

This Open Access Textbook will guide students through their English language to academic degree studies. This textbook is used for three seminars in the Portland State University Undergraduate Pathways Program: Introduction, Intermediate and Final.

Key elements include culture and expectations in an American university, transferring academic skills from ESL to content-specific academic courses, and helpful exercises to be academically successful.

# Transition with Purpose: Pathways from English Language to Academic Study

Michele Miller and Anne Greenhoe



# **Transition with Purpose: Pathways from English Language to Academic Study**

By Michele Miller and Anne Greenhoe

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## **Using This Textbook**

Part one of this textbook is a guide for moving from ESL study to academic study at Portland State University\*. It includes the resources students will use to understand policies and processes governing their degree study and their transition to academic coursework.

Part two focuses on how academic skills are used across various disciplines and is comprised of activities and assignments designed to practice these skills.

In seminars, students will use both sections simultaneously.

*\*While much of the content of this book relates specifically to Portland State University, it is our hope that the structure of the text and the activities within it may inspire adaptations to fit the needs of other colleges and universities.*



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## OVERVIEW OF PATHWAYS PROGRAM

### GENERAL OVERVIEW

The Pathways Program promotes and supports student academic success during the transition from the Intensive English Language Program (IELP) to degree study at Portland State University (PSU). The Pathways Program:

- creates a positive connection with students' academic departments.
- reviews important PSU policies and guidelines governing degree study.
- improves students' understanding of PSU and major expectations.
- promotes academic success by transferring skills among disciplines.
- supports students academically and culturally as they begin their academic classes at PSU.

All international students, who intend to earn an undergraduate degree (bachelor's or post-baccalaureate) at Portland State University and who have not earned the required scores on an English language proficiency test, are required to participate in the Pathways Program. Completion of the Pathways Program satisfies PSU's English language proficiency requirement. A language proficiency test score is not required of students who complete the program. Students are expected to earn a 2.7 grade point average (GPA) in their level 4 and 5 classes, including the Pathways seminars, to officially meet the university's language proficiency requirement.

Students who do not complete the Pathways Program will be required to submit a language proficiency test score to be able to move to degree study at PSU. Students who earn the required language proficiency test score while in the Pathways Program will be able to begin full-time academic study in the next term and will be waived from required participation in the program. For more information about PSU's English language proficiency requirements, refer to the information provided by [PSU International Admissions](#).

While Pathways students will follow a general academic program, each student's path and academic plan will be unique and based upon his/her individual circumstances and goals.

## PROGRESSION THROUGH PATHWAYS PROGRAM

The following charts present the general progression as students move through the Pathways Program.

### 9-MONTH PATHWAY

Students in the 9-month program will take three Pathways seminars: Introduction, Intermediate and Final. Students who are consistently in the same level across all skill areas in their first term in the program (level 4) will participate in the 9-month program.

9 MONTH PROGRAM					
First Term		Second Term		Third Term	
All level 4 IELP classes		Two level 5 classes/one or two PSU classes		Two level 5 classes/one or two PSU classes	
<i>Academic English Courses (Level 4)</i>	Credits	<i>Academic English Courses (Level 5)</i>	Credits	<i>Academic English Courses (Level 5)</i>	Credits
Understanding Academic Lectures (4)	4	Grammar and Editing for Academic Writing (5)	4	Discussion Skills or Public Speaking (5)	4
Guided Research Writing (4)	4	Advanced Academic Reading (5)	4	Independent Research Writing (5)	4
Advanced English Grammar (4)	4	PSU class	4	PSU class	4
Academic Reading (4)	4	PSU class (optional)	(4)	PSU class (optional)	(4)
American Culture & Academic Life (new students only)	(2)	Pathways Intermediate	2	Pathways Final	2
Pathways Introduction	2				
Total Credits		18-20	Total Credits	14-18	Total Credits
					14-18

**First term:** all IELP classes (level 4); Pathways Introduction Seminar

**Second term\*:** two level 5 classes/one or two PSU classes; Pathways Intermediate Seminar

**Third term\*:** two level 5 classes/one or two PSU classes; Pathways Final Seminar

**Next term:** full-time academic study at PSU

\*Admission to PSU is required to continue in the second and third terms of the Pathway.

