

## ACADEMIC PROGRESS AND STANDING

As students begin their first semester of college, they are typically full of optimism and have plans to do very well. However, things do not always go as planned: meaning it is very important for students to do their very best while monitoring their academic progress in each course. By paying attention to assignment grades earned, a student can adjust the amount of effort required to do well in all courses they are taking. To assist the student in this monitoring effort, many colleges have an early warning system that lets them know about any course they are doing less than C grade or average work in. When a warning is received the student should talk to the instructor of that course and assess whether they can turn things around and pass the course with an acceptable grade. Some degrees require a C or better in all major courses.

If after serious consideration, a student decides that they simply cannot pass a course in which they are enrolled, he/she has the option to formally withdraw from the course. This formal withdrawal requires the submission of formal paperwork and will result in a W appearing on their transcript as the grade for the course. Simply stopping to attend a course does not constitute a withdrawal and will result in a failing grade. The W does not factor in the calculation of the overall grade point average and for many is a better alternative than taking a failing grade in a course. Withdrawals, however, are not without some penalty and should be avoided if possible. With a course withdrawal, the tuition paid for the course is lost and if the withdrawal is done too early and a student is receiving financial aid, a portion of the aid will need to be repaid. If the student waits too long to withdraw from a course they will miss the window for withdrawal and have to take a failing grade in the course. Some students ask for an incomplete or "I" grade to avoid failing or withdrawing from a course. The incomplete is reserved for extenuating circumstances like hospitalization of a student who is otherwise doing very well in a course; the incomplete cannot be given as a alternative to failure and requires VP sign off. Paying attention to various deadlines relative to withdrawing from a course and understanding the financial aid implications is important for any student contemplating this course of action. Talk to your instructor or faculty advisor when in doubt.

Students who have academic difficulty in their first semester (i.e., earning less than a 2.0 grade point average) will typically be placed on academic probation. A second semester of poor academic performance can, in some cases, lead to dismissal from the college or university and often require a year-long cooling off period away from school. If the student then wishes to return to college and try again, a formal appeal for reinstatement is typically required. If a student decides to start over at another college, they should know that only courses with earned grades of C or better will transfer and that the prior dismissal may affect the admission status received at the new college.

Students who do very well academically (i.e., earning a 3.50 or better GPA while taking 12 semester hours or more) will be named to the "Dean's List." The Dean's List is honorary in nature and is typically published in on-campus publications and home town newspapers.

The majority of today's students will spend their college career somewhere above academic probation and below the Dean's List. Regardless, all students should know that they must have a overall GPA of 2.00 or higher to earn a degree. College grades as recorded on the transcript are permanent and not to be taken lightly. Hiring decisions and admission to graduate school, should that be in the future, will be influenced by the grades found on the transcript.

The more a student knows about the processes governing the college's academic operations and his/her willingness to communicate with their instructors and others, the better their chance for success.

For more information or assistance call Great Basin College's Admission, Advising and Career Center at 775.753.2168.

Great Basin College (GBC) does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, military status, disability, national origin, gender identity or expression, or genetic information. For inquires, 775.738.8493.



**GBC  
College  
Knowledge**

**6**

**College  
Enrollment  
[registration for  
classes:  
drops, adds,  
and withdrawals]**

Articles written by:  
Dr. Mark A. Curtis, President  
Great Basin College, 2013

[www.gbcnv.edu](http://www.gbcnv.edu)

This brochure describes the college enrollment process. The brochure is the sixth in a series of eight that will provide readers information about many important aspects of college.

For most students college finally becomes very real as they begin the process of selecting and registering for the courses they will take during their first semester. Getting the courses needed at the times desired can be easy or one of the most frustrating experiences in life. Knowing what to look for and what to expect can lower the stress of that first registration experience.

## REGISTRATION

The registration process begins with a review of the courses recommended to be taken during the first semester of college as detailed on the plan of study specified by the degree program in the college catalog. If no program has been decided upon, the student needs to make a list of general studies courses that are required or will count for credit toward graduation in all degrees they are interested in. With list in hand, the student can begin to review the course schedule book for the semester of interest. Today, the list of available courses will also be listed on the college's web site. The courses listed will be identified by course number, title and will be registered for by "call number," which is a coded number assigned to a single course for purposed of registration only. The times, days and location of the courses are also listed in the schedule book.

