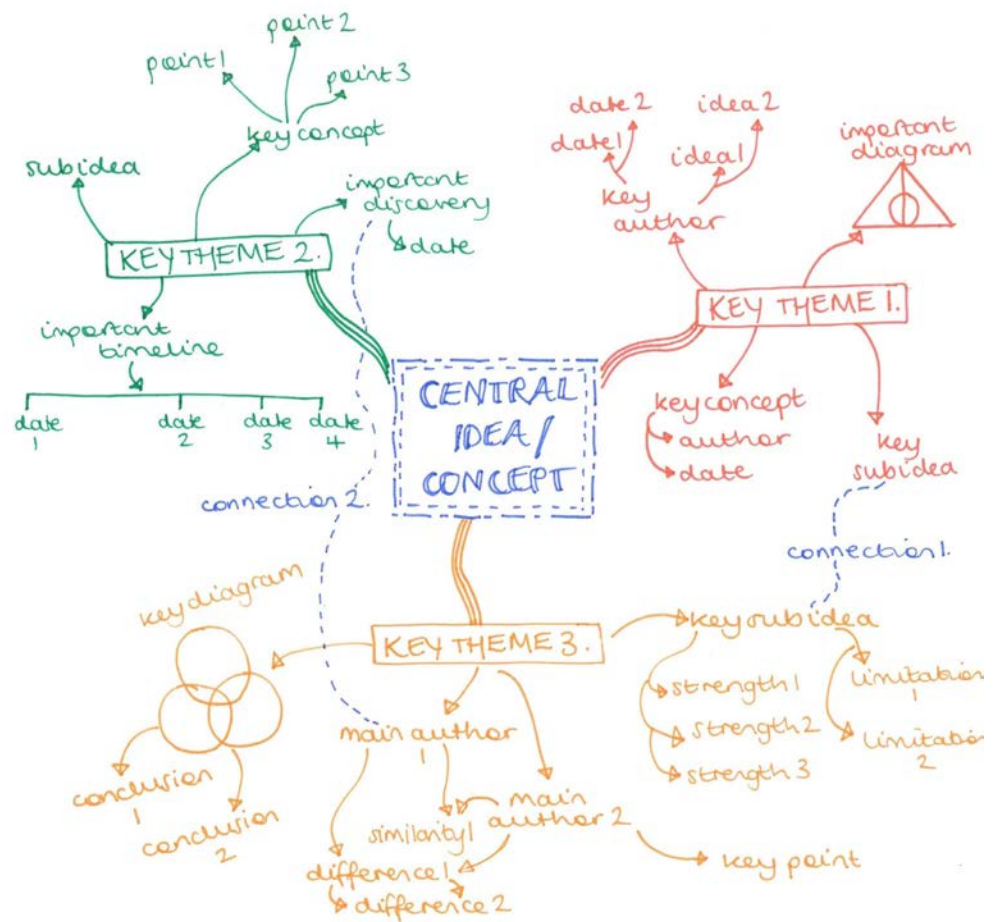


NOTE-TAKING METHODS

GRAPHICS/MIND MAP METHOD

The Graphics Note Taking Method consists of circles and lines drawn from one circle to another. In the center of the page, draw a circle and write the title of the chapter or lecture; then, draw lines from this larger circle to smaller circles where the writer's or speaker's points are written; then, draw additional lines from these circles to smaller circles where the writer's or speaker's supporting details are written. The Graphics Note Taking Method is effective for non-linear thinkers who like to see the whole picture at one glance

MINDMAPPING GUIDE





TEXT READING

Text Reading

One of the main differences between college and high school is the amount of reading that students are required to do. Sometimes as much as 80% of the material on college tests comes from textbooks. Here are some tips for successful textbook usage in college:

- **Rent or purchase your textbooks within the first week of class; ask Textbook Brokers about deferred payments if you can't afford them right away**
- **Read with purpose**
- **Be a minimalist when it comes to highlighting**
- **Annotate (underline, circle, make notes in the margins)**
- **Take notes while reading (external from your annotations)**
- **Write a summary of what you've read at the end of each section or chapter**

Learning Support Services

Learning Support Services houses many different types of learning support, including *tutoring, supplemental instruction, and structured learning assistance.*

Learning Support Services is located on the third floor of the Library in the Academic Hub.



INSTRUCTIONAL METHODS

Courses at A-State are taught using many types of instructional methods. The following are some that you might encounter during your college experience. Instructional methods used at A-State include online or web, face-to-face, and web assisted.

FACE-TO-FACE

Courses that meet and the content is taught in person. Most face-to-face courses at A-State meet on campus. The instructor usually presents all content and assignments in person, but may use a limited amount of electronic tools to supplement the course.

WEB-ASSISTED

Courses that meet both in person and online. An instructor may choose to use the flipped classroom method of teaching when delivering content in a web-assisted course. Instructors may assign readings outside of the classroom and do more engaging work during the face-to-face meetings.

ONLINE OR WEB

Courses that are taught fully online. At A-State, students may also obtain various degrees online. Instructors aim to provide students with high-quality courses that are flexible to students' schedules. To achieve high-quality courses, various electronic tools are used.





TESTING ONLINE

The following information will be very helpful in preparing you for testing online if you are enrolled in an online or web-assisted course.

- **Block off enough time to complete the test.** Let your family/friends/roommates know that you should not be interrupted and need some quiet time to do your schoolwork. You want to do your best.
- **Testing is not teamwork** [Unless specified by the instructor.] Take your own test. Do not share your answers. You are responsible for your own learning.
- **It is recommended to save each answer as you progress through the exam or quiz.** If something happens and you have not saved each answer, then your work may be lost.
- **Always use a hardwired computer to take a test.** Meaning: Plug your computer into both a power source and a high-speed internet source. Wireless is not acceptable when taking a test. You run the risk of being “kicked off” the exam or quiz and your work may be lost.
- **Make sure you have pop-ups enabled on your browser.** If you need instructions on enabling pop-ups, you can do a Google search for “enabling pop-ups on browser.”
- **Be sure to have updated your Flash and Java before opening the exam.**
- **Do not attempt the exam on a mobile device.**

OTHER HELPFUL HINTS

ASK FOR HELP

The online environment may be new to you, and some aspects may be confusing. Successful students are able to locate resources to help them and are willing to ask for help.

BE PERSISTENT, BUT PATIENT

Technology can be frustrating! What worked one day, may not work the next. On occasion, there are system-wide problems that affect everyone. Successful students can keep working through problems even if they are frustrated or upset.

BE ADAPTABLE

People learn in different ways. Some people prefer to read, while others prefer to listen. Some people prefer to learn in groups, while others prefer to work alone. Some students may rely heavily on an instructor’s lectures and class interaction to really understand and grasp ideas. Successful students understand what works for them and learn to make accommodations when materials are presented in ways that don’t work best for them.

ACCESS & ACCOMMODATIONS

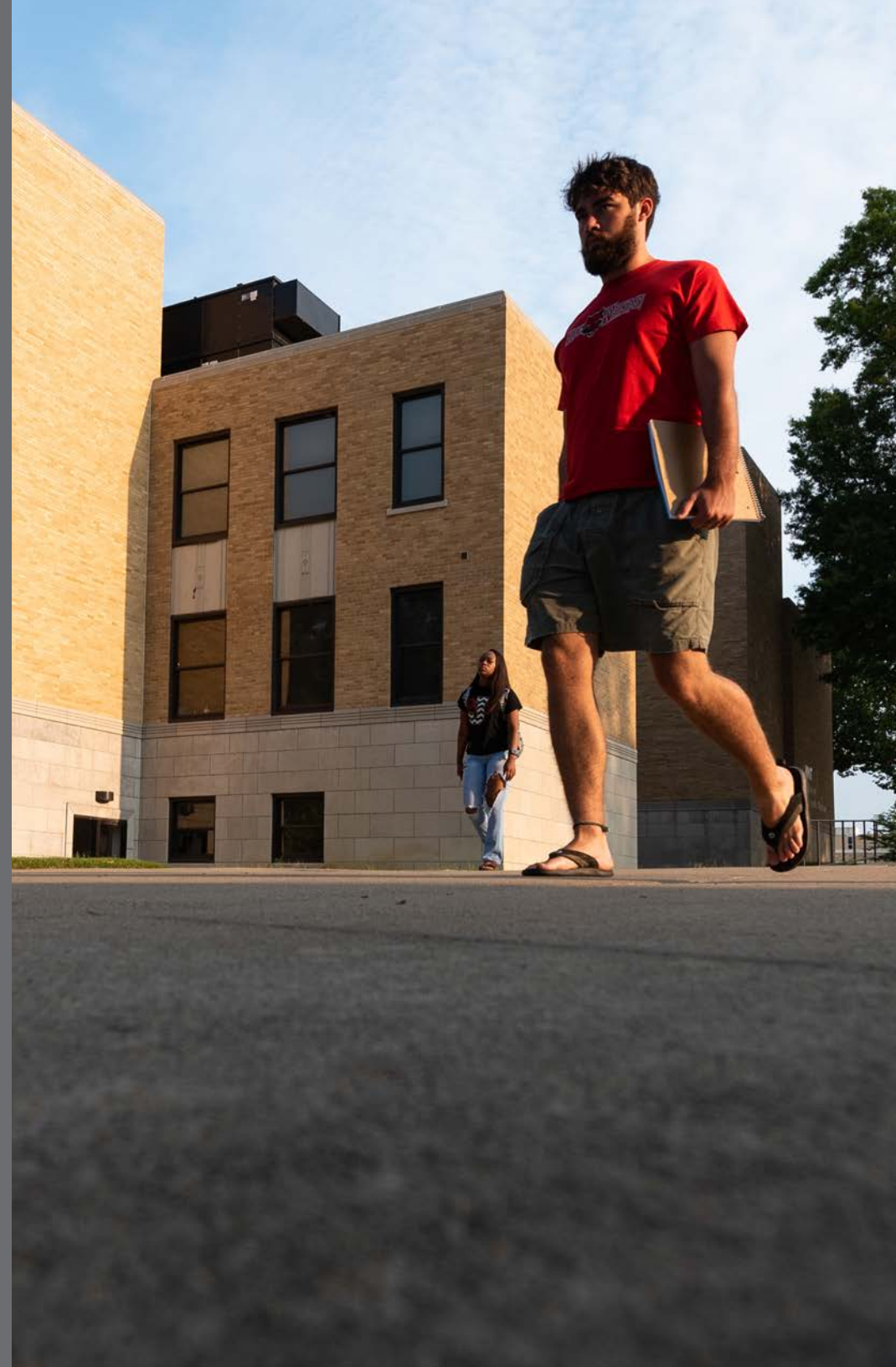
If you have a physical, learning, or emotional disability that may affect your academic success, make sure to contact Access and Accommodations to register with their office and develop an accommodations plan that may help you in your educational journey!

Student Union, second floor
dservices@AState.edu
870-972-3964

ACADEMIC INTEGRITY

In A-State's official Student Handbook, the definitions for Academic Misconduct and Academic Integrity are clearly outlined and explained. Take a moment to go read about A-State's policies on this topic in the student handbook. Take a few minutes to think through and answer the following questions:

- **Why should a university hold its students accountable for Academic Misconduct?**
- **What are ways that students can avoid Academic Misconduct?**
- **What is cheating?**
- **What is plagiarism?**
- **In what way does Academic Integrity relate to the Academic Responsibilities of the Student listed on page 14 of the Student Handbook?**



SECTION REFLECTION:

- 1) What are some mnemonics you have used before that helped you to learn new material?**
- 2) Why should a university hold its students accountable for academic integrity?**



2.4 IN THIS SECTION:

Developing a writing process that allows you to start assignments early and revise your work are important keys to success. Making use of all the resources available to you including feedback from peers and your instructors and visiting the Writing Center will also help your writing be successful.





COLLEGE-LEVEL WRITING

This section will cover the following:

1. **Start early**
2. **Manage your distractions.**
3. **Know your audience.**
4. **Use feedback to understand your professors' definitions of "good writing."**
5. **Read assignment prompts and find models**
6. **Know your genres and modes**
7. **Understand and utilize the peer review process.**
8. **Always cite your sources.**

SECTION ACTIVITIES:

> Consider bringing an old paper you have written to class and having your peers review the paper and provide feedback.

START EARLY**START EARLY**

Be honest with yourself. You know you'll make yourself miserable if you wait until the last minute to start a piece of academic writing. Lots of writers find starting a new project intimidating. It's easy to let that intimidation turn into avoidance. Starting your work early gives you a chance to take advantage of these useful tips.

You might try...

- Email your professor when you have questions or encounter problems.
- Visit the Writing Center early and often to talk over your thoughts with a tutor.
- Free-write – tell yourself you're going to do nothing but write for 5 minutes without interruption, even if it's messy.
- Tell a friend about your paper. Sometimes describing your thoughts out loud can help you find what you really meant to say. You can also try talking to a pet, a tape recorder, or a tutor at the Writing Center.
- Write in a new way (like by hand or in crayon or marker on printer paper) or turn down your screen brightness can help avoid fixating on perfecting what you've already written.
- Use the "Pomodoro Method." This method involves breaking your studying or writing into 25 minutes of focused work time and 5 minutes of break time, which can help you anticipate and appreciate your breaks, instead of losing hours in half-focused mixed work-break time.
- Form a study group with other students in your class and agree to hold each other accountable.
- Put it on your calendar! Set aside time to write, revise, or brainstorm and don't blow it off.

Everybody's writing process is a little different. Some people find outlines or bubble charts helpful. Some people need time to daydream. Some people like to jump right in. But whatever kind of writer you are, you'll be more successful if you take the time to revise your writing, rethinking your organization and your evidence and your language. Nearly all professional writers take their writing through several drafts before publication.