### 6-MONTH PATHWAY

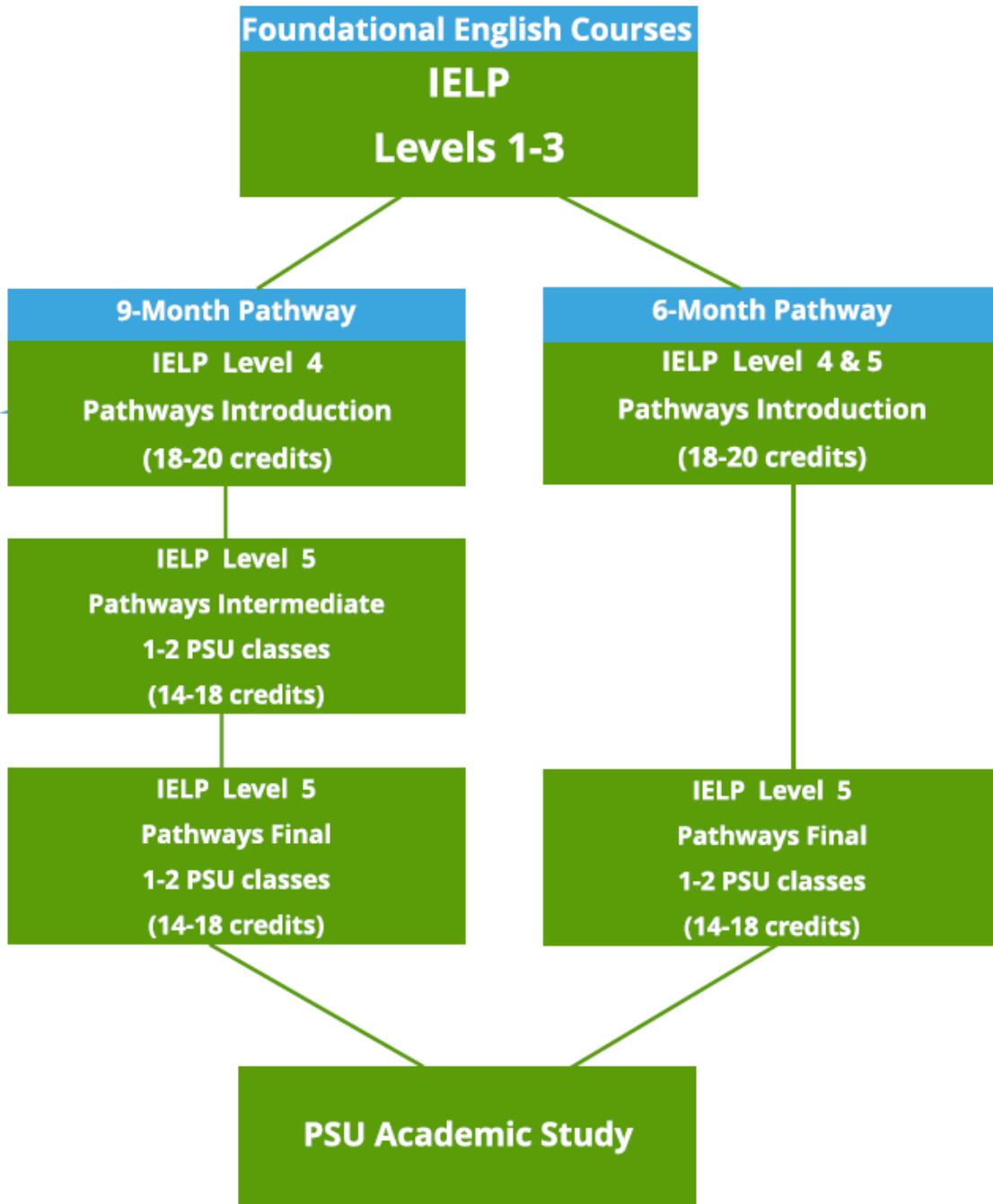
Students in the 6-month program will take two Pathways seminars: Introduction and Final. Students who are in mixed levels (levels 4 and 5) in different skill areas will participate in the 6-month program.

