FALL SEMESTER 2016

FIRST GROUP ADVISING MEETING
Tuesday, September 6, 10-10:45 am

Advisor introduction
Students want to be able to connect with you as a person. Think about letting them know how you picked your discipline and where you studied, what made you decide to become a professor, what brought you to St. Thomas, etc.

Student introductions
Your students may or may not be in class together, but we want them to start building as many connections as they can. Research shows that students who feel connected to a campus are much more likely to stay and succeed. Here you could do introductions in a large group thing or in pairs or trios.

Our work as partners:
Advisor and advisee roles and expectations

<table>
<thead>
<tr>
<th>FACULTY ADVISOR</th>
<th>STUDENT ADVISEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help the advisee understand the academic and administrative processes of the university.</td>
<td>Acquire information needed to assume ultimate responsibility for the course of study.</td>
</tr>
<tr>
<td>Help the advisee understand the expected standards of achievement.</td>
<td>Seek academic and career information to meet educational goals.</td>
</tr>
<tr>
<td>Clarify career and life goals and discuss how educational opportunities at St. Thomas can prepare the student for those goals.</td>
<td>Become aware of the relevant policies and procedures of the university.</td>
</tr>
<tr>
<td>Help the advisee develop an educational plan and select appropriate courses and educational experiences.</td>
<td>Meet with advisor for all required sessions, including a registration appointment each semester, and for additional support as needed.</td>
</tr>
<tr>
<td>Refer advisees to resources as necessary.</td>
<td></td>
</tr>
</tbody>
</table>
Brief review of fall semester meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6, 10-10:45 am</td>
<td>First group advising meeting</td>
</tr>
<tr>
<td>First three weeks of fall semester</td>
<td>Individual meetings with advisees</td>
</tr>
<tr>
<td>Thursday, October 27, Noon - 1:15 pm</td>
<td>Second group advising meeting</td>
</tr>
<tr>
<td>Prior to November 25</td>
<td>Individual registration meetings</td>
</tr>
</tbody>
</table>

Take-aways from Orientation and Welcome Days sessions
Students have already heard about the St. Thomas academic experience and academic expectations from multiple faculty during three separate sessions (large- and small-group settings) as well as a one-on-one advising meeting. What ideas have they taken away? (In other words, what do they remember?) This might be a good opportunity to do a one-minute paper, a quick discussion in small teams with report backs, etc. If you don’t hear things you think are key, this is your chance to add to your students’ ideas.

Other Necessary Logistics

**First-day attendance policy**
Students must attend class on the first day of the term. Instructors have the option to drop students from a class if they are absent on the first day. Students should contact their instructors or Academic Counseling & Support if they are unable to attend the first day of a class they intend to complete.

**Finding your classroom**
If students haven’t already located all of their classrooms, they should do so before tomorrow (the first day of class).

**Checking Blackboard**
If students haven’t already checked the Blackboard sites for their classes, they should do so to make sure there aren’t any announcements posted for the first day. Students have a site for every class even though not every professor uses Blackboard.

**Schedule changes (adding and dropping a class)**
If a student needs to make a schedule change, he or she should complete the appropriate sections of the Change in Registration form and have you (the faculty advisor) sign it. Your signature is needed for schedule changes only during the student’s first semester at St. Thomas, and the advisor’s signature is not needed if the only change is a change of sections in the same course. Students should bring
this form to the Registrar’s Office in Murray-Herrick Center, 126. Note the deadlines for schedule changes on the link below.

**The academic calendar**
Show students where they can find the [academic calendar](#) with important fall dates, and remind them of deadlines for adding and dropping classes. (The academic calendar is also in the planner they received at orientation.)

**Academic integrity policy**
Show students where they can find the [academic integrity policy](#) and give a brief overview

**Getting help**
The staff in Academic Counseling and Support are ready, willing and able to help students or get them to the right place for help. Faculty advisors can do the same.