MANAGE YOUR DISTRACTIONS

MANAGE YOUR DISTRACTIONS

Know thyself.

What do you do when you're stuck on something difficult or when you're bored?

Do you pick up your phone and start scrolling social media?

Do you turn on the television?

Do you open a new browser tab and check the news, or the stock market, or your email?

Find ways to disrupt your own self-sabotaging habits. If your phone is your struggle, put your phone on "airplane mode" or "do not disturb" while you're writing. If that's not enough, put it in another room. If that's still not enough, you could use limits for problem apps — Android has limits under a Settings area called "Digital Wellbeing;" iOS has limits under "Screen Time."

If your distraction problem is in your web browser, you could try BlockSite, which has a Chrome Extension and a Firefox plugin.

If you're more likely to get distracted by your siblings or your guitar or your chores, you might try writing in another location, such as at the Library on campus or in a coffee shop or in a park.

Save your distractions to reward yourself for work well done. You might tell yourself, for instance, that if you finish writing an introduction to your paper, you can take a half hour to scroll through SnapChat or play video games.



KNOW YOUR AUDIENCE

KNOW YOUR AUDIENCE

Writing scholars Lisa Ede and Andrea Lunsford say that every piece of writing has at least two audiences: The audience addressed (that is, the individuals reading the writing) and the audience invoked (the imagined, ideal audience the writer tries to reach through the writing). Sometimes, those audiences will be the same. But often, in college writing especially, they're not. For instance, while you are usually writing to your professor as your audience addressed, your professor will often want you to invoke a different audience.

As you get deeper into your own field of study, you'll increasingly be asked to write as if you were writing to scholars in that field.

One unstated assumption of school writing is that you are supposed to pretend that you are only writing to your audience invoked. You pretend that you're just writing because you're inspired, not because the assignment prompt asked you to. You pretend that there's some sort of educated public reading your writing, even if you know you'll never send your paper to anyone but your professor.

As you decide who your audience invoked might be, some factors to consider include their age, level of education, reading level, academic discipline, race, class, gender, religion, sexual orientation, media viewing habits, and life experiences. Having a detailed picture of your audience invoked can help you make strong decisions about how you will write.



USE FEEDBACK FROM PROFESSORS

USE FEEDBACK TO UNDERSTAND YOUR PROFESSORS' DEFINITIONS OF "GOOD WRITING"

When you ask people what makes writing “good,” their answers often share some overlap. “Good writing is concise,” many will say. It’s precise. It’s accurate. It’s got a pleasing rhythm. It’s “not too flowery,” but also “not choppy.” But if you ask those same people to explain what makes writing “choppy,” they’ll probably hesitate. Or maybe they’ll try to define one vague term with another — “it’s just got to flow, you know?” Every field and every genre has different expectations of “good writing,” and every individual’s definition is dependent on their professional experiences and personal preferences. So, these expectations often go unspoken or lead to over-generalized pronouncements about the “rules” of writing, or they express their pet peeves as rules.

For instance:

- “The passive voice should always be avoided” – Research reports for the sciences are usually written in passive voice
- “Never use ‘I’ or ‘you’ in academic writing” – In writing studies and sociology, explaining who you are and how your biases might affect your research is expected.

As you get to know your professors, you’ll be able to make better and better guesses about what makes for good writing in your field. Still, it never hurts to ask – and it’s always good to remember that no rules about writing apply in every circumstance.

Often, professors may not even realize how much their own definitions of “good writing” are based on their experiences in their fields. Because your biology professors read a lot of work within their fields, they may

assume that you know and recognize these habits. The best way to figure out your professor’s definition of good writing is to ask.

Here are some questions you might use to get a sense of your professor’s personal measure of “good writing”:

- Do you have any sample papers that you think are especially well-written?
- Do you have a rubric for this paper?
- Is there a particular structure you’re expecting?
- Is it okay to use first-person (“I”) or second-person (“you”) language?
- What style guide should I follow?
- When I cite a paper, how much context should I give about where the research comes from?
- What makes for a good introduction for this kind of paper? (Or a good conclusion, a good thesis, a good methods section, etc.)
- Do you have any pet peeves about writing?

READ ASSIGNMENT PROMPTS FOR CLUES

READ ASSIGNMENT PROMPTS FOR CLUES ABOUT HOW YOU'LL BE EVALUATED

Even if your professor doesn't have any sample papers for you and doesn't use a rubric to grade, you can usually get a pretty good sense of how they intend to evaluate you by reading the assignment sheet carefully.

First, note the mechanical guidelines. How long should it be? Are there particular section headings you're supposed to use? Are there any rules about font style, size, or color? (In lieu of guidance there, 12-point Times New Roman, double-spaced with 1" margins

and a four-line header of name/class/professor/date is the typical academic standard.) This stuff is simple – but if you don't do it, you're telling your professor that you didn't pay attention to the prompt.

Then, look at the verbs. Those can tell you a lot about the mode you're supposed to use. Are you supposed to describe, define or argue? Each one calls for a different approach.

Look for any "should" sentences that start, "Your paper should..." or "A successful project should..." usually indicate assessment criteria.

Finally, try to make a guess at the mode and genre of the paper you're being asked to write (see below for more). Sometimes those things will be obvious from the prompt; sometimes you'll have to make guesses. Think about whether you've ever written anything similar before, and what aspects of that writing you expect you'll be able to carry forward.

KNOW YOUR GENRES & MODES

KNOW YOUR GENRES AND MODES

Genres include one or more modes of writing: Argue. Define. Compare and contrast. Narrate. Illustrate. Analyze. Describe. All writing engages at least one of these modes; most writing engages several. Genres are defined in part by how you're expected to move through the modes.

Every piece of writing engages the conventions of its genre: the type or category of a text, defined by its purpose and formal features. You've probably written within some established genres before — maybe you've written a “compare and contrast essay” or a “lab report” or a “letter to the editor.” You know that for different genres of writing, readers' expectations differ. Your professors will often ask to perform in different genres for different assignments.

Once you've read your assignment prompt carefully and done some work to figure out your professor's definition of good writing, then you should look for models of the type of writing you're being asked to do.

Though on the surface, some genres may sound the same and assignments may be labeled similarly for different classes, the expectations may be very different but the deeper you get into academic writing, the more important it becomes for you to figure out those distinctions.

When you encounter a genre of academic writing you've never written before, do some research. Google the name of the genre and the assignment, along with the name of the field — this will help you find not just how the genre is used in general but also how it's used in your particular class.

As you read the examples, notice:

- How do they introduce the paper?
- What kinds of things go in each section?
- What modes do they use where?
- What kind of tone do they use?
- How much jargon do they use, and do they define it?
- How often do they cite other research, and what kind of citations do they use?

Remember! You're not trying to find a masterwork to copy. You're trying to use these models to sketch the shape of your genre.

(cont'd on next page)

KNOW YOUR GENRES & MODES (*cont'd*)

Similarly, resist the urge to copy-paste anything from these examples. Do not follow them word-for-word, or sentence-for-sentence. And know that your assignment prompt, rubric, and professor's words in class are most important — if you find anything in these models that contradicts what your professor has told you, or samples they have provided, ignore the models you find on your own.

Know that university writing is almost always research-based. What research looks like varies widely from field to field. In English literature, research may look like traveling to an archive to see the notes and journals an author kept while working on a

novel. In chemistry, research may look like observing how metals rust differently when they are treated with different chemical washes. In psychology, research may look like asking different groups of participants to record how much they remember from a short film, where one group watched the film at room temperature and another watched it in a very cold room.

Every field conducts some kind of research, and every field writes about that research; that writing is commonly called “academic writing,” a term that refers to a wide range of genres and modes and media of presentation.

The kinds of writing you will do during your time at A-State will often be mimicking the kinds of research writing that academics do in their fields. For instance, your lab reports in Physiology and Anatomy will mimic the methods sections of biology papers. Your summaries of legal cases in Legal Environment of Business will mimic case briefs.

In almost all university writing, however, there is an expectation that your writing will be based on research, whether that's research you've conducted via first-hand experiments or observation, or research you've read about.

UNDERSTAND & UTILIZE THE PEER-REVIEW PROCESS

UNDERSTAND THE PEER-REVIEW PROCESS

As part of our researched writing, sometimes your professors may ask you to find articles published in peer-reviewed academic journals (or they may use the word refereed or scholarly instead; these terms mean essentially the same thing). “Peer-review” is the process by which academic writing is vetted. Journals will send prospective papers to a selection of experts in the field and ask them to give it feedback, based on the strength of its methods, its analysis. Those experts will generally make a recommendation to the editor of the journal; sometimes they accept or reject the paper right away, but usually, they ask the author to revise the paper and resubmit it for another round of edits before accepting it.

Through your tuition, you help fund the library’s access to academic journals. The university subscribes to many different databases that collect academic writing from many different fields and makes it available to you via the library website with your A-State log-in. Your access to these journals is one of the biggest benefits of being part of a university system — use it! By clicking the “peer-reviewed” checkbox when you conduct a search in any of these databases, you can be sure that you’re finding research that has gone through the academic vetting process that is the university’s gold standard.



ALWAYS CITE YOUR SOURCES

ALWAYS CITE YOUR SOURCES

There are many different ways to cite sources in academic writing, each with its own rules and expectations. The most important thing in all cases is that you cite your sources in a way that future readers can find them. By citing, you give credit where credit is due, you provide a breadcrumb trail that other researchers can follow if they want to find your research, and they situate your writing in the context of what else has been said on the topic.

When you're taking general education classes, you may find yourself bouncing in one semester between several different citation styles — you might have to use MLA in your English class, APA in your psychology class, and ACA in your chemistry class. These style manuals describe not just how to cite sources; they usually also include information about grammar, usage, and word choice.

Almost all citation styles use the same pieces of information:

- The author.
- The name of the article or chapter.
- The name of the journal or book.
- The website where you found it, if it's online.
- The date it was published.
- The web address or Digital Object Identifier (DOI), a number assigned to some academic journal articles that points to a stable record of the publication.

As long as you know where to look to find all these things, you can work to figure out basically any citation system. The Purdue Online Writing Lab is a great resource to follow for making sense of differences in citation systems.

Consult the library or the Writing Center for major style manuals used in academic writing.

CHOOSE THE CORRECT STYLE MANUAL

STYLE MANUAL	FIELDS THAT USE IT	ONE MAJOR QUIRK
American Psychological Association (APA)	Psychology, Anthropology, Sociology	In-text citations use the author's name and year of publication, e.g., (Anderson, 2020). Note the comma
Modern Language Association (MLA)	English, Foreign Languages, Cultural Studies	In-text citations use the author's name and page number, e.g., (Anderson 37). No comma here
Chicago Manual of Style (CMS)	Business, History, Fine Arts	There are several major versions of Chicago. The most popular uses just footnotes, but one version uses endnotes instead and another version uses footnotes plus a bibliography
Associated Press (AP)	Journalism, Media, Communication	AP Style, aimed at journalists, doesn't offer a lot of citation guidance, but it does prefer quotation marks over italics for naming almost all kinds of media
American Medical Association (AMA)	Biology, Medicine, Nursing	AMA uses abbreviated journal names in its reference list — so the British Medical Journal is always just BMJ
American Chemical Association (ACA)	Chemistry	ACA supports three ways of citing sources in text: With superscript numbers like Chicago, with author and year like APA, or with italicized numbers in parentheses like this (1). Be sure you know which one you're supposed to use!
Blueboo	Law	Bluebook uses the symbol §, two overlapping Ss, to indicate a section of a law or piece of legal writing

> THE BOTTOM LINE...

THE BOTTOM LINE...

Writing always requires understanding your audience: What do they know? What questions might they have? What words will they need defined? What kinds of organization will they expect?

When you're first starting out in college, that audience analysis can feel difficult, even impossible. You don't always know what your professors know (isn't that kind of the point of this whole college thing?). But by analyzing your assignment prompts, paying attention to genre, looking for models, and learning your discipline's citation system, you'll begin to understand what they're expecting of your writing. Learning to intuit those expectations will make it easier for you to write.

Those same skills will be useful to you beyond the university — chances are, in your future job, you'll encounter new genres with new expectations. Maybe you'll get hired at a business and get asked to write an email to customers.

Or a Strengths, Weaknesses, Opportunities, and Threats analysis of a competitor. Or a technical report. Even if your university classes didn't prepare you to write these particular genres, you'll have the strategies you need.

The best way to get better at writing is to practice. Write a lot, in different genres and styles. Get feedback on that writing. And write again. Rinse, repeat. As journalist Mary Heaton Vorse liked to say, "The art of writing is the art of applying the seat of the pants to the seat of the chair."



COLLEGE-LEVEL WRITING: PERSUASION WITH RHETORICAL APPEALS

Almost all writing is persuasive in some way. Lots of college writing is explicitly thesis-driven: You make a central claim somewhere in your first couple of paragraphs, and then each paragraph supports that claim. But even if you're not trying to persuade your audience of an explicit thesis — think here about technical reports, lab reports, annotated bibliographies, etc. — you're still being persuasive. You're persuading your reader that you're informed, that you're knowledgeable, and that what you have to say is worth reading on the topic at hand.

Scholars of rhetoric have been studying how best to persuade for thousands of years. Most principles of rhetoric owe something to ancient Greek philosopher Aristotle's three major rhetorical appeals, also sometimes called the rhetorical triangle.



The appeal to credibility or ethos. Whenever you write, you've got your own ethos — your reader's sense of you as a writer and a human being. You can build your ethos by demonstrating that you've done your research, by pointing to your own qualifications. You can also draw on other people's ethos, by citing their work and describing their qualifications.



The appeal to emotion or pathos. When you tug on your reader's heartstrings, by telling a sad story or citing scary statistics, you're appealing to pathos. The "path" in "pathos" is the same root as "empathy" — and when you appeal to pathos, you're trying to get your reader to have empathy with you or your position.

