Academic Probation Policy & Intervention Program

Adviser Handbook
Spring 2007

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Welcome!

We are pleased to offer you this adviser handbook. This handbook was designed with you in mind! We hope that you find many useful tools and helpful tips within. The new academic probation policy cannot work without the university-wide intervention plan and the academic intervention plan cannot work without you. This plan puts academic advisers at the center of the intervention strategy. It is important that advisers understand their role and are given encouragement and support such as the material offered in this handbook and the wonderful committee working diligently to implement these changes.

We invite you to explore not only this handbook, but the new Academic Intervention website as well (http://www.dso.iastate.edu/asc/ai/). These resources together offer you access to policy information, frequently asked questions, online training, and academic success resources. If you have any questions or concerns, please ask.

We look forward to working with you and your students. Together we can help all students realize their potential and achieve their dreams!

Jill, Jane & Dayle

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Implementation Committee

Co-Chairs: Jane Jacobson, Jill C. Kramer & Dayle Nickerson

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Background: Necessity of a new Academic Probation Policy

Problems with current/old policy:
• Timing of quality point deficiencies triggering academic probation were too late in a student’s academic career,
• A lack of a coordinated, university-wide intervention system,
• An inconsistency between the university academic standards and those of student financial aid,
• Multiple policies led to confusion for all.

Objectives:
• Identify students who are not making satisfactory progress and place them on probation at the earliest point possible.
• Assist students on probation by requiring an intervention to identify and assist them with the academic challenges contributing to their poor performance.
• Maintain the integrity of the Iowa State University baccalaureate degrees.
• Academically dismiss students who fail to make satisfactory academic progress in a timely manner.
• Provide a second chance (reinstatement), thus giving students the opportunity to demonstrate change.

Summary:
• The focus of the new Academic Probation Policy is to provide intervention at the first sign of academic difficulty.
• The objective of the new policy is to ensure that students succeed academically and graduate from Iowa State.

Frequently Asked Questions

What are the major changes in the policy?
• Semester GPA determines academic probation and eligibility to continue enrollment.
• Academic interventions are required. Students who are struggling academically will be required to meet with their academic adviser to assess their situation and develop a strategy for academic success before they can register for future semesters.
• At 75 credits attempted or earned, students must have a cumulative GPA of a 2.00.
• All undergraduate colleges will have the same academic standards policies.

When does the policy take effect?
January 2007. Fall 2006 grades will be used to determine Spring 2007 academic standing.

Does this policy affect all students?
This policy affects all undergraduate students. Academic status for students returning to the university in Spring 2007 will be determined by their grades the last semester they attended.

What if a student is on academic probation in fall semester 2006?
If you are on academic probation at the beginning of fall semester 2006 you will be held to the requirements of the old policies for academic dismissal. If you are not dismissed at the end of fall, your academic status for spring 2007 will be determined by the new policy.
New Academic Probation Policy
*Effective for Spring 2007 based upon Fall 2006 grades

Table 1: Student’s academic standing

<table>
<thead>
<tr>
<th>IF . . .</th>
<th>THEN . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your semester GPA is 1.00-1.99…</td>
<td>Academic Warning for the next semester</td>
</tr>
<tr>
<td>If your semester GPA is 0.00-0.99…</td>
<td>Academic Probation for the next semester</td>
</tr>
<tr>
<td>75+ credits attempted/earned &amp; cum GPA is less than a 2.00…</td>
<td>Academic Probation for the next semester</td>
</tr>
<tr>
<td>If you are on warning status and earn less than a 2.00 semester GPA…</td>
<td>Academic Probation for the next semester</td>
</tr>
</tbody>
</table>

Table 2: Status, actions, intervention, and outcomes

<table>
<thead>
<tr>
<th>STATUS AT BEGINNING OF SEMESTER</th>
<th>STUDENT ACTIONS REQUIRED</th>
<th>ACADEMIC INTERVENTIONS</th>
<th>OUTCOMES AT THE END OF SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>Complete academic assessment and meet with academic adviser during first 10 days of class in next semester.</td>
<td>After consulting adviser, utilize university services to improve academic success skills, examine alternative majors, etc. OR No adviser meeting = registration for next semester on hold until meeting occurs.</td>
<td>Earn semester GPA of 2.00 or higher = off academic warning. Earn semester GPA of less than 2.00 = placed on academic probation for next semester.</td>
</tr>
<tr>
<td>Probation – resulting from a low semester GPA</td>
<td>Complete academic assessment and meet with academic adviser during first 10 days of class in next semester.</td>
<td>After consulting adviser, utilize university services to improve academic success skills, examine alternative majors, etc. OR No adviser meeting = registration for next semester on hold until meeting occurs.</td>
<td>Earn semester GPA of 2.00 or higher = off academic probation. Earn semester GPA of less than 2.00 = academic dismissal.</td>
</tr>
<tr>
<td>Probation – resulting from a low cumulative GPA</td>
<td>Complete academic assessment and meet with academic adviser during first 10 days of class in next semester.</td>
<td>After consulting adviser, utilize university services to improve academic success skills, examine alternative majors, etc. OR No adviser meeting = registration for next semester on hold until meeting occurs.</td>
<td>Earn semester GPA of 2.00 or higher and increase cumulative GPA to 2.00 or higher = off academic probation. Earn semester GPA of 2.00, but cumulative GPA is less than 2.00 = continued on academic probation. Earn semester GPA of less than 2.00 = academic dismissal.</td>
</tr>
</tbody>
</table>
Academic Probation Flowchart
Student Notification and Intervention Timeline

1. **End of semester Notification:**
   a. College sends an email and an optional hard copy letter (sent to an interim address) to students directing them to log-in and review their status via AccessPlus.
   b. AccessPlus statement, found on their “Home Tab”, includes:
      - Identifying their academic status (W or P)
      - Required web-based self-assessment (with web link included)
      - Required meeting with adviser within the first 10 days of classes
   c. W or P Code placed on AccessPlus/ADIN (more information on page 9).
   d. Registrar’s Office places a “Registration Hold” on all W & P students.