**Getting in touch**
Give students your contact information, including your office location, email and phone number, and let them know how you prefer that they contact you. Explain what the term “office hours” means and the procedure for making appointments. In addition, let them know how you’ll be setting up the first individual advising meeting.

**Prepping for the September individual meeting**
Some faculty like to give students a brief “get to know you” questionnaire to bring to the first individual meeting. Alternatively, students could send them via email in advance of the meeting. To encourage students to start taking ownership in their degree, consider giving them an assignment to review their own degree evaluation before the first individual advising meeting. You’ll want to explain briefly how to access the evaluation. (Instructions and a training video are also available on the Academic Counseling & Support website.) Then, during the individual meeting, you and your advisees can review the evaluation together, and they can ask questions. You can show students a sample degree evaluation (attached) and briefly point out the individual sections and requirements.

**Q & A**
At the Welcome Days session, students were prepped to arrive at their advising meeting with questions. In fact, some of them may have a “question on a stick” to pose (in honor of the state fair). Please save a little time for student questions.

Students gather at 10:45 on Summit Avenue (near the arches) for March Through the Arches. Please make sure you are done in time for that.
FIRST INDIVIDUAL ADVISING MEETING
September 7-28

Tasks and Talking Points

- Review the student’s background: high school, test scores, placement or confirmation tests (check if any are still needed).
- Inquire about the student’s fall schedule and experiences/issues to date.
- Remind students about Tommie Advantage programming.
- Review the student’s degree evaluation (working from top to bottom so students start to become familiar with the various degree requirements). Show the student how current registration and any previous credit meets graduation requirements.
- Discuss the student’s academic/career goals.
  - For students who have designated a definite area of interest, ask about this interest.
  - For students who are still exploring possible major fields, encourage them to be comfortable with this period of exploration and talk about strategies that will promote a meaningful exploration of options.
- Make referrals as necessary.
  - Academic Counseling and Support
  - Career Development Center
  - Disability Resources
  - Counseling & Psychological Services
  - The Center for Writing
  - The Math Resource Center (MaRC)
  - Language Tutors
  - Study Abroad

SECOND GROUP ADVISING MEETING
Thursday, October 27, Noon - 1:15 p.m.

Tasks and Talking Points

- Review the online 2016-18 undergraduate catalog and discuss:
  - Core curriculum requirements
• Major/minor field options
• Course descriptions/prerequisites

Remind students about the online degree evaluation and how that can be used as a tool in course planning for spring.

Discuss the process for spring semester registration, and make sure students understand the process.

• Students must explore the schedule to determine and select available sections.
• They will be expected to register themselves using Murphy Online when their appointed registration time arrives.
• They will receive an e-mail message from the Registrar’s office stating this registration time.
• Refer students to Academic Counseling & Support if they are unsure about how to handle the technical aspects of the registration process.

• Set expectations for the November registration appointment: Make sure students understand that they must meet with you again individually in November for a registration appointment and that prior to that meeting, they must review schedule options and identify the classes in which they plan to enroll.

• Emphasize the importance of the individual registration meeting in November. Remind students that they won’t be allowed to register until they see you, and you release their advising hold.

SECOND INDIVIDUAL ADVISING (REGISTRATION) MEETING
Prior to November 25

Tasks and Talking Points

• Ask the student to report on his or her academic progress and any problems.
  o If midterm grades are available prior to this meeting, consult those grades through the Murphy Online Advisor Menu, and discuss any issues with students.
• Make referrals to appropriate support services for a student who appears to be struggling academically or for a student who wants more information about a particular major.
• Help the student identify appropriate courses for J-term/spring semester that will:
o contribute in meaningful ways to fulfillment of requirements in the core, major and/or minor.
o support exploration of potential majors/minors (for undecided students)
• Release the advising hold using the Murphy Online Advisor Menu after confirming that the student has accomplished the following:
o The student can demonstrate an understanding of academic requirements.
o The student can successfully generate his or her degree evaluation via Murphy Online.
o The student can make thoughtful academic decisions that appropriately align with interests, skills and goals.
• You may have students a) who have already earned more than 48 credits and b) who are ready to declare a major. If that’s the case, you can explain the major declaration process at this meeting and encourage students to take that step before spring semester begins.