> RHETORICAL APPEALS OF PERSUASION



The appeal to logic or logos.

Citing statistics is also a classic appeal to logos. When you appeal to logos, you point to ways that your argument is supported by science or by logic. You might lay out several premises that build to a conclusion, or point to studies that have relevant findings.

Aristotle argued that the best rhetors keep these three appeals in balance.



One other principle of Aristotle's theories of rhetoric that many people find useful is kairos or timeliness.

An argument that is deeply persuasive at one time may suddenly seem way less useful when the circumstances change. A political bumper sticker, for instance, becomes a way less persuasive message the day after an election.

You probably have experienced feeling manipulated by an advertisement that relies too heavily on pathos (sad-looking children and puppies are often a sign of a pathos-heavy argument). Conversely, you may get bored if an argument is too purely logical, without any recognition of human experience or any stories to keep you engaged. And if you don't trust the writer you're reading, their persuasion has failed right out the gate.

Most successful arguments are timely and balance their appeals to ethos, pathos, and logos. By thinking about these principles when you write, you should be able to make your writing more persuasive.

SECTION REFLECTION:

- 1) **How can one best persuade their reader?**
- 2) **What citation style are you most familiar with?**
- 3) **What are your writing habits, positive or negative, that contribute to grades you've earned on writing assignments in the past?**



The logo for Arkansas State University, featuring the letters 'STATE' in a stylized, outlined font. The letter 'A' is significantly larger and more prominent than the other letters, and is also outlined. The entire logo is centered on a bright red rectangular sign.

STATE

**ARKANSAS STATE
UNIVERSITY**

UNIT:

3



COMMITMENT TO COMPLETION

3.1 Degree Planning

3.2 Career Planning

3.3 Registration

3.4 Financial Planning

3.1 IN THIS SECTION:

Too often, students equate selecting a major with selecting a career. For example, the perception that a degree in the humanities limits your career possibilities to teaching is false. Students who major in history and English frequently pursue a career in law, tourism, or business. The task of selecting a major should not be intimidating. Use the resources discussed in this chapter to guide you in the career decision process, but remember that the decision you make today can be adjusted later.





DEGREE PLANNING: SELECTING A MAJOR

Completing a college degree doesn't happen by chance. It is a process that takes careful evaluation, planning, and commitment. Failure to appropriately plan can delay graduation and, possibly, prevent finishing a degree. A-State offers several resources that assist students with degree planning. To ensure timely graduation, students should know:

- **How to use Degree Works**
- **How to use the Undergraduate Bulletin**
- **How to use a degree check sheet**
- **How to leverage academic advising**

SECTION ACTIVITIES:

Using the Undergraduate Bulletin and your degree checklist, make a tentative academic plan that you can share with your academic adviser.

> DEGREE PLANNING

DEGREE WORKS: TRACKING ACADEMIC PROGRESS

A-State utilizes DegreeWorks as the institution's degree evaluation platform, providing students and academic advisers with the ability to track progress toward degree completion. Students can access their degree evaluation through Self-Service Banner, providing a seamless experience and overview of the chosen degree plan. Students should have a Student Educational Plan (SEP) which provides a term-by-term breakdown of their chosen degree and can be dynamically updated in conjunction with the student's academic adviser to determine the best pathway toward degree completion, while also ensuring the student is only taking degree applicable courses.

Students can take advantage of the "what-if" feature within DegreeWorks, allowing for exploratory students or those that may be considering alternative programs to run a degree evaluation against any program offered at A-State. This functionality maps all completed (and in-progress) courses to the students desired program, providing a status update on degree completion allowing for the student to determine if changing to this program is feasible.

Bachelor of Science INCOMPLETE

Credits required: 120 Credits applied: 156 Catalog year: 2017-2018 GPA: 3.98

- Minimum 30 credits taken at Arkansas State University
- Last 30 of 36 credits taken at Arkansas State University
- Minimum 45 upper-level credits
- A minimum GPA of 2.25 is required
- A minimum Institutional GPA of 2.0 is required

<input type="checkbox"/> General Education Requirements	Still needed:	See General Education Requirements section
<input type="checkbox"/> College of Business Core	Still needed:	See College of Business Core section
<input type="checkbox"/> Major Requirements	Still needed:	See Major in Business Administration section

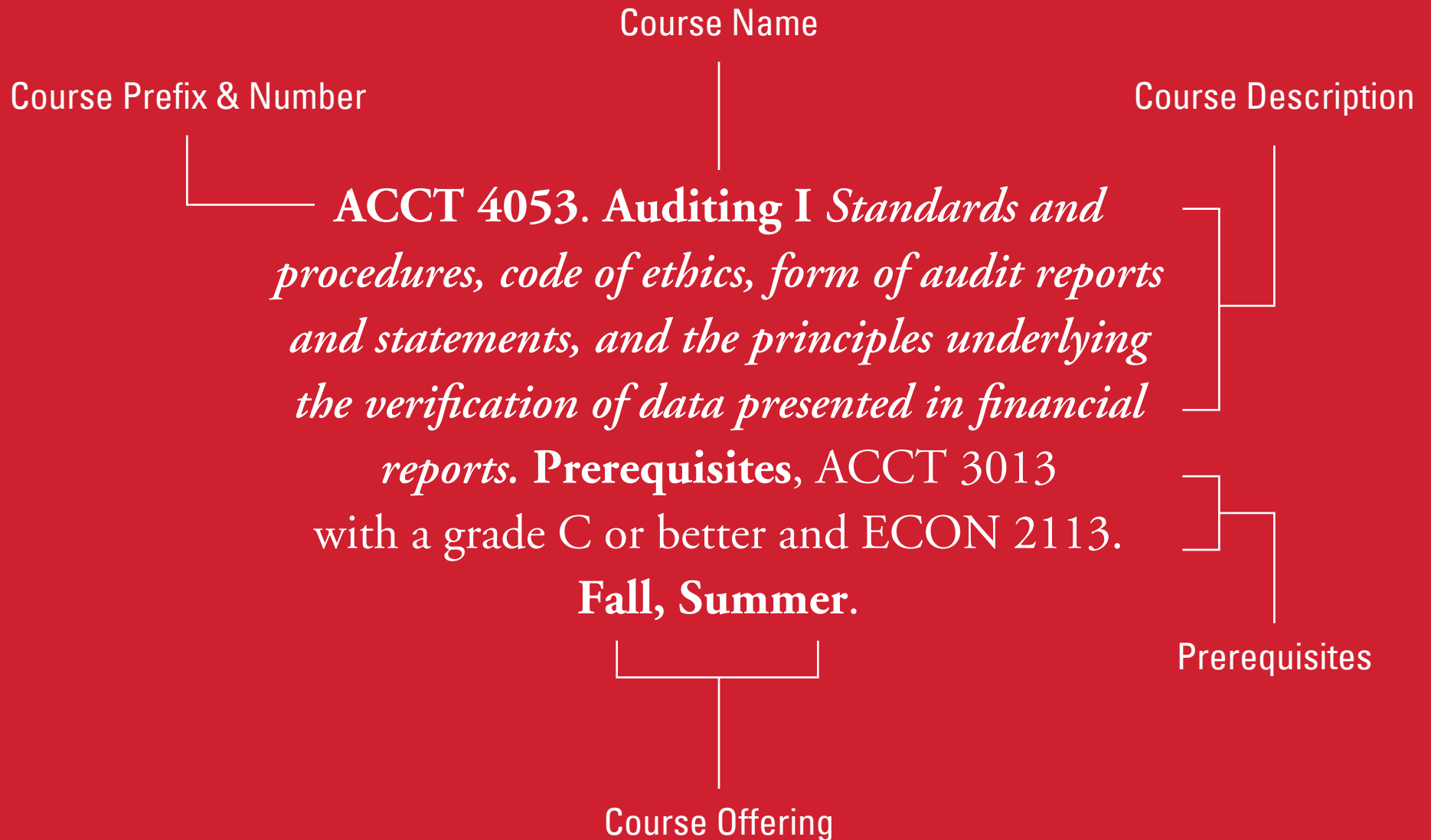
Blocks included in this block

- [General Education Requirements](#)
- [College of Business Core](#)
- [Major in Business Administration](#)
- [Elective Requirement](#)
- [Upper Level Hours](#)





THE ANATOMY OF A COURSE LISTING





UNDERSTANDING THE UNDERGRADUATE BULLETIN

UNDERGRADUATE BULLETIN

To understand the requirements of your degree program, the first source you should explore is the Undergraduate Bulletin. The Undergraduate Bulletin may be found on the A-State website. To locate the Undergraduate Bulletin, click on the “A-Z Index;” select “B” for “Bulletin,” then click on “Bulletins.” Select the year that you started college. For example, if you started college in the fall of 2023, your bulletin year is 2023-2024 unless your adviser recommends a different year.

In addition to information about your program of study, the Undergraduate Bulletin will provide you with detailed information about the organization and regulations of the university. You, the student, are ultimately responsible for understanding and adhering to A-State’s policies and regulations. Failure to keep abreast of these policies and regulations does not protect you from the consequences of violating these policies and could result in registration problems, graduation issues, and so on. For example, A-State has some very specific policies on class attendance.

The bulletin also provides information regarding the academic colleges, departments, and disciplines at A-State. The bulletin gives detailed information regarding degree requirements for every major offered at A-State. The bulletin is always the best source of information when there are questions about degree requirements.

Degree requirements are those items that must be completed to obtain a degree from A-State. Most four-year degrees have a minimum of 120 credit hours and include A-State General Education requirements and major requirements.

Many of the academic colleges at A-State have their own requirements as well. Some majors will have an emphasis or concentration areas which represent specific areas of interest within a major. Most majors also require electives. An elective is a course that a student chooses to take outside of the prescribed degree program. Students should check with their advisers to determine which electives are best for their majors.

At the back of the Undergraduate Bulletin, you will find a detailed list of course descriptions for all courses offered at A-State. The courses include the course prefix, number, name, a brief description, and term(s) for which the course is offered. The course description also indicates if a course has a prerequisite, which is a requirement which must be fulfilled before enrolling in the course.

If you look at the course ACCT 4053, the first number (4) indicates the course is an upper-level or junior-senior course. Upper-level courses start with a “3” for junior level or “4” for senior level. Courses starting with a “1” or “2,” such as MATH 1023, are considered freshman or sophomore-level courses respectively. The last number in the series ACCT 4053 indicates the number of credit hours the course is worth. In this case, the course is worth three credit hours. If a course number begins with a “0,” as in MATH 0003, the course is considered a developmental course and is not counted for credit toward your degree.



MAPPING COURSES & GEN-ED REQUIREMENTS

SEQUENCE OF COURSES

The order or sequence in which you take courses is important. The General Education Program is designed to be completed in the first and second years, although this goal will not be achieved by every student. Refer to the Bulletin for these requirements.

UNIVERSITY REQUIREMENTS

Knowing your degree requirements involves much more than just course selection. There are also requirements regulating areas such as grade point average and upper-level hours. Although A-State requires a minimum grade point average of a 2.00 to graduate, many majors require a higher GPA. Some majors will have additional requirements. Check the Bulletin for a list of the requirements and check with your academic adviser for degree requirements for your program.

GENERAL EDUCATION REQUIREMENTS

Most first year students will be taking general education courses the first year of college. The general education courses are designed to lay the foundation for college learning by helping students:

Communicate effectively. Students should be able to communicate effectively and correctly in writing and in speech for a variety of purposes, using appropriate forms of discourse, organizational strategies, and vocabulary.

Think critically. Students should develop the skills necessary to digest, assimilate, and evaluate critically what they read, see, and hear. They should employ rational argument and deduction routinely in their own work.

Use mathematics. Students should be able to use, understand and apply basic mathematical skills in practical applications.

Use technology. Students should be able to use appropriate technologies to

locate, process and evaluate information in an effective and ethical manner.

Understand global issues. Students should be aware of the social, political, economic, and cultural dimensions of a diverse national and world community. They should have the intellectual and interpersonal skills needed to participate and succeed in a dynamic, global society.

Develop a life-long appreciation of the arts and humanities. Students should develop an appreciation for the arts and humanities. They should be aware of the role of art and literature in human civilization and contemporary culture.

Develop a strong foundation in the social sciences. Students should be aware of the diverse systems developed by humans to manage and structure our relationships with one another. Students should prepare for the full range of public and private roles they are expected to fulfill as citizens, decision-makers, and human beings in a democratic America and in a global society.



GEN-ED REQUIREMENTS & ACADEMIC ADVISING

Use science to accomplish common goals. Students should understand how science is conducted and the criteria used for scientific evidence, so they will be able to make informed decisions about the health and well-being of their communities and the natural environment. They should be aware of the ethical and political issues raised by science.

Provide foundations necessary to achieve health and wellness. Students should have a knowledge and appreciation of the scientific bases of physical and mental health and their contribution to overall wellness.

Understand interdependence. Students should grasp how the many spheres of human knowledge are interrelated as they address problems and issues in their professional, civil, and personal lives. They should acknowledge the responsibilities of informed citizenship and the impact of their decisions and actions on others.

Please view the A-State Bulletin for general education and degree requirements.

ACADEMIC ADVISING

Your academic adviser will assist you with advice about a variety of things including your course selection and your overall college career. If you don't know who your adviser is, go to your Self-Service account, select the "Student" tab, "Student Records" then "View Student Information." You should see the name of your adviser listed. If you do not have an adviser listed, go to the academic department of your major and ask to have an adviser assigned. You can also visit the Academic Advising A-State website for a list of professional advisers for each department. If you are an undecided major, contact the University Advising Center (870-972-3001). If you are part of the Transition Studies Program, your academic adviser is your Making Connections or Success Strategies instructor.