6 MONTH PROGRAM			
First term (IELP classes may differ from what is shown here)		Final Term (IELP classes may differ from what is shown here)	
Two level 4 classes/two level 5 classes		Two level 5 classes/one or two PSU classes	
<i>Academic English Courses (Levels 4 &amp; 5)</i>	Credits	<i>Academic English Courses (Level 5)</i>	Credits
Understanding Academic Lectures (4)	4	Discussion Skills or Public Speaking (5)	4
Guided Research Writing (4)	4	Independent Research Writing (5)	4
Grammar and Editing for Academic Writing (5)	4	PSU Class	4
Advanced Academic Reading (5)	4	PSU Class (optional)	(4)
American Culture & Academic Life (new students only)	(2)	Pathways Final	2
Pathways Introduction	2		
Total Credits		18-20	Total Credits
			14-18

**First term:** all IELP classes (mixed level 4 and 5 classes); Pathways Introduction Seminar  
**Second term\*:** complete level 5 classes/one or two PSU classes; Pathways Final Seminar  
**Next term:** full-time academic study at PSU

\*Admission to PSU is required to continue in the second term of the Pathway.

The following charts illustrate the difference between the two pathways and shows the progression through the program.



## INTRODUCTION TO PATHWAYS PROGRAM AND SEMINARS

The IELP to PSU Pathways Program is designed to provide support to students as they transition from ESL coursework to university academic coursework and degree study. Students will participate in the Pathways Program for two or three terms, depending upon the level of their IELP classes (see charts on previous page). Each term that students participate in the Pathways Program, they will enroll in one of the following Pathways seminars: Pathways Introduction, Pathways Intermediate or Pathways Final. Each seminar is a 2-credit IELP course.

The Pathways Program curriculum focuses on connecting students with resources and reinforcing academic skills necessary to be academically successful in their chosen major and in their undergraduate degree program. The program guides students to gain independence and become self-reliant and self-directed learners who are capable of utilizing the academic and personal resources and tools available to them.

The content of the Pathways seminars features two distinct concentrations:

- program and university policies and processes
- academic skills development and skills transference among disciplines

In addition to English language proficiency, international students will benefit from the following activities and preparation in order to have an academically successful university experience:

- understanding the U.S. educational system
- navigating the university structure and understanding campus resources
- understanding cultural differences in academic settings
- understanding institutional rules and services
- meeting with professors and advisors
- practicing and understanding interdisciplinary skills

The Pathways Program curriculum was developed in part based upon feedback from PSU students, faculty and advisors and was informed by a literature review of student development theories.

Source: Greenhoe A., Miller, M. (2016-2018). *IELP Pathways Research*. Unpublished research, Portland State University, Portland, OR.

Class time for each Pathways seminar will consist of brief readings, activities and assignments that are designed to increase understanding of university academic expectations, policies and guidelines and degree completion requirements. Additionally, students will learn about and practice transferring skills across different academic disciplines and explore co-curricular



opportunities across campus. Throughout the course of the program, students will use the PebblePad ePortfolio platform to create and curate a learning portfolio that includes academic planning and self-reflection.

While students will be using English to develop their knowledge and skills in the Pathways classes, English language is not the academic discipline being studied. Students are strongly encouraged to bring a laptop computer or tablet to class, as many of the materials used in the seminars will be viewed and accessed online. Following is a brief description of each of the Pathways seminars.

#### PATHWAYS INTRODUCTION SEMINAR

This seminar will introduce students to the policies and procedures governing their degree study at PSU. Students will be guided through the steps to select and register for academic classes in which they will enroll in their next term of study, including meeting twice with university academic advisors and learning to use online resources. Using the PebblePad ePortfolio platform, students will create a one-year academic plan and set academic and personal goals. Effective time management and planning strategies are introduced.

#### PATHWAYS INTERMEDIATE SEMINAR

This seminar will provide support to students as they take their first PSU academic classes. Strategies and exercises, designed to promote critical thinking skills and how to apply these in their classes, with an emphasis on transferring skills learned in ESL classes to academic classes, will be introduced. Students will use their experiences in PSU academic classes as a platform for individual reflection and group discussion. Using the ePortfolio created in the Pathways Introduction Seminar, students will monitor and track their academic progress. There will be an emphasis on continuing to build academic skills and connecting with their major departments. Students will meet individually with an advisor in their major in order to select their academic courses for their next term of study. Registration for the next term of study is reviewed and conducted during the term.