SPRING SEMESTER 2017

Although you are encouraged to be in touch with your advisees throughout the semester, the only required face-to-face meeting is the individual meeting with each advisee prior to spring registration.

MIDTERM REVIEW
• Review midterm grade reports for all of your advisees via the Advisor Menu in Murphy Online.
• Contact advisees who appear to be struggling academically to inquire about their situation and offer support.

LATE MARCH/EARLY APRIL (SOON AFTER SPRING BREAK)
• Send an e-mail reminding advisees to schedule their individual appointments in preparation for registration.

EARLY-MID APRIL: INDIVIDUAL MEETING
• Review the spring semester to date and make referrals as necessary.
• Start a conversation with students, as appropriate, about curricular and co-curricular opportunities that extend beyond coursework.
• For students who are certain of their major, describe the major declaration process. (This typically occurs in the fall semester of a student’s sophomore year,)

• Release the advising hold after confirming the student has accomplished the following:
  o The student can demonstrate an understanding of academic requirements.
  o The student can successfully generate and interpret his or her degree evaluation using Murphy Online.
  o The student can make thoughtful academic decisions that appropriately align with interests, skills, and goals.
  o The student can identify appropriate courses for summer/fall semester that will:
    ▪ contribute in meaningful ways to fulfillment of requirements in the core, major and/or minor.
    ▪ support exploration of majors/minors (for undecided students).
### St. Thomas Degree Evaluation

**Student View** AC094ucD as of 08/23/2016 at 14:24

<table>
<thead>
<tr>
<th>Student</th>
<th>Student, Tommy T.</th>
<th>Catalog Term</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>UST ID</td>
<td>100000000</td>
<td>Degree</td>
<td>BSME - BS in Mechanical Engineering</td>
</tr>
<tr>
<td>Classification</td>
<td>SO - UG Sophomore</td>
<td>School</td>
<td>AS - College of Arts &amp; Science</td>
</tr>
<tr>
<td>Advisor</td>
<td>House, Tommy T</td>
<td>Major</td>
<td>EGM1 - Mechanical Engineering</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>4.00</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Institutional GPA</td>
<td>4.00</td>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td>Credits Applied to Degree</td>
<td>70</td>
<td>Program</td>
<td>AS_UN_BSME - Undeclared BSME</td>
</tr>
</tbody>
</table>

### Bachelor of Science in Mechanical Engineering

- **Complete Minimum 132 Credits**: Reason: Students must complete a minimum of 132 credits. Depending on the student's sought degree and number of declared majors and minors, the student may need more than 132 credits in order to fulfill all degree requirements. You have taken 70 and need 62 more credits.
- **Complete 32 of Final 36 Credits at UST (Senior Residency)**: Reason:  
- **2.0 Institutional (UST courses only) GPA**: Reason:  
- **2.0 Overall GPA**: Reason:  

### Core Requirements Overview

- **Literature and Writing**: Still Needed: See Core Requirement - Literature & Writing section
- **Moral and Philosophical Reasoning**: Still Needed: See Core Requirement - Moral & Philosophical Reasoning section
- **Natural Science and Mathematical and Quantitative Reasoning**:  
- **Faith and Catholic Tradition**: Still Needed: See Core Requirement - Faith & Catholic Tradition section
### Core Requirement - Fine Arts

Still Needed: See **Core Requirement - Fine Arts** section

### Core Requirement - Writing Across the Curriculum

Still Needed: See **Core Requirement - Writing Across the Curriculum** section

### Core Requirement - Literature & Writing

Students must complete one of the following options.