Your adviser will also be able to provide you with a check sheet for your major. Many departments also include their degree check sheets online. A check sheet summarizes the degree requirements for a major. You may use this form to check off requirements as each one is met. By keeping up with a check sheet, you can monitor how close you are to graduation.

Advising is a partnership. You and your adviser will work together to ensure that you are making progress toward degree completion. When there is a change of adviser or major, your adviser should submit these changes for you.



TRANSCRIPTS & GPA

TRANSCRIPTS

Your college transcript plays a crucial role in helping you document and understand your academic progress. This official document records your courses, grades, credits and academic standing. You should refer to your transcript prior to academic advising appointments and at the end of each term. Look at the example transcript on the next page and note:

- College and Major
- Academic Standing
- Attempted Hours
- Earned Hours
- Institutional, Transfer & Overall GPA

GRADE POINT AVERAGE (GPA)

Understanding how A-State calculates the GPA is critical. Compute the following GPA for the sample student below.

- How many hours did the student attempt? How many did they earn?
- What is their semester GPA?
- What is their academic standing if this is their first semester in college?

NOTE: College credits earned while in high school such as AP credit or concurrent enrollment often do not impact your A-State GPA unless the course was an A-State course. Please see your academic adviser to determine AP, Concurrent and transfer hour credit and your A-State GPA.

Unofficial Transcript								
INSTITUTION CREDIT -Top-								
Term: 2020 Fall								
College:		Sciences and Mathematics						
Major:		Biological Sciences						
Academic Standing:		Good Standing						
Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	
BIO	1013	UG	MAKING CONNECTIONS BIOLOGY	A	3.000	12.00		
CHEM	1011	UG	GENERAL CHEMISTRY I LAB	A	1.000	4.00		
CHEM	1013	UG	GENERAL CHEMISTRY I	C	3.000	6.00		
HIST	2763	UG	THE UNITED STATES TO 1876	B	3.000	9.00		
MUS	1341	UG	MARCHING BAND	A	1.000	4.00		
MUS	1631	UG	SCARLET VOICES	A	1.000	4.00		
THEA	2503	UG	FINE ARTS THEATRE	A	3.000	12.00		
Term Totals (Undergraduate)								
				Attempt Hours	Passed Hours	Earned Hours	GPA Hours	
				Quality Points	GPA			
Current Term:				15.000	15.000	15.000	51.00	3.40
Cumulative:				15.000	15.000	15.000	51.00	3.40

GPA CALCULATOR

Check out the GPA Calculator to quickly figure out your current GPA.

[AState.edu/GPACalculator](https://astate.edu/GPACalculator)

> THE A-STATE GRADING SYSTEM

A (*Excellent*) is worth 4 points per credit hour.

B (*Good*) is worth 3 points per credit hour.

C (*Satisfactory*) is worth 2 points per credit hour.

D (*Poor*) is worth 1 point per credit hour.

F (*Failure*) is worth 0 points per credit hour.

FN (*Failure for excessive absence*) is worth 0 points per credit hour

P (*Pass*) is credit that does not impact GPA

CR (*Credit*) is credit that does not impact GPA

NC (*No Credit*) does not impact GPA

AU (*Audit*) does not impact GPA

I (*Incomplete*) does not impact GPA (unless the I expires after one semester)

W (*Withdrawn*) does not impact GPA

WN (*Withdrawn for never attending*) does not impact GPA

Check with your adviser on the requirements of your degree to confirm the grades and GPA you will need to be admitted to your specific program.



ACADEMIC POLICIES & PROCEDURES

Visit the registrar's section of the A-State website for your final exam schedule, the academic calendar and forms needed for a grade recalculation.

DROP FOR NON-ATTENDANCE

If students do not attend class during the first eleven days of a semester or the first week of a five-week term, they will be administratively dropped for non-attendance and a WN grade will be posted on the transcript for each course. Failure to attend class during this period will likely void financial aid and/or scholarship support.

REPEATING COURSES

A-State has a "Re-computation Policy." According to the A-State Student Handbook, "Students may repeat up to 18 semester hours in which grades of D or F were earned and have only the last grade counted in computing the grade point average for undergraduate degree requirements. Courses may be repeated any time before the first Baccalaureate degree is awarded."

1. *The student must have earned a grade of D or F in the course.*

2. *Students may repeat up to 18 semester hours.*

3. *All other repeated courses will have both grades counted. Degree hours will be applied only once toward graduation requirements.*

4. *Students may not repeat for credit any course in which they have earned a grade of C or better.*

5. *Courses repeated must be the exact course. Students may not use substitutions for repeated courses.*

NOTE: A grade of F cannot replace a grade of D. If the grade in the first attempt is a D and the grade in the second attempt is an F, both grades will be counted.

DROPPING AN INDIVIDUAL COURSE:

If you are enrolled in a course that, for whatever reason, you desire to drop, you must pay particular attention to the published "drop deadline." This date, which occurs sometime after midterms, is strictly adhered to. The final date for dropping individual courses is the last

day of the 10th week of classes in a regular (fall or spring) semester, but see the A-State website for the specific date for any given semester.

Please consult both your academic and financial aid advisers before dropping a class. Courses dropped before fees are assessed will not show on the transcript; courses dropped later in the term will appear with the designation of W where a grade would be and do not count towards graduation credit.

Withdrawal from the University:

University withdrawal may occur because of serious illness, or it may be to avoid negative academic consequences. Students cannot drop all their courses. They must go through the formal process to withdraw from the university. Contact the University Advising Center for information about the process. Failure to complete this process will result in an F being earned for those classes in which students are still enrolled. It is strongly encouraged that you consult your academic adviser and financial aid officer prior to withdrawing.

> **POLICIES THAT IMPACT ACADEMIC STANDING**

ACADEMIC STANDING

Academic standing is based on institutional (A-State) cumulative and semester GPA and is used to determine eligibility for continued coursework at the University. If either the cumulative or semester GPA is below a 2.0, students will be placed on academic probation or suspension. Transfer work and AP credit are not used to calculate academic standing. However, if concurrent credit is earned through A-State, it is used in the institutional GPA calculation.

GOOD STANDING

Students are in good standing when their institutional GPA and semester GPA are both a 2.0 or better. Students in good

standing can enroll in up to 18 credit hours each semester.

ACADEMIC PROBATION

Students are placed on academic probation when their semester GPA or institutional cumulative GPA falls below a 2.00. College Choices Seminar, a one-hour credit course, is available for students on academic probation and is designed to provide additional academic support.

ACADEMIC SUSPENSION

Students with both semester and institutional cumulative GPA below the required 2.00 who were already on academic probation will be placed on academic suspension at the end of

the semester. Academic suspension requires a mandatory absence of enrollment from A-State for one calendar year. Students on a first-time suspension who have never participated in the *Restart@State* Program may seek immediate enrollment by contacting the University Advising Center, 870-972-3001.

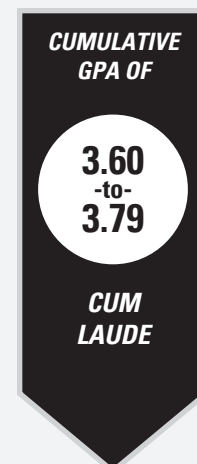
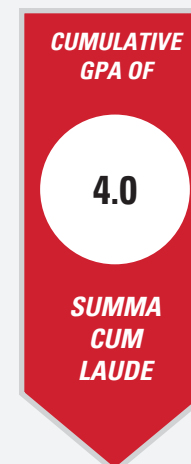
HONOR ROLL

At the close of each semester, an honor roll consisting of a Chancellor's List and a Dean's List is published. Students who are full-time (12 hours+) and whose GPA is 4.00 will be placed on the Chancellor's List. Students with a GPA in the range of 3.60-3.99 will be placed on the Dean's List. Your transcript will be noted with the appropriate list, if applicable.

Graduation with Academic Honors

The following academic distinctions are recognized at graduation >

NOTE: Other requirements apply when transfer work is included. Please see your undergraduate bulletin for additional requirements associated with qualifying for Academic Honors.





TERMS TO KNOW AS A RED WOLF

YOUR RIGHTS & RESPONSIBILITIES

Arkansas State University provides a student handbook in which the rights and responsibilities of each student is carefully explained:

Arkansas State University is a community of scholars whose members include its faculty, students, and administrators. It is a forum where ideas are discovered, discussed, and tested and not a marketplace where statistics are auctioned, nor a podium for the dissemination of propaganda. The basic purposes of the university are the enlargement, dissemination, and application of knowledge. These are achieved through classroom instruction, research, special lectures, concerts, discussion groups, seminars, experimentation, out-of-class activities, group living and leadership development. The university is dedicated to preserving the rights of its students.

Please review student rights and responsibilities in the Student Handbook. Visit:

AState.edu/StudentHandbook

FREQUENTLY USED TERMS:

ACADEMIC ADVISING

This is the process by which an adviser, either a faculty member or a member of our professional advising staff, guides a student as he or she matriculates through a program of study.

ACADEMIC FREEDOM

Universities encourage the open sharing of ideas through the concept of academic freedom which guarantees that the faculty may teach and conduct research without fear of censorship or reproach even if the material is controversial or unpopular.

BULLETIN

This is a very important publication for each student! The bulletin is a legal and binding document containing the requirements for a degree at A-State. It also is the place to find out about policies and procedures, as well as the variety of programs offered on campus. Each student is responsible for knowing what is in the Bulletin!

CREDIT HOURS

This is the number of hours of credit awarded upon the successful completion of a class and is usually determined by the number of actual clock hours a class meets per week for the semester. Labs in general get half credit.

DEVELOPMENTAL COURSES

Developmental Courses are offered in math, English and reading and are required based on ACT or comparable scores. These courses are not included in the computation of GPA and do not count toward graduation. However, developmental courses do count toward the determination of full-time status for financial aid purposes.

ELECTIVE

This is any class that a student chooses to take as opposed to a required course. Some degree plans have room for many elective courses; others are very tightly organized and offer little choice. An elective may be part of one's degree plan, OR it may be a class totally unrelated to the degree.



TERMS TO KNOW AS A RED WOLF

FINANCIAL AID

Financial Aid is any sort of money used by a student to help finance the cost of his or her education. Aid may be in the form of scholarships, grants, loans, or work-study awards and may come from a variety of sources, including the state and federal government.

FULL-TIME STUDENT

Full-time is being enrolled in 12 or more hours in one semester. No student can take more than 18 hours absent very special circumstances.

MAJOR

The major is a student's main course of study. Completion of the general education requirements and major requirements leads to the conferral of a degree.

MINOR

A secondary field of study selected by the student, usually requiring the completion of 18 to 24 hours in a field other than the major field.

AREA OF EMPHASIS OR CONCENTRATION

Emphasis or concentration is an area of study within the major field – a sub-field. Some degrees require an area of emphasis or concentration. For example, the student majoring in a radio/television major might choose the broadcast journalism area of emphasis.

DEGREE PLAN

Each major on campus has a required "degree plan" which, if followed, will result in the student earning that degree. A-State participates in the Four-Year Guarantee program which guarantees that, if you meet all the criteria, you can earn your baccalaureate degree in four years. Most of A-State's baccalaureate degrees qualify, but the degree plan for each program must be strictly followed. See your academic adviser.

GENERAL EDUCATION REQUIREMENTS

This is a term to describe the core courses that all students must take to complete degree requirements. The purpose of the general education curriculum is to provide students with an introduction to a broad range of courses considered essential areas of knowledge.

PRE-PROFESSIONAL PROGRAMS

These are specialized courses of study designed to prepare a student to enter a graduate program such as law, medicine, pharmacy and others.

TRADITIONAL STUDENT

A student who enters college immediately or shortly after graduation from high school.

NON-TRADITIONAL STUDENT

A non-traditional student falls into one or more of the following descriptions. A student who is 25 years of age or older; one who did not enter college after high school; one who is married or single with children; one who commutes 30 miles from the university; or a working professional.

SYLLABUS

A syllabus is information about a course provided by the instructor or professor. The syllabus may contain any or all the following: calendar of assignments, class policies, textbook and supply information, expectations, objectives, and desired outcomes, as well as contact information for the class instructor and possibly teaching assistants.



TERMS TO KNOW AS A RED WOLF

TRANSCRIPT

A transcript is a complete, official record of all academic work attempted or completed at A-State and other institutions of higher learning.

PREREQUISITE

A prerequisite is some step that must be accomplished prior to the taking of a particular course, such as the passing of an exam or the taking of other classes or admission to a program. For example, before a student can take college algebra, they must have scored a minimum of a 19 on their math ACT.

CO-REQUISITE

This is a class that must be taken with another class in the same semester – for example, a laboratory course that must be taken along with a lecture course.

PLAGIARISM

“Plagiarism is the act of taking and/or using the ideas, work, words, and/or writings of another person as one’s own.” (Arkansas State University Student Handbook, 2012-2013, 25). This is taken very seriously. Penalties can include expulsion from the university.

OFFICE HOURS AND CONTACT INFORMATION

A professor may be engaged in a research project that takes her to the library or a lab. An instructor may decide to grade research papers at home where it is quiet and leave campus. Each faculty member, however, will keep some type of regular office hours. This is a good time to try and make contact as the professor has set this time aside to meet with students. Before your meeting, be sure to check the syllabus to make sure that your question is not already answered in the information provided to you.

SECTION REFLECTION:

- 1) Why have you selected your specific degree path?**
- 2) What minors might pair well with the degree you selected?**
- 3) If you took the Focus 2 Career Assessment with the Wilson Counseling Center, how did your results impact your degree selection?**



3.2 IN THIS SECTION:

Career Planning can assist with major selection, planning out what extracurriculars you would like to be involved in, and give you a road map of next steps for course completion in college.