Sample AccessPlus message:

```
From LAS Academic Standards Committee on 10/04/06 at 08:45. X Remove
You are on Academic Warning. Immediate action is required.

You are on Academic Warning. We are concerned about your academic progress. To continue at Iowa State you must do the following:
1. Complete your Academic Action Plan
2. Discuss your action plan with your academic adviser within the first 10 days of Spring 2007 Classes.

Improving your academic status may require schedule changes. The deadline for Spring 2007 changes on AccessPlus is Friday, January 12, 2007.
Questions or concerns should be directed to: (515) 294-4331 (LAS Student Academic Services).
If there is an error in your grade report, contact your instructor.
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2. **Beginning of Semester with new academic policy/standing**
   a. Email to students who were not caught by first email such as those who were reinstated, registered or applied late, etc.

3. **10th Day of Class**
   a. Deadline for completion of self-assessment and academic adviser meeting

4. **11th-19th Days of Class**
   a. Advisers (or college-level staff) will remove the hold once a student has been seen.
   b. Special interest groups will contact students who have not met with their adviser encouraging them to meet with their academic adviser.
   c. Advisers will continue to request a meeting with student.

5. **20th Day of Class and Beyond**
   a. University Intervention – Coordinated by Jill Kramer, Academic Success Center
   b. Other campus liaisons (Athletics, Greek, DoR, MSA, SSSP, etc.) will continue to connect with their students to encourage meeting with academic adviser
   c. Adviser or other campus liaisons can refer students to the academic intervention coordinator in the Academic Success Center for further academic consulting and assessment.
   d. Nothing will take the place of the meeting with an academic adviser. Only the academic adviser can request that a hold be removed.

6. **Midterm**
   Key point for advisers to reconnect with students on W or P status to assess academic progress and possible need to drop a class prior to drop deadline.
**Intervention Model**

Pilot - Spring 2007

**PHASE ONE: COLLEGE INTERVENTION**
College and advisers are the primary contact sources for students. Athletics will also be in contact and require action of their students during this phase.

**End of Semester**
Student notified via email and AccessPlus (possible hard copy letter) re: academic status, required meeting with academic adviser & self-assessment.

**Beginning of Semester**
- **New, returning or reinstated students** (not caught by 1st email) notified via email and AccessPlus re: academic status, required meeting with academic adviser & self-assessment.

**Days 1-10**
- Academic adviser meeting re: self-assessment, plan of action and referrals to appropriate campus and community resources.
- Student-Athlete Academic Services: Contacts students re: meeting with SAS counselor & to remind of required meeting with academic adviser.

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**PHASE TWO: STUDENT SERVICES INTERVENTION**
Secondary support resources contact students who have NOT met with their academic adviser encouraging them to do so ASAP.

**Days 11-19**
- Hixson, Carver, & MVP Coordinators
- Student Support Services Program
- Multicultural Liaison Officers

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**PHASE THREE: UNIVERSITY INTERVENTION**
Select University departments will be encouraged to contact students who have NOT met with their academic adviser.

**Day 20 & Beyond**
- Greek Affairs
- Honors Program
- Academic Success Center*
- Int’l Students & Scholars
- Department of Residence
- Learning Communities**

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*ASC (Academic Success Center) includes the Academic Intervention Coordinator and Disability Resources who make contact with their students as needed.

**Learning community (LC) coordinators will not receive an individual student’s academic information. They will be notified if they have a high number of students in their LC who have not met with their adviser. General academic programming, conversations or reminders to see their adviser would be recommended for LCs.
Information about the Registration Hold

Type of Hold
A registration hold is placed on each student’s class registration for the following semester at the time that grades are posted and academic status is determined. This hold will not impact the class scheduling changes for the upcoming (or current) semester.

For example: If a student is placed on warning or probation at the end of fall semester, that student would not be allowed to register for the following fall semester (or summer in this case) as a result of this hold. However, this student would be able to change classes via AccessPlus during the first week of spring semester.

Location of hold
Hold Types:  W = Warning  P = Probation
A = Academic Dismissal  X = Pending (possible dismissal)

ADIN: Screens within ADIN where this hold can be found include: GS, AS, RF
The hold can only be removed via the AS screen.

AccessPlus: Student Information page at the bottom with other holds.

Important Note: Advisers using AccessPlus will have a new button on their advisee list page that allows them to get a list of just the advisees on probation (all codes). It is located next to the download button toward the bottom of the screen.

Removing the Hold
Each college determines at what level the registration hold will be removed. Advisers should track student compliance with the policy by documenting meeting date, time and documenting topics of conversation for future meetings in the student’s file.

For colleges that have a central staff member removing holds, student’s name should be sent to college officers for hold removal by 5pm on the 10th day of class.

The following colleges allow academic advisers to remove the registration hold individually by 5pm on the 10th day of class:

<table>
<thead>
<tr>
<th>College</th>
<th>Questions? Problems removing hold?</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>294-2766   <a href="mailto:tpolito@iastate.edu">tpolito@iastate.edu</a> (Tom Polito)</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>294-8300</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>294-6983</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>None given</td>
<td></td>
</tr>
</tbody>
</table>

The following colleges will have a classification officer or college-level staff remove the registration hold:

Human Sciences (E105 Lagomarcino, 294-8238, dmnick@iastate.edu)
Liberal Arts and Sciences (102 Catt Hall, 294-1522, lasasc@iastate.edu)
Academic Intervention Self-Assessment*  **SAMPLE**

Complete this assessment, print it and be prepared to discuss these topics with your academic adviser. You must bring this document to the meeting with your academic adviser within the first 10 days of class. The goals of the meeting with your adviser include:

- Evaluating current class schedule and making changes as needed,
- Identifying obstacles from the previous semester that impacted your academic success,
- Building a strong relationship between you and your academic adviser.

Name: _________________________________  E-mail: _________________________________

Major: _________________________________  Cumulative GPA: _______  Semester GPA: _______