#### PATHWAYS FINAL SEMINAR

In this seminar, students will review and reflect upon the academic goals and plan established in the Pathways Introduction seminar, with a focus on applying academic skills for success in the PSU classes that they are taking concurrently with ESL coursework. Students will continue to use their experiences in PSU academic classes as a platform for individual reflection and group discussion, continuing to develop and curate their ePortfolios. Students will prepare for full-time academic study at PSU, including participating in PSU academic department activities, attending PSU New Student Orientation, and participating in the IELP to PSU Transition Workshop.

## PATHWAYS PROGRAM GUIDELINES AND POLICIES: ALL PATHWAYS SEMINARS

Students must demonstrate satisfactory academic performance in all classes (IELP core skills classes, Pathways seminars and PSU academic classes) in order to advance through the Pathways Program and enroll in PSU academic classes while in the program. Satisfactory academic performance typically means completing each course with a C grade (73%) or better.

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### ACADEMIC COURSEWORK ENROLLMENT GUIDELINES

Pathways Program students are expected to enroll concurrently in IELP and PSU academic classes for one or two terms, depending on their Pathways Program placement (6-month or 9-month). Authorization to enroll in PSU academic classes is contingent upon satisfactory academic progress in IELP classes. The grade point average (GPA) requirement for enrolling in academic classes is as follows:

- Authorized to enroll in 1 PSU academic class:  
Minimum requirement: 2.0 term GPA; 2.0 GPA in each class
- Authorized to enroll in 2 PSU academic classes:  
Minimum requirement: 3.0 term GPA; 3.0 GPA in each class\*  
*\*Students who meet this requirement may elect to take one academic class; they are not required to take two academic classes.*

---

### REPEATING CLASSES

Students who fail one or more IELP class, including Pathways seminars, while in the Pathways Program, will repeat the class(es) in the following term, as per standard IELP academic guidelines. Failing one or more IELP class will delay a student's transition to academic coursework.

Students who fail a core IELP class will move into the next sequence of the Pathways Program seminars (Intermediate or Final) in their next term of study. However, they will not be permitted to enroll in PSU academic classes in the next term.

Students who fail a Pathways seminar will repeat the seminar in their next term of study. They will not be permitted to enroll in PSU academic classes in the next term.

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## MEETING PORTLAND STATE UNIVERSITY'S UNDERGRADUATE ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

Completion of the Pathways Program satisfies PSU's English language proficiency requirement. Submission of a language proficiency test score is not required for students who successfully complete the Pathways Program.

All students who intend to study for an undergraduate degree (bachelor's degree) at Portland State University and have not submitted a language proficiency test score that meets PSU's requirement, will participate in the Pathways Program. Students are expected to earn a 2.7 GPA in their level 4 and 5 classes while in the Pathways Program to meet the university's language proficiency requirement and move to all-academic coursework.

Students who do not participate in and successfully complete the Pathways Program will be required to submit a language proficiency test score to be able to study at PSU, even if they have completed level 4 and 5 IELP academic preparation classes (core skills).

## ACADEMIC STANDING

Students enrolled in IELP classes have two transcripts and are subject to the IELP Academic Standing System *and* the PSU Academic Standing System. It is important to understand the details contained in each transcript, as well as how the two are similar and different.

1. IELP transcript: available only by request from the IELP office or the Pathways Advisor
2. PSU transcript: available online through the student's PSU [Banweb](#) account

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## IELP GRADES

IELP classes are credit classes through the PSU Department of Applied Linguistics. All IELP classes appear on both transcripts with the course prefix LING. Grades earned in IELP classes will always show as A-F on the IELP transcript. All grades are counted and calculated in the IELP grade point average (GPA).

Grades earned in level 4 and 5 IELP academic preparation classes are calculated in the PSU grade point average and are counted in both the PSU term and cumulative GPA. Level 4 and 5 classes are graded A-F in the PSU transcript unless students intentionally change the grade option to Pass (P)/No pass (NP). P/NP grades have no grade points associated with them and do not impact the PSU GPA. Credits are still earned with the P/NP grade option.

Grades for Skills Enhancement Classes (SECs) and Pathways seminars always show as P/NP on the PSU transcript unless the student changes the grading option to A-F, according to the university's posted grade option change deadlines.