CAREER PLANNING

Career Services, the Wilson Counseling Center, advisers, and your Making Connections faculty can all help you to select a major, work through the career discovery process, or even tell you about the change-of-major process if needed.

Section Activities:

- > Visit Career Services for on-campus job information or resume review.
- > Schedule an appointment with the Wilson Counseling Center to take the Focus 2 - a career assessment.



CAREER PLANNING: Do you know what you want to do?

Over the course of your college career, as you explore your interests, degrees, and career pathways, you may continue on the path you originally decided or change your major.

That is okay! Many individuals change their major as they explore degrees and career pathways.

It's not too early to understand more about career development. The following offices: **Career Services**, **University Advising**, and the **Wilson Counseling Center** will assist you with academic resources, career planning and career counseling. In short, these resources can assist you from choosing classes to choosing a college major and career field. Whether you know exactly what you want to study, or you are still exploring, evaluating your interests, skills, abilities and values will support you in developing a plan of interest, major and career field. Begin your personal journey by interacting with campus resources and build skills that will propel your career.

CAREER SERVICES

Career Services provides a variety of opportunities, including major and occupation advising, resume and cover letter writing, individual appointments and workshops, interview coaching and mock interviews, graduate school planning, job fairs and other networking opportunities.

UNIVERSITY ADVISING

The University Advising Center can connect you with resources that will support you on your journey to making your academic and career decisions and developing an appropriate educational plan leading to graduation. Advisers are key players in your academic planning and are ideal resources for questions you may have about your career or major.

WILSON COUNSELING CENTER

The Wilson Counseling Center staff offers career counseling as well as a career assessment called the Focus 2 that will help you better understand yourself and which career field may suit you best.





COMMON MYTHS ABOUT CHOOSING A MAJOR

Choosing a college major can be a bit overwhelming for new students. Even decided students may second guess their choice of major. This is a normal part of personal development. Finding the right career path is part of a personal journey.

MYTH : Choosing a major dictates my career options.

To the contrary, choosing a major helps you focus on career possibilities. While you take classes and get involved on campus, it is also important to recognize and develop transferrable skills.

MYTH : There is only one right occupation for me. Choosing a major decides what I will do with my life.

Most majors provide a background for several different career possibilities. Furthermore, most college graduates can anticipate one or more career changes during their working lives. Although some occupations are likely to be a better fit than others, it is highly probable that there are many good choices that could make you happy.

MYTH: Making a major or career choice is irreversible.

Most Americans will change career paths eight times! If you find yourself confused about your major, make plans to take a career assessment. This tool is designed to help you discover a major. It will also allow you to explore possible careers associated with the suggested major. Contact the Wilson Counseling Center to take the *Focus 2* Career Assessment.

MYTH 1: If things don't work out with my major/career choice, I'm a failure.

Success and happiness stem from building on a foundation of toil, persistence and rising whenever we are knocked down. Many great successes have come after seasons of failures.

MYTH : If I figure out what I'm interested in, I will automatically do well.

Interests are important but not the only thing to consider. Abilities, values, and desired work environment are other things to consider when selecting a major.

MYTH : I must choose the ideal major/ career that will meet all my wants and needs.

If you have the expectation that your occupation will fulfill all your wants and needs, you will be disappointed. You will have many different roles in your life (volunteer, neighbor, spouse, parent, hobbies) that will provide satisfaction and fulfillment. Hope for a career that satisfies many of your desires while allowing you to contribute and develop your talents.



CONCEPT OF CAREER PLANNING

Career development is one element of the career planning process that increases self-awareness as you evaluate your interests, skills, abilities and values. A-State offerings give you the knowledge, skills and experiences you need to be marketable upon graduation. Career Services is dedicated to a philosophy that career planning is the bridge between academics and your future career. The following career readiness competencies and career development plan empowers you to stay on track.

Much like you would use a GPS to navigate a new city, tracing your steps from your starting point to your destination – career competencies and a four-year career development plan will assist you in reaching your destination confidently, so that you can enjoy the view. To begin your route, consider the opportunities and right turns along the way. Career and professional development options are only steps away.

NACE Competencies for a Career-Ready Workforce

The National Association of Colleges and Employers (NACE) has identified the most important competencies for career readiness.

- Career & Self Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology



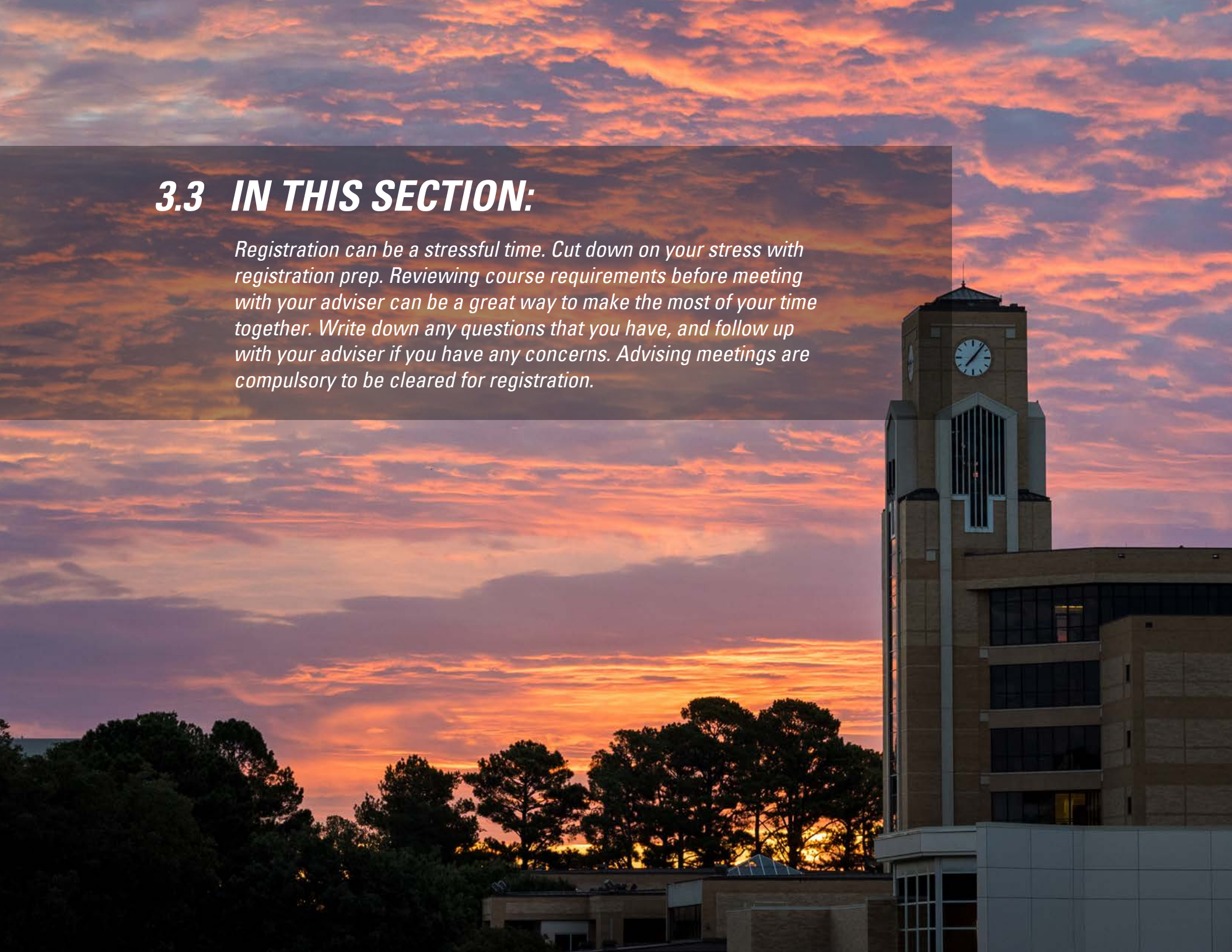
SECTION REFLECTION:

- 1) What are a few career resources on campus?**
- 2) What are your next steps in working toward a career?**
- 3) How might getting involved in a club within your college affect your college experience and career goals?**



3.3 IN THIS SECTION:

Registration can be a stressful time. Cut down on your stress with registration prep. Reviewing course requirements before meeting with your adviser can be a great way to make the most of your time together. Write down any questions that you have, and follow up with your adviser if you have any concerns. Advising meetings are compulsory to be cleared for registration.





REGISTRATION

Each semester, students at A-State must meet with their adviser to determine the best schedule of courses for their next semester at A-State. There is a “registration season” that begins toward the end of the semester in which students begin registering for classes for the next semester. Some students may have “priority registration” which allows them to register early. If a student has priority registration, they must register during their registration week, or they will have to wait until their classification registers. Registration opens on different days for each classification. Registration for seniors opens shortly after priority registration, then juniors, sophomores and freshmen.

SECTION ACTIVITIES:

- > View the schedule of classes to prepare for your advising session. Make a tentative schedule to present to your adviser during your meeting.
- > Attend Registration Day events to help clear holds, meet advisers, and receive registration assistance.

> REGISTRATION CHECKLIST

REGISTRATION CHECKLIST

As a student at Arkansas State University, you have a role in your advising experience. Before meeting with your adviser, you should look over your degree plan and look up available classes that will fit into your schedule. Take a minute to write down these options to take with you to your appointment. Preparing for this meeting will give you a more meaningful advising experience.

You might be unsure what classes you would like to take. That's okay! Your adviser can help you decide what would be best to take for degree completion.

CHECKLIST

1. Set up a meeting with your academic adviser. Some advisers use Pack Support to set up advising meetings.

2. Prepare for the meeting by looking up classes that you would like to take next semester. Make sure these classes fit in your degree plan for timely graduation.

3. Write down any questions you might have about degree completion or university operations to ask your adviser during your meeting.

4. Attend your appointment. Everyone's time is valuable. When you don't show up for an appointment you've set, you communicate that you do not value your adviser's time. If you are unable to make it, email your adviser ahead of time to reschedule.

5. Register for classes in Banner Self Service. After meeting your adviser, it's time to register for classes!

BEFORE MAKING ANY CHANGES TO YOUR SCHEDULE, BE SURE TO CHECK WITH YOUR ACADEMIC ADVISER.

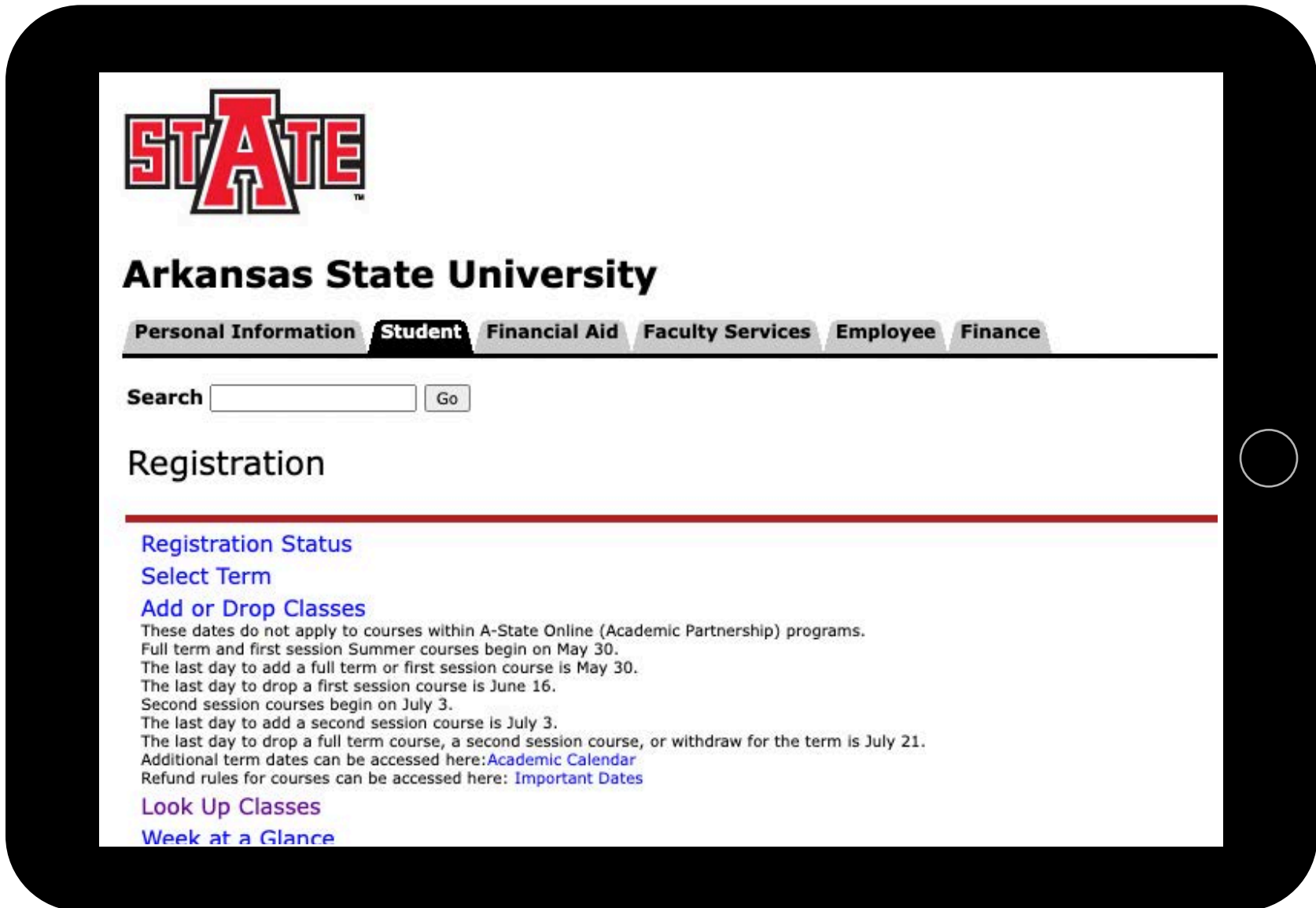
REGISTRATION TIPS & TRICKS

REGISTRATION TIPS AND TRICKS:

- If you need to register for a course that has a lab, register for both the lab and course at the same time to avoid any errors.
 - Check the location and any notes associated with the course before registering. Some courses may be at other A-State campuses, associated with concurrent high school credit, or honors sections of a course.
 - Make an advising appointment early to avoid any scheduling delays.
 - Register before you leave for the semester so that staff and faculty can assist with any registration issues or holds.
 - Holds are important to review before your advising appointment. To review your holds, go to:
 - > **my.AState.edu**
 - > Banner Self Service
 - > Student
 - > Student Records; and View Holds.
- Some holds may restrict registration until cleared. Stay on top of your holds so that you can register on time and get into the classes needed for your degree.
- If you have any questions about holds or registration, don't be afraid to ask for help. If you are unsure who to call, the University Advising Center can assist you with any information related to holds, registration, and who your adviser is.