Cumulative Number of Credits: _______  Number of Credits currently enrolled in: _______

A. Students on academic warning or probation often need to retake courses from previous semesters or make other adjustments to their class schedule for the current semester. Please complete the chart below to assist you and your adviser in evaluating your current class schedule.

<table>
<thead>
<tr>
<th>Previous semester courses</th>
<th>Grade</th>
<th>Current semester classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

B. In reviewing your academic performance, what obstacles have impacted your grades?  ✓ Check all that apply and circle the top 3 obstacles that have impacted your academic progress.

<table>
<thead>
<tr>
<th>Academic</th>
<th>Personal/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective study skills</td>
<td>Financial difficulties</td>
</tr>
<tr>
<td>Unprepared for exams</td>
<td>Health problems</td>
</tr>
<tr>
<td>Time management skills</td>
<td>Hard to get out of bed in the morning</td>
</tr>
<tr>
<td>What worked in high school doesn’t work anymore</td>
<td>Use or abuse of alcohol or other substance(s)</td>
</tr>
<tr>
<td>Difficult classes/not prepared for course level</td>
<td>Possible learning disability</td>
</tr>
<tr>
<td>Unable to understand course content/relevance</td>
<td>Difficulty sleeping at night</td>
</tr>
<tr>
<td>Unable to understand professor/conflict with prof</td>
<td>Pressure, stress, anxiety or tension</td>
</tr>
<tr>
<td>Hard to concentrate/daydreaming</td>
<td>Over-involved with extra-curricular activities</td>
</tr>
<tr>
<td>Registered for too many classes</td>
<td>Lack of motivation</td>
</tr>
<tr>
<td>Did not attend/skipped class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major/Career</th>
<th>Family/Social Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncertain about major</td>
<td>Working too much (# Hours/Week ______)</td>
</tr>
<tr>
<td>Changed major one or more times</td>
<td>Roommate or Relationship issues</td>
</tr>
<tr>
<td>No clear career goals</td>
<td>Personal/family situation</td>
</tr>
<tr>
<td>Not sure why I’m in school</td>
<td>Moved away from home/homesick</td>
</tr>
<tr>
<td>Iowa State may not be the place for me</td>
<td>Difficulty adjusting to college life</td>
</tr>
<tr>
<td></td>
<td>Hard to make friends/Loneliness</td>
</tr>
</tbody>
</table>

Other factors not listed above:

C. Now, explain in detail the **three most significant obstacles** that affected your academic performance.
Obstacle | Explain each obstacle’s impact on your success | How can you eliminate that obstacle?
--- | --- | ---
1. |  | 
2. |  | 
3. |  | 

D. What academic or personal support resources have you used at Iowa State (tutoring, student counseling etc.)?

**Plan of Action (Tutoring, Help Rooms, Professor’s Office Hours, etc.)**

E. Think about a plan of action for getting the semester off to a strong start. Include meetings with your adviser & instructors, tutoring, and other resources. Discuss this plan with your adviser who can offer additional ideas. *Keep a copy of this assessment for future adviser meetings.*

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTION PLAN (dates, follow-up meetings, etc.)</th>
<th>AVAILABLE RESOURCES (tutoring, professors office hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office use only: Adviser Initials __________ Date: __________

Original Copy – Student Photocopy – Advisee File
Advising Iowa State Students on Academic Warning or Probation

1. **Opening.** Greet your student in a relaxed manner. Your student may be nervous or upset about his or her current academic situation.

2. **Starting the conversation.** Review the student’s previous semester results (from self-assessment if completed by student prior to adviser meeting). Your student may find it difficult to express feelings or reactions to the warning or probation status. Be sure to explain Iowa State’s academic probation policy (see pages 5-6 for further explanation).

3. **Review upcoming or current semester classes (found on self-assessment).** Is your student taking too many credits? The correct courses? Any courses to retake?

4. **Discuss obstacles to your student’s academic success.** Again, the student should have self-identified these on page one of the self-assessment.

5. **Short on time?** If you find that you are short on time during the first 10 days of class, be sure to discuss the most urgent issues such as class schedule and obstacles (page one of the self-assessment). This very important conversation could assist the student in getting the semester off to a more positive start!

6. **Refer student to appropriate resources.** Use the resources found in this handbook (pages 18-26) to assist student with his or her academic and personal concerns. As always, please refer a student directly to the Academic Intervention Coordinator in the Academic Success Center if you are unsure of his or her needs.

7. **Allow time for questions.** Urgent questions need to be answered early enough in the semester for action to be taken.

8. **Follow-up meeting in 2-3 weeks.** If your schedule does not allow a more in-depth meeting, cover the most urgent items first and then schedule a follow-up meeting in a few weeks to check student’s follow-through on a referral, progress and to address further academic issues.

**NOTE:** Academic Advisers do NOT have to remove the registration hold following the first meeting with a student. If you want to have a follow-up meeting at any time in the first half of the semester, the registration hold can remain as a reminder to you and the student to follow-through on that meeting.

For example: If you want to meet with a student in 2 weeks to discuss the self-assessment further, you can leave the hold in place. Or if you want to require a student to attend an academic success strategy workshop hosted by the Academic Success Center, you can refer them to a workshop. Facilitators will collect attendance at all workshops and will report to advisers as needed.
When Expectations & Reality Collide: Working with Students on Probation
(Revised) Elizabeth M. Higgins – NACADA Resources found at: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/probation.htm#over

Clearly students don’t enter college with an educational plan that includes being placed on academic probation but, as professionals who work with students who find themselves having difficulty, we know it happens all the time. It is our hope that, with support, students will be able to repair their academic situation, become successful and persist to graduation. In support of the student, advisers often work with them to develop a plan for success. To do this they must work in partnership and understand the causes of the current situation, identify what needs to change, and implement a plan.

The Complexity of Student Academic Success
We know that students enter higher education with a variety of backgrounds and educational experiences. Tinto, in Leaving College, notes that one reason students depart from higher education is due to academic difficulty. The factors that contribute to academic difficulty are many and varied. Pascarella and Terenzini, in How College Affects Students, cite major factors contributing to academic difficulty as peer culture, academic major, college environment, faculty contact, work, career choice, personal motivation, organization, study habits, quality of effort, self-efficacy and perceived control. Each factor must be examined in light of the characteristics of the individual student in order to identify the appropriate type of support and assistance required.