<table>
<thead>
<tr>
<th>Option</th>
<th>Still Needed:</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 121 + one of 201-204</td>
<td>Choose from 1 of the following:</td>
<td>Rough Beasts: Animals</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>ENGL 201-204 + Lit Course ENGL 211 or above</td>
<td>Complete one of ENGL 201-204 and one literature course: ENGL 211, 212, 214, 215, 217, 218, 220-222, 255, 297, 324, 325, 334, 337, 341, 360-362, 364-367, 370-373, 390, 395, or two 2-credit ENGL 295 courses during J-Term.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Requirement - Moral & Philosophical Reasoning

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Instructor</th>
<th>Section</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 115</td>
<td>Honors Phil of Human Person</td>
<td>NA (4)</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>PHIL 214 or 215</td>
<td>1 Class in PHIL 214 or 215</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Requirement - Natural Science & Math

Students must complete a total of 3 courses (12 credits). One course must be from each of these 3 categories: Natural Lab Science, Mathematical Reasoning, and Additional Course Options. CLICK HERE for more information and course options.

#### Natural Lab Science Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Satisfied by</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>PSTL1135 - Human Anatomy &amp; Physiology - Univ of Minnesota-Twin Cities</td>
</tr>
</tbody>
</table>

#### Mathematical Reasoning Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Satisfied by</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 113P</td>
<td>MATH113 - Calculus AB - Advanced Placement Program</td>
</tr>
</tbody>
</table>

#### Additional Course Options

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One of: CISC 120, MATH 114, 122, 128, 223, STAT 220</td>
<td>Calculus II</td>
</tr>
</tbody>
</table>

### Core Requirement - Faith & Catholic Tradition

#### Theological Tradition Options

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 101 (4 cr)</td>
<td>Theology 101 in Rome</td>
</tr>
</tbody>
</table>

### Core Requirement - Social Analysis

- Social Analysis

### Core Requirement - Historical Studies

- Historical Studies

### Core Requirement - Historical Studies

- Fine Arts

### Core Requirement - Language and Culture

### Core Requirement - Human Diversity

- Human Diversity

### Core Requirement - Writing Across Curriculum

- Writing Across Curriculum

### Core Requirement - Literature & Writing

#### Core Literature and Writing Options

- ENGL 121 + one of 201-204
  - Still Needed: Complete ENGL 121 + one of ENGL 201-204.

- ENGL 201-204 + Lit Course ENGL 211 or above
- **Theology 200 or 300 Level**
  - Still Needed: Complete 4 Theology credits at the 200 or 300 level.

- **Theology 400 Level**
  - Still Needed: Complete 4 Theology credits at the 400 level.

**Core Requirement - Social Analysis**

- **GEOG 111P**
  - Advanced Placement Credit
  - S 4 Fall 2015
  - Satisfied by GEOG111 - Human Geography - Advanced Placement Program

**Core Requirement - Historical Studies**

- **HIST 100P**
  - Advanced Placement Credit
  - S 4 Fall 2015
  - Satisfied by HIST199B - U.S. History - Advanced Placement Program

**Core Requirement - Fine Arts**

Students must complete ONE of the following options: complete 4 credits of Fine Arts, or complete 4 semesters (4 credits total) of one of the following Music Ensembles: Women's Choir, Chamber Singers, Liturgical Choir, Concert Choir, Guitar Ensemble, Orchestra, Symphonic Band, or Symphonic Wind Ensemble (a combination of 4 semesters in Choirs selected from MUSN 140, 142, 143, and 160, or a combination of 4 semesters in Bands selected from MUSN 185 and 186 will also fulfill the requirement). CLICK HERE for more information and course options.