HOW TO GET REGISTERED FOR CLASS



The screenshot shows the Arkansas State University website. At the top left is the "STATE" logo in red and white. Below it is the text "Arkansas State University". A navigation bar contains several tabs: "Personal Information", "Student" (which is highlighted), "Financial Aid", "Faculty Services", "Employee", and "Finance". Below the navigation bar is a search box with the label "Search" and a "Go" button. The main heading is "Registration". A red horizontal line separates the heading from the content below. The content includes several blue links: "Registration Status", "Select Term", "Add or Drop Classes", "Look Up Classes", and "Week at a Glance". Under "Add or Drop Classes", there is a paragraph of text providing registration dates and deadlines for full term, first session, and second session courses, along with links to "Academic Calendar" and "Important Dates".

STATE

Arkansas State University

Personal Information **Student** **Financial Aid** **Faculty Services** **Employee** **Finance**

Search

Registration

[Registration Status](#)
[Select Term](#)
[Add or Drop Classes](#)
These dates do not apply to courses within A-State Online (Academic Partnership) programs.
Full term and first session Summer courses begin on May 30.
The last day to add a full term or first session course is May 30.
The last day to drop a first session course is June 16.
Second session courses begin on July 3.
The last day to add a second session course is July 3.
The last day to drop a full term course, a second session course, or withdraw for the term is July 21.
Additional term dates can be accessed here: [Academic Calendar](#)
Refund rules for courses can be accessed here: [Important Dates](#)
[Look Up Classes](#)
[Week at a Glance](#)

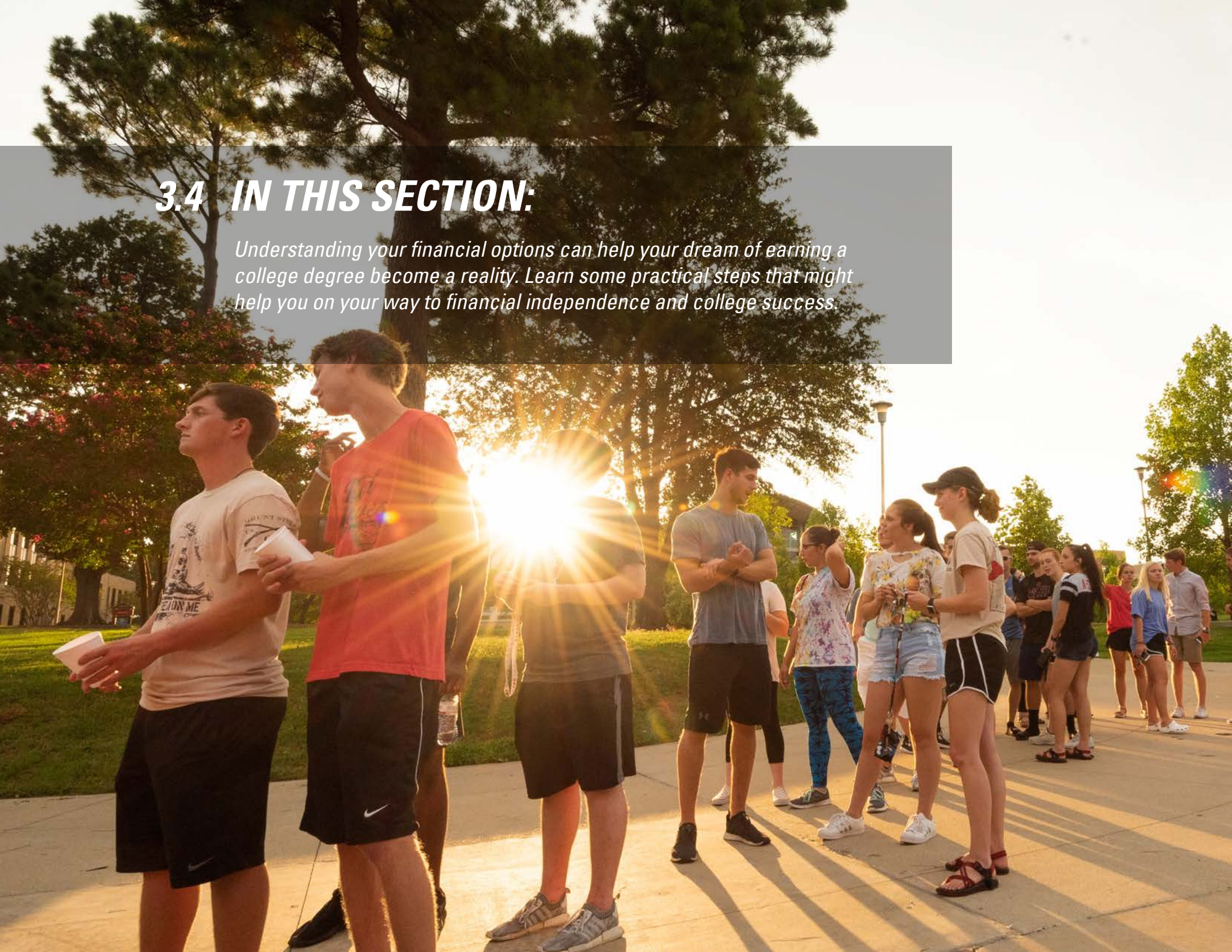
SECTION REFLECTION:

- 1) **What holds do you have that may prevent registration?**
- 2) **Who is your academic adviser?**
- 3) **Where can you find information on common registration errors?**



3.4 IN THIS SECTION:

Understanding your financial options can help your dream of earning a college degree become a reality. Learn some practical steps that might help you on your way to financial independence and college success.





FINANCIAL PLANNING

Financial Decision Making

The number one reason why students discontinue their education is not because of derivative, Othello, or “solving for speed” in physics, but it is because of money. The top stressor for people in the United States is money. The problems associated with money come from the perceived lack of sufficient funds. We used the phrase “perceived lack” to distinguish between a true lack of funds and a person’s perception of lack of access to capital.

To improve your financial wellness, you’ll need to budget, understand your options for access to capital and make strategic choices.

SECTION ACTIVITIES:

Attend the Scarlet to Black Financial Literacy Presentation.

BUDGETING STEPS

BUDGETING - STEP 1 INCOME

The first step in creating your budget is to determine your budget income level. Income is the amount of money you receive in a certain time period. If you have a set salary, then this should be fairly easy to calculate. If you do not have a set salary and are paid with tips or on commission, then this is a little more difficult.

Set a time period, two weeks for instance, and look to see if that was a “normal” time period (you always earn about that amount) or an “above-normal” time period (you have never earned that amount).

When budgeting for income, you should always assume that you will earn the “normal” amount or “less than normal” amount – it is better to be pleasantly surprised with more money at the end of the month, then scrambling around to find additional money needed.

BUDGETING - STEP 2 EXPENSES (YOUR NEEDS)

The next step is to determine how much money you will need to spend on your needs or necessities.

In step 1, we discussed how we try to use lower amounts in budgeting for our income. In this step, we take the opposite approach and try to use higher amounts in budgeting for our expenses.

In addition to looking at the previous time period to plan this time period’s expenses, we also need to think about whether there are any expected expenses coming up this month – holidays, birthdays, travel plans, insurance premiums, textbooks, etc. These should be added to your anticipated expenses.

BUDGETING - STEP 3 REMAINING FUNDS

The third step is subtraction: subtracting the expenses of your needs from your income. If the number is positive – congratulations! You have extra funds. These are the funds that are available for wants or saving for future expenses.

If your number is negative, it is time to reevaluate. The first step in this process is to look at ways to cut expenses – maybe kill the cable bill, turn up the thermostat to use less electricity, eat in more, eat cheaper food at home.

The next step is to see if there is a way to increase your income – more hours worked, new job or sell assets of value.

> **IT'S ALL ABOUT THE MONEY!**

BEING AN EXPERT AT BUDGETING

A budget is nothing more than a plan that details how much money you will receive in a certain time frame and how much money you will be spending in that same time frame. The major difficulty in budgeting for anyone is trying to predict the future.

Before anyone starts to budget, you should spend some time, writing down every penny you spend and every penny you earn. Use your tablet, computer, phone, or go “old school” and use a pad of paper and a pen. Spreadsheet software, such as Numbers or Excel is very useful for this activity, but there are also tons of free apps that can be used to accomplish this same purpose.

The first thing you will probably notice when you do this is that you had no idea where your money was going. When people initially look at their expenditures, they are typically shocked at how much is spent on certain expenditure categories (food and entertainment are typically much higher than people realize). Now that you see where your money has gone, we need to talk about two more concepts important to the budgeting process.

“I DON'T KNOW IF I NEED IT, BUT I SURE WANT IT”

One of the basic concepts in economics is the classification of goods and services as either a need or a want. A **NEED** is defined as an item or service that is “required.”

A **WANT** is defined as an item or service that is desired or craved but it is not “required.”

The classification as a need or a want is based on the individual. If you know 100% that you must have that cup of coffee in the morning or else! Then for you, a cup of coffee in the morning is a “need.” If you like coffee, but if you don't get one and you can still function, then it is a “want.”

One of the places where people get in trouble with their budgeting is that they place items that are needs for them (coffee) as a want, exclude the amount in their budget believing they can do without. However, since it is a “need,” they are unable to do without and they end up going over budget.

> UNDERSTANDING DEBT

DEBT

Many people consider debt to be pure evil. However, debt is a tool that can be of benefit if used wisely. Debt is defined as the amount of money borrowed from one party by another party. The person who borrows the money has to pay it back along with interest. Debt can be used to pay for an education (student loans), a new home (mortgage), a car, or a new TV (credit card).

The problem that debt brings is it allows people to make a small payment over time, where they end up paying a much greater amount for that item due to the interest on the debt.

EXAMPLE 1.

Benjamin graduated from college in 2012 with a bachelor's degree. He had to take out student loans to finance his education in a total amount of \$29,400. Brennan also graduated from college

in 2012 with a bachelor's degree but did not take out any student loan debt.

Assume that they both got hired at the same company earning \$40,000 per year. Benjamin will end up earning around 10% less than Brennan because he will have to make student loan payments of \$316 per month for 120 months. He will pay an extra \$8,540 in interest on his student loans.

EXAMPLE 2.

Erin has completed her first year at Arkansas State University, and fully understands the concepts of debt and interest. Gracie has completed her first year at a different university and has no clue about debt or interest. They both would like a brand-new TV that costs \$645.00 at a local retailer. Erin works during the summer to save money and spends a portion of her

savings on her new TV. The actual cost to Erin – \$645.00. Gracie decides that she wants her TV now and puts it on her credit card. Assuming Gracie makes the “minimum payment of \$25 per month, it will take her 41 months to pay off the TV, and the actual cost to Gracie - \$1,025. By using the credit card, Gracie pays \$380 (or 59%) more than Erin did for the SAME TV.

Let's remember that we can however leverage debt. If you can borrow \$3,000 to pay for college and that allows you time to study and get good grades, or you can work 20 hours a week that cuts into your study time and your grades suffer – you may be in favor of borrowing the minimum amount of money needed to satisfy your actual needs. ***You must weigh the costs and benefits of the debt to determine if it is a good idea.***

> **BANKING SENSE IN COLLEGE**

THOSE BIG BUILDINGS ON EVERY CORNER

One of the first things you should do upon arriving at college is open an account at a bank or credit union – typically a checking account (or transaction account) and possibly a savings account. Studies have shown that individuals, who do not have a checking account (referred to generally as “unbanked”) or a savings account, end up spending more money just to access their funds – this could be in terms of getting their paycheck cashed, spending money on money orders to pay bills, or paying to have money put on prepaid cards. Many banks and credit unions have special promotions for students to join and get accounts for free.

ONLINE RESOURCES

There are numerous tools available for you in regard to assisting in your financial planning. Visit the Scarlet 2 Black webpage: AState.edu/S2B to explore financial planning resources. Resources include credit card payoff options, student loans, ways to budget, and what credit card statements mean.

SCARLET TO BLACK (S2B) Program for Financial Independence

Prior research has shown that the main reason why students drop out of college and fail to complete their degree is related to money – lacking funds to pay for tuition, books, and supplies; funds running out before the end of the semester causing students to have to drop out and seek employment; or students working so many hours during the academic year that their grades suffer and they are unable to complete their education. The financial struggles do not end when a student receives a college diploma. Financial issues are a leading cause of divorce in the United States and a key factor in increased stress levels. Increased stress has been shown to cause a myriad of health problems.

Who Are We?

The Scarlet to Black Program was created in April 2018. The goal of the **S2B** Program is to improve the financial wellness and literacy of students at Arkansas State University with a specific emphasis on assisting our first-year students. Studies have shown that it generally takes 66 days

SCARLET TO BLACK



or almost 10 weeks for something to become a habit. The **S2B** Program strives for our fellow Red Wolves to be in the habit of making smart financial decisions, having superior financial literacy skills, and exemplary financial wellness that becomes ingrained in their everyday lives.