The transition into the institution can also affect students’ academic success especially during their first semester. Student retention literature is clear that the first six weeks of a student’s first semester on campus is most critical, particularly with regard to transition (Tinto, Upcraft & Gardner). For first-year students the higher educational environment can be completely different from their secondary experience. Often times these "students find that the degree of self regulation required at the college level is frequently not what students are used to. First year students do not necessarily know how to look at themselves as learners, to think about how they learn, to set goals, to actively apply strategies and to monitor themselves as they advance toward a goal." (Thompson & Geren, p. 6 – 7).

Interventions that Make a Difference
Kulik, Kulik, and Shwalb (as cited in Pascarella, Terenzini, 1991) identified three types of interventions that have positive influences on students' grade point averages. These interventions, not surprisingly, included instruction in academic skills, advising and counseling programs, and comprehensive support programs. With regard to advising and counseling, the literature supports intrusive, developmental advising as a significant way to promote and support student persistence and success. Through the interactions brought on by intrusive advising the student's relationship with the adviser, institution and self grows.

References
Thompson, B. R. and Geren, P. R. Classroom Strategies for Identifying and Helping College Students at Risk for Academic Failure. www.aug.edu/~bthompson/transition31.htm
Advising Students on Academic Probation (Revised)
Christie Cruise - NACADA Resource: http://www.psu.edu/dus/mentor/021028cc.htm

Embarrassment, disappointment, and desolation can be felt by a student who has failed to meet the academic requirements of his or her institution. Imagine experiencing all of these emotions and not knowing how to get back on track. Probationary students are just one of many student populations that academic advisers encounter on a regular basis.

Once you find the root of the problem, begin to work on a plan of action for recovery. At times, the problem may be out of the adviser’s scope of expertise, and, in that case, it is necessary to refer students to the proper resources on campus. Although taking advantage of these resources is ultimately the students’ responsibility, the adviser must be persistent in making sure students follow through with referrals. This persistence may involve asking the student to bring in documentation or contacting offices for information (students must have signed a release with the adviser and the other office).

Meeting with probationary students on an individual basis is paramount. Use the meeting(s) to talk about their classes, major and career interests, and social aspects of their life. Lastly, advisers need to stay positive, helping students to stay motivated because they know someone believes in them. According to an article by Molina and Abelman (2000), intrusive advising incorporates intervention strategies that allow the adviser to become an active part of the student’s life, which, in turn, helps the student to stay motivated (Glennen, 1995; Heisserer & Parette, 2002). This personal relationship encourages students to be more responsible for their academic performance (Earl, 1988; Molina & Abelman, 2000). Studies have also shown that probationary students have a higher GPA when intrusive advising is used (Heisserer & Parette, 2002; Schultz, 1989; Spears 1990).

Taking time to get to know students is the key in developing relationships that will encourage personal and academic growth. When students finally are able to get off probation, they are usually motivated, excited about learning, and self-confident. As advisers, we play integral roles in the successes of our probationary students. The attitude we present, the information we give, and how we react to their situations can make all the difference in their lives. Take the time to listen and understand: it may be all they need to succeed.

References
Making Successful Referrals

We, in academic advising, depend a great deal on faculty and staff in other departments to help us serve our advisees. But we also know the frustration of trying to help students make contacts in other departments and seeing our attempts fail. Here is a set of tips on making effective referrals, tips that can result in a higher success rate:

1. Inform yourself of campus resources, paying particular attention to the names of contact people. (Ultimately you can develop a sense of which people in each area are most helpful and responsive.)

2. Keep a list of names, locations, phone numbers and email addresses on hand for reference.

3. When talking with students, pay particular attention to their expressed and implied needs. Often students won't ask to be referred for help, but they very much need a referral. For example, they may express anxiety about their finances without asking for assistance; a referral to Financial Aid or student employment may be called for if you probe further.

4. Do your best to find the right referral. Students may sometimes focus their concerns in an area that is less crucial to their needs than another. It goes without saying, that you must have a clear idea of university policies and procedures to settle on the right referral.

5. Students are often uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the people you are sending them to. Follow-up with an email or a future appointment helps the student be more accountable with referral visit.

6. Try to keep the chain of referrals as simple as possible. Often students will have to visit several offices to complete referral procedures. Help students reduce the "runaround" by finding ways to eliminate steps. Also, work with students the proper sequence of steps, so that they don't have to backtrack to accomplish their goals.

7. Help students draw up agendas for referrals. Have them jot down crucial questions and procedures for getting the most from their visits with the people to whom you send them.

8. Facilitate referrals by calling the parties to whom you are sending students while those students are with you. Telephoning can be helpful in two ways: 1) it can help you be certain that you are sending students to the right people for help, and 2) it can give you the opportunity to make an appointment for the students on the spot, which will dramatically improve the contact rate for referrals. A good strategy for referrals is to make call and then hand the receiver to your student, encouraging them to set up appointments themselves.

9. When you make referrals, jot down notes in your advising files that will remind you to ask students on their next visit about the results of their contacts. If students report that they haven't followed through, find out why not, and discuss the reasons. Don't take the process over from your students, however, since it is their responsibility follow-through.