**FINE ARTS REQUIREMENT (COURSE OR MUSIC ENSEMBLE):**

- **Choose from 1 of the following:**

**Music Ensemble Options:**

- **Still Needed:** Choose from 1 of the following:

  - **Women's Choir (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 140) or

  - **Chamber Singers (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 142) or

  - **Liturgical Choir (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 143) or

  - **Concert Choir (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 160) or

  - **Guitar Ensemble (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 173) or

  - **Orchestra (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 181) or

  - **Symphonic Band (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 185) or

  - **Symphonic Wind Ensemble (Take 4 semesters)**
    - Still Needed: (2 Credits in MUSN 186) or
      - MUSN 186 Symphonic Wind Ensemble A 1 Fall 2015
      - MUSN 186 Symphonic Wind Ensemble NA (1) Spring 2016

  - **Choir Combination (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 140 or 142 or 143 or 160) or

  - **Band Combination (Take 4 semesters)**
    - Still Needed: (4 Credits in MUSN 185 or 186)

**Core Requirement - Language & Culture**

Students must complete the 111, 112, and 211 sequence in a particular language (note: because language placement differs, your evaluation will track the 211 of this sequence - once your 211 course is completed, it will indicate this requirement as being met). All students with previous language experience must take a placement examination administered by the Department of Modern and Classical Languages. Students with sufficient proficiency in a language may test out of 211 and receive a waiver of the requirement (this waiver does not add credits on the student’s transcript). For more information CLICK HERE.

- **Placement Test - was passed**
### Core Requirement - Human Diversity
For more information about this requirement [CLICK HERE](#).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Satisfactory?</th>
<th>Grade</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 111P</td>
<td>Advanced Placement Credit</td>
<td>S 4</td>
<td>Fall 2015</td>
<td></td>
</tr>
</tbody>
</table>

Satisfied by GEOG111 - Human Geography - Advanced Placement Program

### Core Requirement - Writing Across the Curriculum
Students must complete at least two (2) Writing Intensive (WI) courses, one (1) Writing to Learn (WTL) course, and one (1) Writing in the Disciplines (WID) course in order to fulfill the Writing Across the Curriculum core requirement. [CLICK HERE](#) for information on how to find and register for WAC courses, as well as additional information on this requirement and upcoming WAC courses.

- **2 Writing Intensive Courses**
  - Still Needed: 4 Credits in ENGR 220
  - Still Needed: 4 Credits in ENGR 221
  - Still Needed: 1 Class in ENGR 320
  - Still Needed: 4 Credits in ENGR 322
  - Still Needed: 4 Credits in ENGR 350
  - Still Needed: 1 Class in ENGR 371
  - Still Needed: 4 Credits in ENGR 381
  - Still Needed: 1 Class in ENGR 382
  - Still Needed: 4 Credits in ENGR 383
  - Still Needed: 1 Class in ENGR 410
  - Still Needed: 1 Class in ENGR 480
  - Still Needed: 1 Class in ENGR 481

### Mechanical Engineering (B.S.M.E.)
Your GPA for courses used toward this major is 4.00

#### MAJOR CORE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Satisfactory?</th>
<th>Grade</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 150</td>
<td>Introduction to Engineering</td>
<td>A</td>
<td>1</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

#### ELECTIVE REQUIREMENTS:
### Electives (4 Credits)

Still Needed: Complete 4 credits of Engineering electives. You have taken 0 and need 4 more credits.

### ALLIED REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 109</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISC 130 or 131</td>
<td>Intro-Prog&amp;Prob Solvi-Sci/wlab</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MATH 113 or 109</td>
<td>Advanced Placement Credit</td>
<td>S</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus II</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Multi-Variable Calculus</td>
<td>NA</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

### Still Needed:

- **CHEM 109**: 1 Class in CHEM 109
- **MATH 210**: 1 Class in MATH 210
- **PHYS 112**: 1 Class in PHYS 112

### Aquinas Scholars AQU1

Student must complete 4 honors sections (courses with HONR attribute) plus 3 honors seminars (IDSC 480). Click here for more information about the Aquinas Scholars program.