What Do We Do?

To assist the Red Wolf Nation in achieving these goals, the **S2B** Program utilizes multiple avenues to reach students where they are. At the beginning of each academic year, every first-year student at A-State attends the First-Year Financial Wellness Boot Camp, where a discussion is led on the importance of budgeting, how to budget, needs versus wants, debt, and planning for the future. Throughout the academic year, the **S2B** Program hosts online workshops every other week which are recorded and shared on our Vimeo Channel, a podcast during those weeks when there is not an online workshop, a written blog, and vital information shared on our social media outlets.



FINANCIAL AID & SCHOLARSHIPS

Where is the Financial Aid & Scholarships Office located, and how do I contact them?

The Financial Aid and Scholarship Office is located on the second floor of the Student Union in Room 2078. Office hours are 8 am - 5 pm Monday through Friday. Contact: call 870-972-2310 or email FinAid@AState.edu

Must I apply for Financial Aid every year?

Yes, a student must submit a Free Application for Federal Student Aid (FAFSA) for each academic year beginning October 1.

How do I apply for work study?

Complete the FAFSA and indicate, on question 31, your interest in work study. If funds are available and you meet eligibility requirements, the Financial Aid Office will make the award. The award will appear on your financial aid award offer in my.AState.edu. It is your responsibility to find and apply for each work-study position that interests you.

Students who are awarded Work-study should visit AState.edu/Jobs for available jobs.

When will my financial aid refund be mailed out or direct deposited?

First, you must have accepted your aid offer through Banner Self Service via my.AState.edu. Log in to view your awards and complete entrance counseling and master promissory notes for loans for your aid to be applied to your student account. Please note that your aid will be disbursed according to the enrollment status (full-time, half-time). Excess funds are released after the 11th class day.

Who is my Financial Aid Counselor/Adviser?

Your counselor/adviser is assigned according to your last name. Please check the Financial Aid and Scholarships "Meet the Staff" webpage to find your counselor.

NOTE: All athletes, CRNA and ABSN students have the same financial aid counselor/adviser regardless of last name.

Making Academic Progress

At the end of each term, all undergraduate students are reviewed for continued eligibility in accordance with the satisfactory academic progress requirements. Graduate students are reviewed at the end of the spring term.

The federal regulations that govern the financial aid programs mandate that students must make satisfactory academic progress to receive financial assistance.

If you fail to meet any one of the standards, you will receive written notification and may be placed on financial aid suspension and will not be eligible to receive financial aid funds for any future enrollment periods.



What do I have to do to keep my A-State Scholarship?

Students who have received institutional scholarships from A-State are required to maintain a certain grade point average and must complete a certain number of hours each year as well. Most A-State institutional scholarships require that students enroll and pass 15 A-State hours per semester.

If you must drop one of your classes that will put you below 15 hours, please contact the Financial Aid & Scholarships Office for your options before dropping the course.

If you have questions about your requirements to maintain your scholarship, please contact Financial Aid.

How do I keep my Arkansas Challenge/ Lottery Scholarship?

If you have received the Arkansas Academic Challenge/Lottery Scholarship you must complete at least 12 hours during your first fall semester after high school graduation, and 15 hours every semester thereafter, and maintain a cumulative 2.50 GPA.

How do I keep my A-State Institutional Scholarship?

You are required to be enrolled in 15 A-State hours when enrollment is locked on the 11th class day, and maintain the appropriate GPA for the individual scholarship.

How many hours do I have to take to receive financial aid?

Awards are based on full-time attendance. Full-time attendance is 12 hours for undergraduate students. An enrollment status less than full-time may result in a reduction in the amounts of aid received.

Undergraduate students are required to have at least 6 hours to receive a loan.

SECTION REFLECTION:

- 1) Describe and give examples of typical college students' "wants versus needs."**
- 2) How will I pay for college?**





UNIT:

4



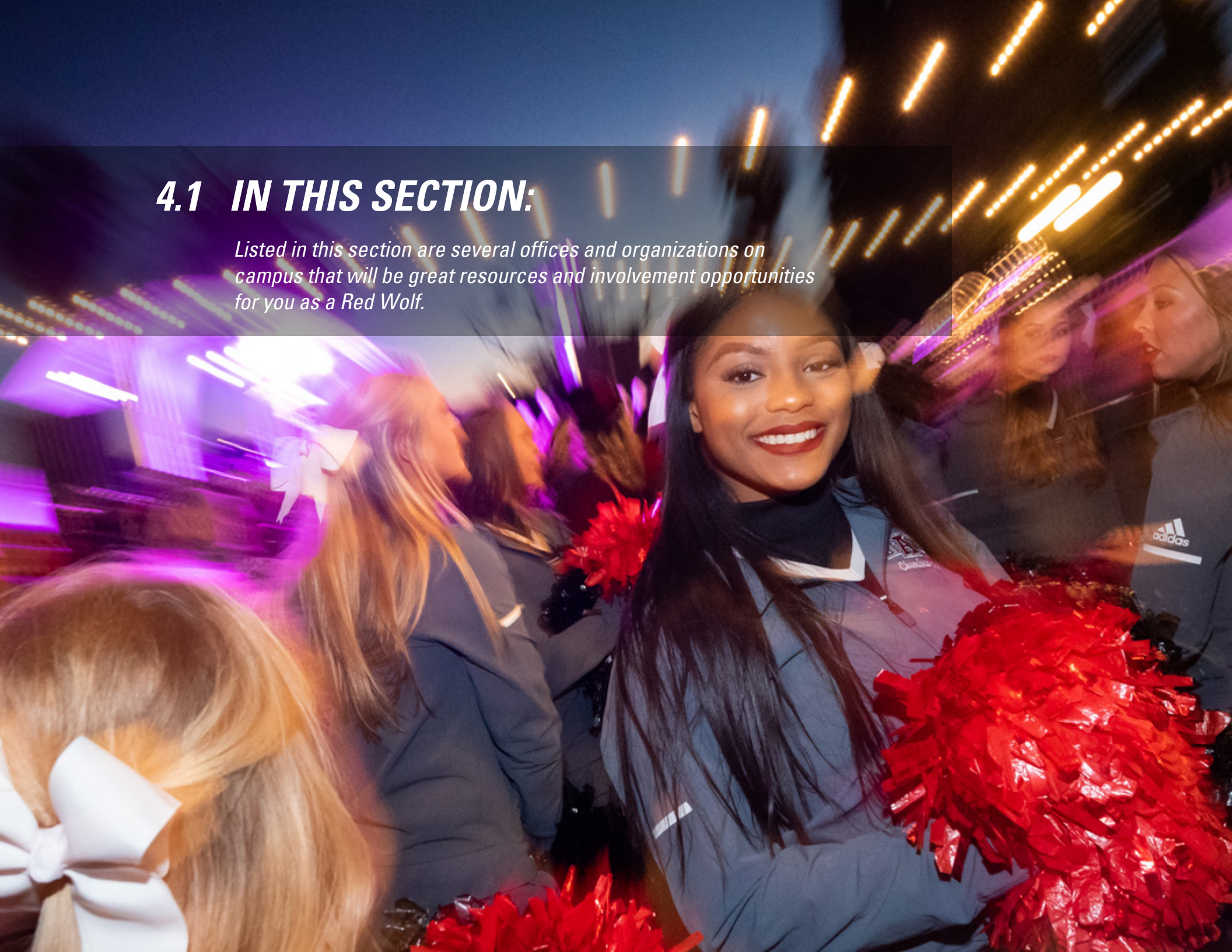
BELONGING

4.1 Campus Involvement

4.2 Academic Supports

4.1 IN THIS SECTION:

Listed in this section are several offices and organizations on campus that will be great resources and involvement opportunities for you as a Red Wolf.





CAMPUS INVOLVEMENT & OPPORTUNITIES

The college experience is one of the most inspiring, engaging and rewarding times of one's life. Getting involved on campus helps incoming students adapt to college life by making the campus feel like a community and provides the student with a sense of belonging. Students make connections with friends, faculty and staff that can form a new support system for the student. A-State offers unlimited opportunities for students to customize their campus experience.

SECTION ACTIVITIES:

- > Attend a campus organization meeting or campus event.
- > Discuss your experience with the class. How would you describe your experience?
- > Would you recommend this event to a peer?
- > What recommendations would you suggest for future events of a similar nature?
- > What academic or social skills opportunities could be gained by continued involvement?



STUDENT INVOLVEMENT & OPPORTUNITIES

College is a time to gain critical life experiences that help you develop new skill sets which will enhance your resume and make you job-ready. Many of the experiences that you learn about in the classroom can also be realized outside the classroom. To stay on the competitive edge, be sure to check out the many opportunities which exist on campus, ranging from academic organizations to student clubs.

It is imperative to maintain a healthy balance between campus and academic engagement. Successful college students know how to pursue a meaningful education and be involved in campus activities. This section is designed to help you make the right decisions about your level of involvement on campus.

It is also important for students to be aware of the various support services available to them. During your academic career, you will likely have to interact with many of these offices. It is good to know how they can assist you as you pursue a degree here at Arkansas State University.

MULTICULTURAL CENTER

The Multicultural Center sponsors events and services that allow students, faculty, and staff to engage in educational, cultural and social programs that promote understanding of diversity, inclusion equity, belonging, and social justice.

*Student Union, Room 3003
870-680-4052
AStateMC@AState.edu*

THE LEADERSHIP CENTER

The Leadership Center consists of several major areas of concentration. All events sponsored by this office are free to students with a valid A-State ID. The professional staff members in the Leadership Center are available to assist students by promoting academic success, demonstrating positive leadership, fostering a sense of diversity, and encouraging students to form a connection with the campus community.

*Student Union, Room 2067
870-972-2055*

The following areas of involvement are available in the Leadership Center:

FRATERNITY & SORORITY LIFE

Fraternity and Sorority Life – Greek Life, fosters a community of students, faculty, parents, and alumni dedicated to enhancing the development of A-State students. We welcome you to explore the possibilities of being a part of Greek life here at A-State.

*Student Union, Room 2004
870-972-2055
ahurdle@AState.edu*

PACK LEADERS

New Student Orientation is a program designed to help our newest A-State students become familiar with our campus while gearing up for academic success. As a Pack Leader, you would provide guidance and information about A-State to entering freshmen, transfer students, and their guests.

> **STUDENT INVOLVEMENT & OPPORTUNITIES**

REGISTERED STUDENT ORGANIZATIONS (RSOs)

RSOs are made up of independent student groups. They are organized into four different areas: religious, sports, academic, and special interest. Being involved in one of these more than 150 student groups can help you connect with your major, stay connected to your spiritual/religious beliefs or play a sport. There are organizations for everything from dancing and debate to quidditch and anime! If you don't see a Registered Student Organization that suits your fancy, you can even start your own! Explore RSOs on the A-State website.

*Student Union, Room 2067
870-972-2055
rhickman@AState.edu*

STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association is the voice of the student body at Arkansas State University. Senators and staff seek to provide advocacy and support by highlighting key campus issues, serving on university

committees, and participating in the university shared governance process. The Senate consists of elected student representatives for each classification and academic college, as well as representatives for the non-traditional student population, the international student populations, ROTC, and the Honors College. President, vice president, and senator elections are conducted each March and freshman senator elections are every September. The elected president and vice president appoint an administration consisting of a parliamentarian, cultural diversity director, public relations director, chief of staff and secretary.

*Student Union, Room 2067
870-972-2055
SGA@smail.AState.edu*

STUDENT ACTIVITIES BOARD (SAB)

The Student Activities Board plans entertaining and educational events for the campus community. Events are planned by the students for the students. Throughout the semester, students can participate in a wide

variety of events including Order of the Pack, Homecoming, Mardi Gras, Pride Day, Spring Fest, Welcome Week, speakers, and multicultural events. Student Activities Board directors are selected each March through an application and interview process. Volunteer event committees meet regularly throughout the year to plan and implement events sponsored by SAB.

*Student Union, Room 2067
870-972-2055
SAB@smail.AState.edu*

VOLUNTEER OPPORTUNITIES

The purpose of volunteer opportunities is to provide students and organizations within the A-State community a place to make a statement.

*Student Union, Room 2067
870-972-2055
rhickman@AState.edu*



STUDENT INVOLVEMENT & OPPORTUNITIES

OFFICE OF ADMISSIONS

The Welcome Ambassadors Program is designed to further the co-curricular development of outstanding A-State students by increasing their interaction with diverse guests who come to the campus.

Through this program, selected students will serve as campus hosts to academic, business, political and social leaders who participate in A-State functions.

*Student Union, Room 2099
870-972-2782
admissions@AState.edu*

ACCESS & ACCOMMODATION SERVICES

Are you interested in assisting students with various types of disabilities by providing class notes? You can sign up to be a note-taker for classes that you are enrolled in and receive incentives such as resume-building, reference letters and volunteer hours.

Access and Accommodation Services also offers peer-mentor opportunities for those who would like to work with student with disabilities. This is a volunteer opportunity that allows you to help students build skills and make connections to enhance both you and their college experience.

*Student Union, second floor
870-972-3964
dservices@AState.edu*

UNIVERSITY HOUSING

Resident Assistants live in the residential community to provide support, guidance, correction, and access to various campus resources for those living on-campus. Resident Assistants are an integral part of the university housing team.