Source: Academic Advising News. This article originally appeared in issue 14(2), April 1992. Jack Roundy, Director of Academic Advising - University of Puget Sound
Self Assessment-Based Referrals

To assist in making appropriate referrals, these tables will direct you to the page within this handbook where you will find the probable referral office for that student’s concern. You may want to copy or print this page to have on hand during advising appointments.

*If unsure of the appropriate resources, please contact or refer students to Jill Kramer, Academic Intervention Coordinator in the Academic Success Center, 1060 Hixson Lied Student Success Center (294-2467 or jwalkins@iastate.edu.)

<table>
<thead>
<tr>
<th>Academic</th>
<th>Referral (page/option):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective study skills → unprepared for exams</td>
<td>18 B (ASC/Academic Consulting)</td>
</tr>
<tr>
<td>Undeveloped time management skills</td>
<td>18 B (Academic Consulting)</td>
</tr>
<tr>
<td>What worked in high school doesn’t work anymore</td>
<td>18 B (Academic Consulting)</td>
</tr>
<tr>
<td>Difficult classes/not prepared for course level</td>
<td>18 A or 18 B (tutoring/SI)</td>
</tr>
<tr>
<td>Unable to understand course content/relevance</td>
<td>18 A</td>
</tr>
<tr>
<td>Unable to understand professor/conflict with prof</td>
<td>Professor’s office hours or 18 A</td>
</tr>
<tr>
<td>Hard to concentrate/daydreaming</td>
<td>18 B (Academic Consulting)</td>
</tr>
<tr>
<td>Registered for too many classes</td>
<td>Adviser/18 A or 18 B (tutoring)</td>
</tr>
<tr>
<td>Did not attend/skipped class</td>
<td>Adviser/Professor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major/Career</th>
<th>Referral (page/number):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncertain about major</td>
<td>Adviser or</td>
</tr>
<tr>
<td>Changed major one or more times</td>
<td>Adviser</td>
</tr>
<tr>
<td>No clear career goals</td>
<td>19 C</td>
</tr>
<tr>
<td>Not sure why I’m in school</td>
<td>18 B or 24 W</td>
</tr>
<tr>
<td>Iowa State may not be the place for me</td>
<td>Adviser</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal/Other</th>
<th>Referral (page/number):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial difficulties</td>
<td>20 G, 20 H or 24 X</td>
</tr>
<tr>
<td>Health problems</td>
<td>24 Y</td>
</tr>
<tr>
<td>Hard to get out of bed in the morning</td>
<td>24 W (sign of depression?)</td>
</tr>
<tr>
<td>Use or abuse of alcohol or other substance(s)</td>
<td>24 W or 24 Z</td>
</tr>
<tr>
<td>Possible learning disability</td>
<td>18 B (Disability Resources)</td>
</tr>
<tr>
<td>Difficulty sleeping at night</td>
<td>24 W</td>
</tr>
<tr>
<td>Pressure, stress, anxiety or tension</td>
<td>24 W or 18 B (Acad. Consulting)</td>
</tr>
<tr>
<td>Over-involved with extra-curricular activities</td>
<td>Adviser</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>18 B (Academic Consulting)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family/Social Adjustment</th>
<th>Referral (page/number):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working too much (# Hours/Week ______)</td>
<td>Adviser, 20 G or 20 H</td>
</tr>
<tr>
<td>Roommate or Relationship issues</td>
<td>Hall Director or 21 M</td>
</tr>
<tr>
<td>Personal/family situation</td>
<td>19 E or 20 H</td>
</tr>
<tr>
<td>Moved away from home/homesick</td>
<td>Adviser or 18 B</td>
</tr>
<tr>
<td>Difficulty adjusting to college life</td>
<td>18 B or 24 W</td>
</tr>
<tr>
<td>Hard to make friends/Loneliness</td>
<td>Adviser or 18 B</td>
</tr>
</tbody>
</table>

**Note:** Special groups of students such as those who are athletes, International (ISS), Hixson, Carver, MVP or on probation with Financial Aid should also be referred to that respective program office for further information on program-specific requirements and expectations.
Adviser Resources

Online Resources:
Academic Intervention Website: http://www.dso.iastate.edu/asc/ai/

Academic Probation Policy Website: http://www.iastate.edu/~catalog/policyupdates.html

Frequently Asked Questions Website: http://www.iastate.edu/~catalog/policyfaq.html

Academic Intervention Coordinator
Jill C. Kramer, Academic Success Center – 1060 Hixson Lied Student Success Center
294-2467, jwalkins@iastate.edu

Academic Success Strategies Workshops offered Spring 2007
Refer students to appropriate topic if needed.
Dates and topics TBA and advertised via AdviserNews by January 8, 2007 & online.
Topics may include: Career Exploration, Goal Setting, Motivation, Test Taking, Study Habits, Mental & Physical Health, Time Management, Learning Styles, Midterm Recovery, etc.

Autobiography in Five Short Chapters

CHAPTER ONE
I walk down the street.
   There is a deep hole in the sidewalk.
   I fall in.
   I am lost…I am helpless.
      It isn’t my fault.
It takes me forever to find a way out.

CHAPTER TWO
I walk down the street.
   There is a deep hole in the sidewalk.
   I pretend I don’t see it.
   I fall in again.
I can’t believe I am in this same place again.
   But it is my fault.
It still takes a long time to get out.

CHAPTER THREE
I walk down the same street.
   There is a deep hole in the sidewalk.
   I see it is there.
   I still fall in…it’s a habit…but,
      My eyes are open.
   I know where I am.
It is my fault.
I get out immediately.

CHAPTER FOUR
I walk down the same street.
   There is a deep hole in the sidewalk.
   I walk around it.

CHAPTER FIVE
I walk down another street.  

---Portia Nelson

Source: Academic Improvement Module, Appalachian State University, NACADA National Conference – October 2005

“What impact can Iowa State advisers, faculty and staff, as part of a University-wide Academic Intervention, have upon a student’s story?”
On-campus and Community Resources

A. Academic Help Rooms
www.dso.iastate.edu/asc/academic/resources.html
Help rooms are available for chemistry, economics, English, foreign languages, math, physics and sociology. Check online or contact the Academic Success Center for more information.

B. Academic Success Center
1060 Hixson Lied Student Success Center (515-294-6624)
www.dso.iastate.edu/asc

The Academic Success Center is a collection of services and programs, all in one location, designed to help you reach your academic goals. You can select from individualized or small group environments, course-specific or general academic assistance, even credit or noncredit programs. We offer a large menu of services—it’s up to you to choose and use those that can help you get the grades you want.

- **Academic Consulting**
  Academic Consulting is a “learning how to learn” service designed to assist students at any level. Consultants work one-on-one with students to evaluate and identify problem study habits and time management and develop strategies to improve them. Workshops are scheduled throughout the year on topics such as test-taking strategies, memorization, reducing stress, and time management.

- **Academic Intervention Programs (New website: http://www.dso.iastate.edu/asc/ai/)**
  Academic Intervention programs are designed to assist students who are having academic difficulties including those placed on academic warning or probation.

- **Disability Resources**
  Disability Resources provides accommodations, referral services, student advocacy, educational programming, and a variety of other services that complement the university’s goals and objectives for equal access and full participation. The staff helps identify special services for students who have documented physical, psychological, and/or learning disabilities.