#### 4 Honors Sections

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 115</td>
<td>(Honors) Acceler. Gen. Chem.</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>PHIL 115</td>
<td>HONORS Phil of Human Person</td>
<td>NA</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

Still Needed: 2 Classes in @ @ ATTRIBUTE = HONR

#### 3 Honors Seminars

Still Needed: 3 Classes in IDSC 480

### Credits Outside Dept. of Major Field(s)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biology Lab Science</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>CHEM 115</td>
<td>(Honors) Acceler. Gen. Chem.</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>CISC 130</td>
<td>Intro-Prog&amp;Prob Solvi-Sci/wlab</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>Rough Beasts: Animals</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>GEOG 111P</td>
<td>Advanced Placement Credit</td>
<td>S</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>HIST 100P</td>
<td>Advanced Placement Credit</td>
<td>S</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MATH 113P</td>
<td>Advanced Placement Credit</td>
<td>S</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Calculus II</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Multi-Variable Calculus</td>
<td>NA</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>MUSN 165</td>
<td>Chamber Wind Ensembles</td>
<td>NA</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>MUSN 186</td>
<td>Symphonic Wind Ensemble</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MUSN 186</td>
<td>Symphonic Wind Ensemble</td>
<td>NA</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>MUSP 138</td>
<td>Perf Study: Clarinet 30'</td>
<td>A</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>MUSP 138</td>
<td>Perf Study: Clarinet 30'</td>
<td>NA</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>
- **PHIL 115**  HONORS Phil of Human Person  NA (4)  Spring 2016
- **PHYS 111**  Classical Physics I  NA (4)  Spring 2016
- **PHYS 199P**  Advanced Placement Credit  S  4  Fall 2015
  Satisfied by  PHYS112 - Physics C - Elect & Mag - Advanced Placement Program
- **PHYS 199P**  Advanced Placement Credit  S  4  Fall 2015
  Satisfied by  PHYS111 - Physics C - Mechanics - Advanced Placement Program
- **POLS 199P**  Advanced Placement Credit  S  4  Fall 2015
  Satisfied by  POLS199 - American Govt & Pol - Advanced Placement Program
- **THEO 101**  Theology 101 in Rome  A  4  J-Term 2016

**Still Needed:** major field (Opus College of Business for business majors). You have taken 65 but need 11 more credits.

**Collected Overall Major Field GPA(s):**
Below you will see one or more major field GPA(s), depending on the number of fields in which the student is majoring.

- **Overall Field GPA - ENGR Fields**

**2.0 Overall Field GPA for Engineering Fields**
Your overall major field GPA is 4.00. A 2.0 GPA is required. This GPA includes all credits (including transfer credits) in the department of the major field (or Opus College of Business for business majors). Note: this GPA calculation also factors in any failed courses taken within your major field. You will not see the F courses listed below among the major field courses (they are found in the Insufficient group at the bottom of your evaluation) but their grades do contribute to the GPA requirement being tracked.

- **Overall Major Field Courses (Engineering)**  ENGR 150  Introduction to Engineering  A  1  Fall 2015

**Collected Institutional (UST) Major Field GPA(s):**
Below you will see one or more major field GPA(s), depending on the number of fields in which the student is majoring.

- **Institutional Field GPA - ENGR Fields**

**2.0 Institutional Field GPA for Engineering Fields**
Your institutional major field GPA is 4.00. A 2.0 GPA is required. This GPA includes all UST credits (excluding transfer courses) in the department of the major field (or Opus College of Business for business majors). Note: this GPA calculation also factors in any failed courses taken within your major field. You will not see the F courses listed below among the major field courses (they are found in the Insufficient group at the bottom of your evaluation) but their grades do contribute to the GPA requirement being tracked.