*Student Union, Room 2167
870-972-2042
Housing@AState.edu*

OFFICE OF STUDENT CONDUCT

The OSC is responsible for addressing issues of behavior with students and student organizations.

studentconduct@AState.edu

STUDENT CONDUCT BOARD

Student Conduct Board is comprised of students who are concerned with the rights and duties of students on the A-State campus. Members of the board hear cases involving their fellow peers concerning alleged violations of the A-State Student Code of Conduct.

studentconduct@AState.edu

STUDENT SUPPORT SERVICES (SSS)

Student Support Services is a comprehensive program designed to promote retention and academic success in college. SSS provides participants with academic and support services in a caring environment that seeks to ensure their successful completion of a baccalaureate degree at Arkansas

> **STUDENT INVOLVEMENT & OPPORTUNITIES**

State University. These services are free to eligible participants and include tutoring, academic advising, counseling, mentoring, workshops, and cultural enrichment trips. Students must apply to enroll in SSS.

*Library, Room 117
870-972-2320
sss@AState.edu*

THE WILSON COUNSELING CENTER

The Wilson Counseling Center is committed to helping you benefit as much as possible from your experience at A-State. This support may include helping you to perform better academically, to cope with your emotions, or to be more effective in your relationships with others. The Wilson Counseling Center provides multiple options for acute care including group counseling, online self-help through TAO, workshops, and short-term individual counseling.

*107 North Caraway Road
870-972-2318
counseling@AState.edu*

LECTURE-CONCERT SERIES

Lecture-Concert Series brings several gifted artists and speakers to campus throughout the academic year. These events are free to A-State students, faculty, and staff as well as the community.

*Dr. Ed Owen, Chair
Lecture-Concert Committee
eowen@AState.edu
870-972-3862*

COLLEGE OF LIBERAL ARTS & COMMUNICATION

Any student on campus, regardless of major, may participate in music, theatre, or art opportunities at A-State. Art, music and theatre students are constantly called upon to practice critical thinking and creativity as part of the creative process. Opportunities include design, drawing, printmaking, and ceramics in the Department of Art + Design; bands, choirs, orchestra, small groups, and private lessons in the Department of Music; and on-stage and off-stage opportunities in the Department of Theatre.

OFFICE OF STUDY ABROAD

Study Abroad is an academic experience which allows students to interact with people from a variety of cultures while studying in other countries. The Study Abroad Office helps A-State students explore the world and take advantage of opportunities to facilitate enhanced intercultural competence and gain leadership skills.

*International Programs Room S321
870-972-2329
tarrorobinson@AState.edu*



> **STUDENT INVOLVEMENT & OPPORTUNITIES**

UNDERGRADUATE RESEARCH

Many academic majors provide students with on-the-job training experiences through academic internships and involvement in research. The Office of Undergraduate Research helps to facilitate these experiences through education programming and financial assistance.

*Library 6th Floor
870-972-3991
kharris@AState.edu*

PACK SUPPORT

Pack Support serves as the one-stop resource for students seeking campus resources, information and extra guidance. We connect students, parents, faculty and staff to the understanding or navigation of university procedures and resources via quick, effective communication.

*Administration Building, 202
870-680-8888
PackSupport@AState.edu*

TITLE IX OFFICE

The Office of Title IX & Institutional Equity is charged with the responsibility to oversee the university's compliance efforts with state and federal laws surrounding Title IX, Affirmative Action, Non-Discrimination, Equal Opportunity, and campus-wide initiatives aimed at creating a diverse, welcoming and equitable campus.

*Administration Building, Room 104
870-972-2015
pbush@AState.edu*

THE UNIVERSITY ADVISING CENTER

The University Advising Center works collaboratively with the campus community to provide a quality advising experience for students and faculty at Arkansas State University. Services include primary advising for exploratory majors, intrusive advising for students in academic distress, and adviser training for faculty.

Visit the University Advising Center's website to learn more about college-specific advising centers.

The center is conveniently located on the first floor of the Dean B. Ellis Library.

*Dean B. Ellis Library, Suite 117.
Dr. Melissa Jackson, Director
870-972-3001
AState.edu/AdvisingCenter*



> **STUDENT INVOLVEMENT & OPPORTUNITIES**

STUDENT PHILANTHROPY COUNCIL

Each Arkansas State University student receives benefits of philanthropic giving through scholarships, program funding, equipment, campus beautification, building renovations, campus resources and more. There are thousands of donors who have contributed their time, talent and resources to ensure that the Arkansas State University student experience is exceptional.

*Cooper Alumni Center
870-972-2758
AStateSPC@AState.edu
AState.edu/SPC*

The **Student Philanthropy Council (SPC)** strives to establish a culture of philanthropy that enhances the future of Arkansas State University.

Opportunities for Students

A-State SPC is committed to taking care of our own. By participating in these student led campaigns, you are supporting your fellow Red Wolves. Help leave your legacy at A-State!

Your Highway to a Philanthropy Cord

By starting your giving history as a freshman, you can receive the Philanthropy Cord offered by A-state SPC to wear at Commencement.

- **Freshman Year:** \$20 Campaign T-Shirt. \$10 Back the Pack Platform
- **Sophomore Year:** \$20 Campaign T-Shirt. \$10 Back the Pack Platform
- **Junior Year:** \$20 Campaign T-Shirt; \$10 Back the Pack Platform
- **Senior Year:** \$20 Campaign T-Shirt; \$10 Back the Pack Platform; \$30 to 1909

Back the Pack Student Opportunity Awards

Awards are given to students whose future at A-State may be in jeopardy and have demonstrated a need for temporary financial assistance. These awards are made possible through the Back the Pack T-shirt campaign. Visit A-State SPC's website to find out how to apply to receive funding.

Want to join us?

Get involved with A-State SPC to leave your mark on A-State's legacy by inspiring the next generation of supporters and donors. Obtain valuable leadership and professional experience while building relationships within the A-State donor and alumni community. Visit A-State SPC's website to apply!



STUDENT INVOLVEMENT & OPPORTUNITIES

EMERGING SCHOLARS PROGRAM

The Emerging Scholars Program provides individualized support to A-State students who wish to pursue extra opportunities for academic, cultural, professional, and personal growth in the community and around the globe. Students may apply for nationally competitive awards and opportunities, scholarships for study abroad, membership in the Chancellor's Leadership Class, and recognition for experiential learning through the Red Wolf Works program.

*Library, Room 147
(870) 972-2980
jsalo@AState.edu*

CAN STUDENTS BECOME OVER-INVOLVED?

Research has shown that over-involvement in activities or participation in certain types of activities can be counter productive. However, being committed to one or two activities can lead to increased satisfaction and contribute positively to your experience as an A-State student and your persistence. If you're not sure how to balance it all, ask a peer, adviser, faculty member or success coach for help.

Try attending a campus organization meeting or campus event.

College is a delightful time to expand your awareness of the world around you. There are many opportunities offered at A-State that are not mentioned in this book! Explore the A-State website and social media to find out more.

SECTION REFLECTION:

- 1) In what ways can the following student populations find meaningful engagement on campus? Single parents? Commuters? Pre-law students? Residential students?**
- 2) Why do you think potential employers are often as interested in what organizations you joined as they are in what degree you received?**
- 3) College is a delightful time to expand your awareness of the world around you. There are many opportunities offered at A-State that are not mentioned in this book ranging from residence hall activities to athletic events to campus plays. What events will you attend this semester?**



4.2 IN THIS SECTION:

Seeking academic support is important for all students; whether you earned straight A's or barely passed some courses in high school, there is always room to improve. The services detailed in this section offer a variety of support from content review and test preparation, to building better study skills and time management habits.





ACADEMIC SUPPORTS

You should not wait until you are struggling or failing a course to seek academic support. Being proactive about your learning and accessing these resources early in your academic career can help you avoid those stressful moments when course work or balancing all your responsibilities can become overwhelming. The services listed in this section are here to help and support you through every stage of learning.

SECTION ACTIVITIES:

- > Visit the writing center with an upcoming paper
- > Request a Learning Support Coach to help set goals and work toward them together
- > Utilize drop-in hours at the SMART Center or the KOL Math Learning Commons

> **ACADEMIC SUPPORTS**

LEARNING SUPPORT SERVICES (LSS)

LSS offers academic success coaching, one-on-one and group-style tutoring by appointment for General Education and high-challenge courses.

*Located in the Academic Hub
(Library, 3rd floor, Room 312C)*

THE WRITING CENTER

The Writing Center assists the university community with all types of writing assignments. Whether it's an assignment for your composition class or a research paper for your history class, the writing center tutors will provide guidance and feedback.

*Located in the Academic Hub
(Library, 3rd floor, Room 333)*

SMART CENTER

The SMART Center offers math and science tutoring for major-specific courses in the College of Sciences & Mathematics. Located on the 5th floor of Lab Science West. Drop-in and scheduled tutoring available.

THE MULTIMEDIA AND TUTORING CENTER FOR WORLD LANGUAGES

Helps students struggling with any of the world languages taught on campus via one-on-one tutoring sessions. Additionally offering weekly conversation tables in Spanish for students wanting to practice their speaking skills.

*Humanities & Social Sciences Building,
2035-2037*

THE KATHERINE OVERSTREET LOGAN (KOL) MATH LEARNING COMMONS

The KOL Math Center focuses on supporting all math courses through drop-in tutoring.

*Located on the 2nd floor of the
Math Building*

THE COMMUNICATION CENTER

This center helps students, faculty, and staff prepare and practice presentations for classes, conferences, and other public speaking opportunities.

Coaches are trained in public speaking, and recording technology allows students to watch their speeches.

*Located in the Academic Hub,
Library 3rd floor (Room 334).*

PACK SUPPORT

Pack Support is a great resource for A-State students!

Pack Support provides students with a level of support that goes beyond the classroom to connect students with the services they need to finish strong at A-State. Faculty can raise flags or kudos for students based on their in-class performance. This notification allows students to see their academic progress in the course. Students can view their Success Network, which includes their faculty, advisers, and any additional supports that they are connected to on campus. They can also conveniently make appointments with advisers, professors and service members online through their Pack Support profile.

To log in to Pack Support, click on the button in your *my.Astate.edu* navigation tab. There is a services tab that lists the various options that A-State offers to students, faculty and staff.

Questions?

Contact Madeline Ragland
 mprestidge@AState.edu
 870-680-8888
 AState.edu/PackSupport

ARKANSAS STATE UNIVERSITY

Giving Library Athletics News Calendar my.AState A-Z Index Search A-State

STATE

ADMISSIONS | ACADEMICS | CAMPUS LIFE | RESEARCH | ABOUT A-STATE

INFO FOR: FUTURE STUDENTS | CURRENT STUDENTS | PARENTS | FACULTY & STAFF | ALUMNI | COMMUNITY

HOME

PACK SUPPORT

Please Note
 If an individual is considered to be an immediate threat to self or others, it should be considered an emergency and directed to the University Police Department at (870) 972-2093 or 911.

PACK SUPPORT FOR FACULTY

PACK SUPPORT FOR FACULTY

Pack Support for Faculty, formerly known as Starfish, is available in the myCampus portal. Faculty can use this software to identify students that could be at academic risk.

CONTACT STUDENT OUTREACH

PackSupport@AState.edu

Phone: (870) 680-8888

Room: 202
 Administration Building

Postal Address:
 P.O. Box 1330
 State University, AR 72467

PACK SUPPORT

A ONE-STOP RESOURCE FOR THE A-STATE COMMUNITY

EVERY RED WOLF COUNTS

We understand that, from time to time, students need a little extra assistance to continue on their path to graduation and a brighter future.

What is Pack Support?

Pack Support serves as the one-stop resource for students seeking campus resources, information and extra guidance. We connect students, parents, faculty, and staff to the understanding or navigation of university procedures and resources via quick, effective communication.

[Contact Pack Support >>](#)

Who Benefits from Our Services?

Anyone may reach out to Pack Support. At times, other office personnel may be consulted or asked to help answer specific questions or concerns, but all questions and concerns will be addressed. Specific challenges may include, but are not limited to:

- Academic performance
- Housing issues
- Harm to self or others
- Illness or hospitalization
- Financial concerns
- Student conduct
- Food or shelter anxieties

CONTACT PACK SUPPORT

PACK SUPPORT IN ACTION

Hear the story of a student in need and how the A-State Pack Support team intervened to provide help in what could have been a tragic outcome.

[Watch on Vimeo >>](#)

We see you, we hear you and we're here to help.

> ACADEMIC SUPPORTS

TUTORING


LSS offers academic success coaching, one-on-one and group-style tutoring by appointment for General Education and high-challenge courses.

*Located in The Academic Hub
(Library, 3rd floor, Room 312C)*

Download the Penji App or use the “Tutoring” button in your *my.AState.edu* account to connect with tutoring today!



Penji Installation Instructions:

1. Download the Penji app. It is available on iOS and Android. The icon is blue with a penguin. 
2. Scan our QR code to be brought directly to the app installation screen
3. Select “Sign-Up” and enter your A-State student email
4. Single sign-on with A-State credentials
4. In the sign-up options, choose “Learn”
5. Complete your profile with your name, picture, major, etc.

Schedule an Appointment with Penji:

1. Pick the desired tutoring center
2. From the “Learn” screen, select 15, 30, or a 60 minute session
3. Select your class section, date and time, choose your tutor, and finally select your location; either online or in-person
4. Create your agenda. List what topics and which materials you will be reviewing.
5. Review all information and click “Confirm”
6. The upcoming session should now be in your activity feed
7. Click this session to view details such as date and time, or links to online sessions
8. Join the meeting at the scheduled time, either in person or via WebEx



SECTION REFLECTION:

- 1) How can you access the support services listed in this section?**
- 2) What are two or three services you think you will access throughout your time at A-State?**
- 3) Explore the services listed in this section; visit one of their webpages.**
 - a. In what ways is this service applicable to your studies?**
 - b. What is a scenario in which you see yourself using this service?**
 - c. Are there other ways to interact with this service outside of one-on-one tutoring?**





STATE®