- **Psychology 131 - Academic Success Course**
  Psychology 131 is a one-credit hour course dealing with academic success strategies and tactics such as time management and test taking.

- **Supplemental Instruction (SI)**
  Supplemental Instruction is a nationally recognized academic support program offering free, regularly scheduled study sessions for selected difficult 100-200 level courses. SI sessions are facilitated by “SI Leaders,” undergraduate students who have previously taken the course and demonstrated academic competency in the subject area.

- **Tutoring Services**
  We are dedicated to providing quality tutoring for the majority of undergraduate courses. We offer both small group tutoring, which consists of 2-4 students, and individual tutoring, scheduled during student-available times. Tutors, hired for both their knowledge and ability to communicate, work with students to identify problem areas and misconceptions about the course material. A minimal fee is charged (funding from multiple sources is available).

C. Career Exploration Program
Student Counseling Service, 3rd floor, Student Services Building (515 294-5056)
Monday and Wednesday: 8 a.m.-4 p.m. Tuesday, Thursday, and Friday: 8 a.m.-3 p.m.
www.scs.iastate.edu/content.asp?ID=24
Designed to help students who are choosing or changing majors, interested in discovering how careers relate to majors, and applying to graduate and professional schools, these services include the following:

- Confidential, individual career counseling
- Computer career guidance systems (DISCOVER)
- Comprehensive Career Exploration Library with career library assistants to assist students
- Graduate and professional school information
- Computer practice exams for GRE/GMAT and TOEFL

D. Career Services

Through a network of college-based offices, Career Services offers a broad range of programs to help all students with their career development and job search. Services for first-year students include assistance with selection of major and career exploration, career counseling, seminars, and position listings for cooperative education, internships, and summer jobs.

- Iowa State University Career Services
  - Agriculture – 141 Curtiss (515 294-4725)
  - Business – 1320 Gerdin Business Building (515 294-2542)
  - Design – 297 Design (515 294-0735)
  - Engineering – 308 Marston (515 294-2540)
  - Human Sciences --E105 Lagomarcino Hall (515 294-7020)
  - Liberal Arts and Sciences – 141 Catt Hall (515 294-4841)
  - Veterinary Medicine – 2270A Vet Med (515 294-0772)

E. Child Care Resource Office

Child Care Resources, a unit of Human Resource Services, supports Iowa State University families by linking them with programs and services that can help meet their child care needs. The university child care coordinator is available to assist families in accessing services available both on campus and in the community. Child care programs located on campus:

- Center for Child Care Resources (515-294-8833 or 800-437-8599): Helps parents locate child care through a personalized referral process
- University Community Childcare, 100 University Village (515-294-9838)
- Flex-Care, 100 University Village (515 294-2471): Part-time care for Iowa State students
- University Child Center at Veterinary Medicine, (515-294-2273)
- The Comfort Zone, 100 University Village (515-294-3333): Daycare for kids who don’t feel so good
- ISU Child Development Laboratory School, 0351 Palmer HDFS Building (515 294-3040)
- YWCA Sitters List (515 294-1663): Referral list of babysitters for parents needing occasional in-home child care services

F. Dean of Students Office

The Dean of Students Office provides a number of services and programs to students. The staff seeks to foster intellectual, physical, and social development through programs and direct services to all students as they develop attitudes, abilities, and skills for lifelong learning within a global environment. Units of the Dean of Students Office include the following:

- Academic Success Center
- Disability Resources
- Greek Affairs
- Hixson Opportunity Awards
• Judicial Affairs
• Lesbian, Gay, Bisexual, Transgender Student Services
• Margaret Sloss Women’s Center
• Multicultural Student Affairs
• National Student Exchange

• Parents’ Association
• Recreation Services
• Student Assistance Services
• Student Legal Services
• Student Support Services Program
• Vocational Rehabilitation

G. Financial Aid
0210 Beardshear Hall (515-294-2223)
Monday - Friday, 8 a.m. - 5 p.m.
financialaid@iastate.edu  www.financialaid.iastate.edu

The Office of Student Financial Aid administers financial aid programs and counsels students in planning individual strategies to meet college costs. The office assists students in locating part-time employment, both on and off campus, and provides information on loans, scholarships, and grants.

H. Financial Counseling Clinic
1331 Palmer HDFS Building (515-294-8644) *Counseling is free to students
www.hdfs.hs.iastate.edu/financial

Financial problems can be a significant barrier to a student’s ability to perform well in class, work and life. The Financial Counseling Clinic is a confidential and educational service for students and residents of central Iowa. The clinic is jointly sponsored by the Department of Human Development and Family Studies and the Government of the Student Body. In general, the service offers remedial counseling (financial crises), preventive counseling (budget management skills), and productive counseling (education planning). Specifically, the service seeks to help people set up and work with budgets; use credit cards wisely; deal with financial crises such as eviction, creditor harassment and overdue bills; and develop more effective ways to deal with their financial resources and achieve their financial goals. Workshops are offered to student/community groups on such topics as setting financial goals, budgeting, record keeping, control of expenses, and responsible use of credit.

I. Help Central - Sponsored by the American Red Cross
426 5th Street, Ames IA  50010  (515 232-5104 or 887 316-5221)
www.lincolnwayarc.org

Help Central Information and Referral is a service provided to anyone with a question about community resources in the human service area. The mission of Help Central is to link people in need with the appropriate agency or service provider. Help Central provides free and confidential information for both phone and walk-in clients. Call for information.
International students are encouraged to seek assistance from International Students and Scholars (ISS) office for visa, cultural, and personal concerns. International Student Advisers specialize in F-1 and J-1 student visa related issues, but can also offer guidance regarding other visa types and categories. ISS is also home of the International Student Council, a very active and dynamic group of students, which sponsors exciting activities and serves as an umbrella organization for all international student groups at Iowa State University. Other events such as the World Soccer Tournament, International Week, and year-long social, academic, and informative programming are coordinated through ISS.

K. Judicial Affairs, Office of
1010 Student Services Building (515 294-1021)
www.dso.iastate.edu/ja