- **2.0 Institutional Major Field Courses (Engineering)**  ENGR 150  Introduction to Engineering  A  1  Fall 2015

**Total Required Undergraduate Credits**
Students must complete a minimum of 132 credits. Depending on the student’s sought degree and number of declared majors and minors, the student may need more than 132 credits in order to fulfill all degree requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biology Lab Science</td>
<td>A</td>
<td>4</td>
<td>Fall 2015</td>
</tr>
<tr>
<td></td>
<td>PSTL1135 - Human Anatomy &amp; Physiology - Univ of Minnesota-Twin Cities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISC 130</td>
<td>Intro-Prog&amp;Prob Solvi-Sci/wlab</td>
<td>A</td>
<td>4</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>Rough Beasts: Animals</td>
<td>A</td>
<td>4</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>ENGR 150</td>
<td>Introduction to Engineering</td>
<td>A</td>
<td></td>
<td>Fall 2015</td>
</tr>
<tr>
<td>GEOG 111P</td>
<td>Advanced Placement Credit</td>
<td>S</td>
<td>4</td>
<td>Fall 2015</td>
</tr>
<tr>
<td></td>
<td>GEOG111 - Human Geography - Advanced Placement Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 100P</td>
<td>Advanced Placement Credit</td>
<td>S</td>
<td>4</td>
<td>Fall 2015</td>
</tr>
<tr>
<td></td>
<td>HIST199B - U.S. History - Advanced Placement Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MATH 113P  Advanced Placement Credit  S  4  Fall 2015  
Satisfied by  MATH113 - Calculus AB - Advanced Placement Program  
MATH 114  Calculus II  A  4  Fall 2015  
MATH 200  Multi-Variable Calculus  NA (4)  Spring 2016  
MUSN 165  Chamber Wind Ensembles  NA (1)  Spring 2016  
MUSN 186  Symphonic Wind Ensemble  A  1  Fall 2015  
MUSN 186  Symphonic Wind Ensemble  NA (1)  Spring 2016  
MUSP 138  Perf Study: Clarinet 30’  A  1  Fall 2015  
MUSP 138  Perf Study: Clarinet 30’  NA (1)  Spring 2016  
PHIL 115  HONORS Phil of Human Person  NA (4)  Spring 2016  
PHYS 111  Classical Physics I  NA (4)  Spring 2016  
PHYS 199P  Advanced Placement Credit  S  4  Fall 2015  
Satisfied by  PHYS112 - Physics C - Elect & Mag - Advanced Placement Program  
PHYS 199P  Advanced Placement Credit  S  4  Fall 2015  
Satisfied by  PHYS111 - Physics C - Mechanics - Advanced Placement Program  
POLS 199P  Advanced Placement Credit  S  4  Fall 2015  
Satisfied by  POLS199 - American Govt & Pol - Advanced Placement Program  
THEO 101  Theology 101 in Rome  A  4  J-Term 2016  

Still Needed:  132 credits are required. You currently have 70, you still need 62 more credits.

In-progress  
ENGR 171  Engineering Graphics & Design  NA  4  Spring 2016  
MATH 200  Multi-Variable Calculus  NA  4  Spring 2016  
MUSN 165  Chamber Wind Ensembles  NA  1  Spring 2016  
MUSN 186  Symphonic Wind Ensemble  NA  1  Spring 2016  
MUSP 138  Perf Study: Clarinet 30’  NA  1  Spring 2016  
PHIL 115  HONORS Phil of Human Person  NA  4  Spring 2016  
PHYS 111  Classical Physics I  NA  4  Spring 2016  

Notes  
Student was advised to register for Math 113  
Student and advisor discussed student's career plans.  

Internal  
Who  
Date  
Carlson, Richard M  08/23/2016  
Carlson, Richard M  08/23/2016  

Disclaimer  
You are encouraged to use this degree audit report as a guide when planning your progress toward completion of the above requirements. Your academic advisor or the Registrar’s Office may be contacted for assistance in interpreting this report. This audit is not your academic transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding this degree audit report, your official degree/certificate completion status, or to obtain a copy of your academic transcript.