As the student starts to select those classes wanted or needed, special attention must be paid to the prerequisites and co-requisites also listed. A prerequisite is a course or experience that one must have taken or possess prior to being allowed to register for a given course (e.g., one year of high school chemistry with a B grade or better or CHEM 090 are prerequisites to College Chemistry). Although it would seem that all courses offered by a college would be at the college level, some courses, referred to as developmental, transitional or remedial are designed to prepare a student to succeed in true college level courses. If a student did poorly in high school, did not take a rigorous set of English, math and science courses or has been out of school for a number of years, placement testing may indicate the need for a developmental course in one or more subject area. Developmental courses are indicated by a course number below 100 (e.g., 090, 095 or 098) and will not count toward degree completion and credit hour requirements, but often figure into the grade point average. A co-requisite is a course that may be taken at the same time as another course or before. In addition to prerequisites and co-requisites listed it may also say "or with instructor permission." So, if a student believes he/she can be successful in a college course without the specified prerequisite, they can seek signed permission to register for the course from the instructor. Before getting such permission, the instructor will want to understand why and also believe that the student can be successful without the

prerequisite. You may need to schedule an appointment with the instructor to secure the desired permission. Next, as additional courses are added to the schedule, day and time conflicts must be avoided. It should be noted where the courses are offered; some campuses are large enough to make getting from one building to another in just 10 or 15 minutes impossible. Registering for two courses that conflict in time is impossible in some systems, while in others it will simply be flagged or indicated in some way. Occasionally, if the time conflict is very small a student may seek permission from the Vice President of Academic Affairs or their designees to register for the conflicting courses.

After all the classes desired have been registered for, a completed class schedule will be produced indicating the total tuition and fees due. If the student is happy with their class schedule, aside from paying the bill they are done. For those who did not get all the courses they wanted or needed or that have second thoughts about the quality of their schedule, there is an opportunity to change the schedule during a three or four day period at the beginning of the semester. That period is called "drops and adds." During this period, a student can drop a class they no longer want and/or add a course they do. This can be done without financial penalty. The drop and add period is confined to the first few days of the semester so students who change their schedule do not get too far behind in any course added. Many students pay close attention to course availability during the drop and add period in an effort to add a desired class that was previously full or unavailable and now comes open because someone else dropped it.

## COURSE FORMATS

Traditionally, college courses were primarily offered in two forms, the lecture and the lab (short for laboratory). Today, courses are offered in a variety of formats; traditional face-to-face, online, interactive video, lecture capture to video, and several combinations of these called hybrid course delivery. However, regardless of the delivery format, the old fashion lecture/lab combination still forms the foundation what college courses have become. Courses today focus on student learning outcomes as opposed to how many hours a student sits in class (i.e., seat time). A student entering college today will likely experience several different course delivery formats on their way to earning a degree. The format type will be indicated in the course schedule book outlined in the registration section above.

In the traditional lecture format, there will be a college instructor delivering information to several students seated in some sort of classroom setting. The students listen, take notes and occasionally ask or answer questions. In addition to the lecture, some courses (e.g., chemistry, physics, biology, metallurgy, electronics etc.) will have a lab session lasting three hours or so each week where experiments and other hands-on learning activities take place. These sessions are typically longer than the lecture sessions because much of the work associated with the lab takes place on the spot.

For students at a distance and for their convenience, college courses are also offered in several distance formats, the earliest of which was the correspondence course. Due to several technological advances, the correspondence course has given way to several new and ever evolving formats. The first was videotaping of a tradition lecture and mailing it to a student for viewing at their convenience within some specified time frame. Today, the lecture can be recorded digitally and transmitted to the student via the internet and is referred to as "lecture capture." Next on the scene was the two-way interactive video delivery format called IAV for short. With IAV there is a teacher on location, often with students there, and other students are in remote locations viewing the lecture in real time. Video display devices in both locations allow individuals at both locations to see one another. This type of delivery is called synchronous because all participants have to be engaged in the course at the same time. Whereas a correspondence course and some other forms of distance delivery are termed asynchronous, which allows the teacher and student to participate in the course separately and at times convenient to them. On-line course are delivered through the internet and are the modern version of the old fashion correspondence course. Although convenient and wildly popular, the on-line course requires a motivated and disciplined student to be successful. Because the student is very much on their own in an on-line course, procrastination is common and failure or withdrawal is more common than in courses delivered face-to-face.

There is another category of learning experience that resembles work more than it does the classroom. In several health care disciplines, like nursing or physical therapy, students will receive part of their education through a supervised clinical experience (clinical) dealing directly with patients. Because these clinical experiences are part of the formal curriculum and are supervised, student will register for them, pay tuition, and not receive pay while on the job. Student teaching would be another common form of the clinical experience embedded in the curriculum. Internships are another form of on-the-job learning and may be unpaid as in the clinicals described above or may be a paid experience that the student must interview for just like any other job. Internships are often an entire semester or summer session in length and may or may not earn college credit or be a required part of degree (i.e., program of study).

Some degree programs, like engineering, offer students a Co-op (short for cooperative) option. In a co-op program, junior and senior level students will attend school full time and work full time in alternating semesters. The co-op experience delays the time to graduation, but graduates of such programs earn good money while working and have two years of high quality real-world experience in their field when they complete their degree.