The Office of Judicial Affairs investigates academic and nonacademic complaints of student misconduct. This unit conducts student discipline hearings and interprets general university regulations and guidelines.

L. Lesbian, Gay, Bisexual, Transgender Student Services
1034 Student Services Building (515 294-5433)
www.dso.iastate.edu/lgbtss

Confidential support and referral services are provided for Iowa State’s lesbian, gay, bisexual, and transgender students. Programming and educational resources, including an extensive library, are among the services offered for any student at ISU. Grant and internship opportunities for LGBT students are coordinated through this office.

M. Marriage and Family Therapy Clinic
2nd Floor of the Palmer HDFS Building (attached to MacKay Hall, east side) (515 294-0534)
www.hdfs.hs.iastate.edu/marriage/clinic.htm

The Marriage and Family Therapy Clinic is a center for research and training of graduate students with services for a wide range of problems. The clinic charges on a sliding fee scale based on clients’ ability to pay. To arrange for an appointment, or for more information, please call. All inquiries will be treated with complete confidence.

N. Memorial Union Services and Activities
Main Desk, first floor (515-292-1111)
www.mu.iastate.edu

Services and activities available at the Memorial Union include:
- Activities Center for films, events, etc.
- ATMs (3)
- Bowling, billiards, arcade
- Browsing Library
- Chapel
- Computer Lab
- Convenience Store
- Document Center
- Food Court and MU Cafe
- Guest rooms
- Meeting rooms,
- Parking Ramp
- Post Office substation
- Student Legal Services
- Student lockers
- Study lounges
- Ticket Office
- University Book Store
- Vending (open 24 hours)
- Workspace

O. Multicultural Liaison Officers
Each college has a Multicultural Liaison Officer who provides support services and programs for ethnic African American, Latino/Hispanic, Asian American, and American Indian students. These services might include, but are not limited to the following:
• orientation course specially designed for multicultural students
• academic success strategy workshops
• activities within college organizations
• mentoring
• academic & financial counseling
• referrals to other services on campus
• advocacy

To reach your Multicultural Liaison Officer, contact your college student services office.

P. Multicultural Student Affairs, Office of
2080 Student Services Building (515 294-6338)
www.dso.iastate.edu/msa/

Multicultural Student Affairs, established to assist the university in keeping its commitment to equal educational opportunity, has numerous staff members working collaboratively with all units of the university to achieve the following objectives:
• Increase the number of African American, Latino/Hispanic, Asian American, and American Indian students entering and graduating from Iowa State University.
• Ensure access, choice, and persistence with all departments and organizations interested in the growth and development of students.
• Maintain liaison and coordinate programs with all departments and organizations interested in the growth and development of students of color.
• Develop students for a future beyond their undergraduate college experience—professionally, intellectually, and culturally.

Q. Recreation Services
2220 State Gym or Lied Recreation Athletic Center (515-294-4980) or (515-294-7140)
www.recservices.iastate.edu

Recreation Services is dedicated to providing quality recreation opportunities for the campus community. Experiences provided through Recreation Services can help in the basic need of relaxing, belonging, personal development, and maintaining a healthy mind and body.

• The Intramural Program provides organized competitive and recreational activities for participants of all levels and abilities. Structured leagues and tournaments are offered in a variety of team, individual, and dual activities.

• Fitness Programs provide a variety of fitness-related instructional programs and aerobics classes to students. All activities are offered to emphasize the provision of safe and effective fitness classes and instructional fitness programs.

• The Outdoor Recreation Center and Programs Office provides a variety of trips, workshops and equipment rentals that are instructional, recreational, social, and service-oriented. The program offers low-cost ways to experience many enjoyable lifelong outdoor activities.

• Informal Recreation takes place in the exceptional facilities located throughout campus. Thousands of students use the Lied Recreation Center, Beyer Hall, State Gym, Forker Hall, and outdoor soccer fields and tennis courts.

• Sports Clubs are groups of students that have interests in a specific sport. Sports clubs provide competition at specialized levels, participation in tournaments, and opportunities to practice a sport with people who have the same interests.

R. Safety Escort Services
Department of Public Safety (515 294-4444)
www.dps.iastate.edu/police/Safety%20Escort.html

As a student at Iowa State, there may be times that you find yourself on campus late at night or in the early hours of the morning. If walking to your car or residence hall room leaves you feeling a little apprehensive, call the Department of Public Safety (DPS)/Government of the Student Body
Safety Escort service. Student reserve officers and/or parking division personnel will be happy to give you a ride.

Although the campus is relatively safe, you may not feel completely comfortable walking alone at night. That's why DPS offers rides to students, faculty, staff, and visitors between the hours of 6:00 p.m. and 6:00 a.m. seven days per week, except during official university closings. Call for a ride, and the DPS personnel driving the DPS golf cart, Help Van, or other vehicle will assist you in getting to your campus destination.

S. Solution Center
195 Durham Center (515 294-4000)
Monday-Friday, 8 a.m. - 5 p.m.
solution@iastate.edu  www.it.iastate.edu/solution

Located in the Durham Center, the Solution Center provides assistance to the Iowa State community with IT services, with several special services focused on student needs. If you have a question about computing or information technology at Iowa State, the Solution Center has an answer.

T. Student Assistance Services
1010 Student Services Building (515 294-1020)
Monday - Friday, 8 a.m. - 5 p.m.
www.dso.iastate.edu/sa

Members of the Dean of Students Office (DSO) and Student Assistance Services (SAS) assist students as they manage issues surrounding academic concerns, personal matters/emergencies, and navigation of university policies and procedures. DSO/SAS staff members counsel students on effective ways of filing academic grievances, refer students to university and community resources, provide notification of faculty in emergency absence situations, intervene and follow up with students experiencing mental and physical crises, and provide assistance in understanding the University judicial system. In general, the DSO and SAS are places where students can find answers or start on the path to their own solutions.

U. Student AnswerCenter
Ground floor, Beardshear Hall (515 294-4469)
Monday - Friday, 8 a.m. - 5 p.m.
E-mail: answercenter@iastate.edu  www.answer.iastate.edu

Not sure where to go for answers for your questions? Stop by the Student AnswerCenter, where the staff can help you find answers to your questions about Iowa State University. The Student AnswerCenter is staffed by students who are trained to answer your questions on the spot or direct you to the proper source. You can pose your questions in person, by e-mail, or by phone.
V. Student-Athlete Services
2050 Hixson-Lied Student Success Center (515 294-9324)
www.iastate.edu/~sa

Student-athletes have a variety of services available to them through this staff, including:
• New student-athlete orientation
• Educational seminars
• Learning centers
• Tutoring and study groups
• Monitoring academic progress and eligibility status
• Intervention/referral
• Advocacy for student athletes
• Student-Athlete Scholars Banquet
• Student-Athlete Advisory Council
• NCAA CHAMPS Life Skills Program

W. Student Counseling Service
3rd floor, 2223 Student Services Building (515 294-5056)
Monday - Friday, 8 a.m. - 5 p.m.
www.scs.iastate.edu

The Student Counseling Service (SCS) has a staff of professional counselors and psychologists who work with students to enhance their academic and personal well-being. SCS provides prevention education, intervention, information, consultation, and referral services to ISU students. The programs and services provided through SCS include:
• Crisis intervention
• Individual counseling
• Group counseling for issues such as self-esteem; stress management; coping with depression, eating disorders, body image, self-acceptance; and problem-solving skills
• Relationship counseling for student and partner
• Career exploration, information, and counseling
• Substance abuse assessment, counseling, and referral
• Eating disorder assessment, counseling and referral
• Outreach to the campus community

X. Student Employment Center
Ground Floor, Beardshear Hall (515 294-5627)
www.financialaid.iastate.edu/employment/homepage.html

The Student Employment Center knows how important a part-time job can be to help pay expenses while enrolled. Students are encouraged to use the online Job Board. To aid in a job search, listings are maintained for on- and off-campus positions and are updated daily.

Y. Student Health Center, Thielen
Thielen Student Health Center (515 294-5801) * Call ahead to schedule an appointment.
Monday and Tuesday, 8 a.m. - 5 p.m. Wednesday, 9 a.m. - 6 p.m.
Thursday and Friday, 8 a.m. - 5 p.m. Saturday, 9 a.m. - Noon
www.iastate.edu/~health

Iowa State University’s full-service ambulatory care facility is located on the corner of Sheldon Avenue and Union Drive on the west side of campus. The Health Center is fully accredited and provides information, treatment, and resources for the ISU community.
The Substance Abuse Program at Iowa State seeks to assist students in making positive decisions with regard to alcohol and other drugs. Many students think that all students drink a lot. In fact, a lot of students choose not to drink. Through the Peer Education Network (a group comprised of students just like you) trained facilitators visit classrooms, living units, and clubs to discuss just what is really happening on campus.

The Substance Abuse Program is comprised of professional staff and students from the Student Counseling Service, Student Activities Center, Student Health Center, Department of Residence, and the Office of the Vice President for Student Affairs. The program coordinator is responsible for the university substance abuse programs, institutional policy regarding alcohol and other drug use issues, and public information regarding alcohol and other drug use issues on campus.

**Intervention Services**
3rd floor, Student Services Building (515 294-5056)
Monday - Friday, 8 a.m. - 5 p.m.
http://www.scs.iastate.edu/assessments/sa.html

- Assistance for persons experiencing problems associated with alcohol or drug use
- Assessment services to evaluate the nature and extent of a person's drug use
- Consultation to persons concerned about another's alcohol or other drug use and assistance in interventions with these persons
- Referrals to agencies providing substance abuse treatment services
- Individual and group counseling for persons recovering from alcohol and drug abuse
- Educational resources (such as films, videotapes, books, and pamphlets) through the Kraft Memorial Resource Center (3rd floor, Student Services Building)

**Prevention Services**
B6 Memorial Union (515 294-1174)
- Educational programs, classes, and workshops on alcohol and other drugs
- Peer advising (SADD, BACCHUS)
- Social activities
- Alcohol and Drug Awareness weeks

**AA. Vocational Rehabilitation**
1045 Student Services Building (515 294-5059)
Monday - Thursday, 7:30 a.m. - 5 p.m.
Friday, 8:00 a.m. - Noon
www.dso.iastate.edu/vr

Vocational Rehabilitation works for and with individuals who have disabilities to achieve their employment, independence, and economic goals. Services may include assessment, counseling and guidance, physical and mental restoration services, special adaptive equipment or devices, financial assistance for college, personal assistance, and job placement assistance.
BB. Wellness Center
2015 Thielen Student Health Center (515 294-1868)
Monday, Tuesday, Thursday, Friday, 8 a.m. - 5 p.m.
Wednesday, 9 a.m. - 6 p.m.
www.iastate.edu/~health

The Wellness Center offers free, confidential services to students and their spouses/domestic partners who have paid the health fee. Individualized assessments and counseling from professional staff members is available by appointment for the following:
• Fitness: strength, endurance, and flexibility testing, exercise program evaluation, exercise equipment instruction
• Nutrition: healthful eating, cholesterol management, diabetes, analysis of food records
• Emotional Health and Counseling: time and stress management counseling, relationship counseling, stop-smoking programs
*Group educational programs and brochures may be requested for any of these topics.

CC. The Writing and Media Help Center
300 Carver Hall (515-294-5411*) *Call for an appointment (free service).
writectr@iastate.edu http://isucomm.iastate.edu/wmhc

The ISU Writing and Media Help Center assists students with written, oral, visual, and electronic communication. We help with brainstorming and content development, as well as editing and revising skills. Tutors also help you with preparing for oral presentations. The center is staffed by undergraduate writing consultants and by graduate students in English. We provide one-on-one tutoring, writing guides and handouts, and reference materials. Computers are available in the center for student use before, during, and after tutorials.

DD. Women's Center, Margaret Sloss
Sloss House (515 294-4154)
Monday - Friday, 8 a.m. - 5 p.m.
www.dso.iastate.edu/wc/homepage.html

The Margaret Sloss Women's Center promotes the development of Iowa State women students, staff, and faculty through advocacy, programs, information, and referral services. The center provides information about local, national, and international women's organizations, programs, and issues. The Women's Center is a resource for all people concerned with women's issues, regardless of gender, race, ethnicity, sexual orientation, physical ability, or socioeconomic status. Sloss House is located between Curtiss Hall and the Gerdin Business Building.

Please contact Jill C. Kramer, Academic Intervention Program Coordinator at (294-2467/jwalkins@iastate.edu), with any questions or suggestions for this handbook.