# Grades in classes: IELP and PSU transcripts

**Levels 0-3: IELP grade point average only; NO PSU grade point average**

Level	Grade in each class	Grade point equivalent	IELP transcript	PSU transcript	PSU GPA (grade point average)
0-3	A	4.0	A	P	0.00
0-3	B	3.0	B	P	0.00
0-3	C	2.0	C	P	0.00
0-3	D	1.0	D	NP	0.00
0-3	F	0.0	F	NP	0.00

**\*\*Minimum grade required to PASS an IELP class: 70% (C-) 1.67 gpa\*\***

**Levels 4-5: IELP grade point average AND PSU grade point average**

Level	Grade in each class	Grade point equivalent	IELP transcript	PSU transcript	PSU GPA (grade point average)
4-5	A	4.0	A	A	4.00
4-5	B	3.0	B	B	3.00
4-5	C	2.0	C	C	2.00
4-5	D	1.0	D	D	1.00
4-5	F	0.0	F	F	0.00

## IELP ACADEMIC STANDING SYSTEM

The purpose of the Academic Standing System is to ensure students are successful in their classes and to identify students who may be struggling academically and need additional support. There are five categories of academic standing:

**Academic Excellence:** Passing grades earned in all classes and term GPA 3.7 or above.

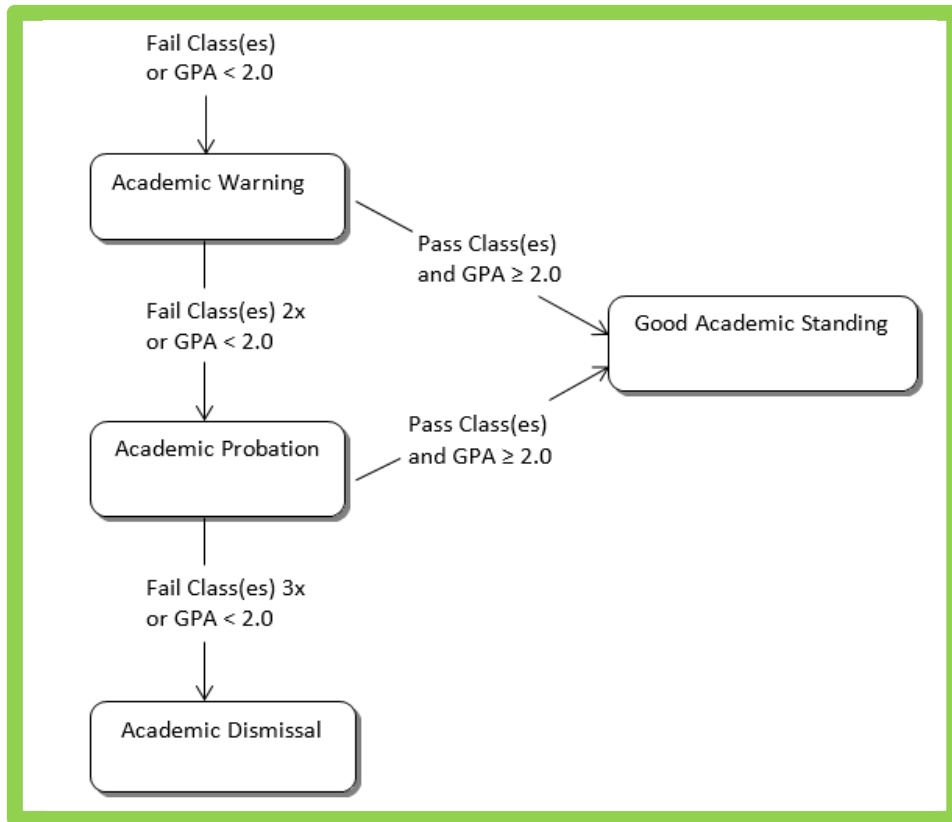
**Good Academic Standing:** Passing grades earned in all classes and term GPA 2.0 or above.

**Academic Warning:** One or more failing grades; failing a class for the *first* time -OR- term GPA below 2.0.

**Academic Probation:** One or more failing grades for the *second* time; failing one or more classes for the *second* time -OR- term GPA below 2.0 in two consecutive terms.

**Academic Dismissal:** One or more failing grades for the *third* time; failing one or more classes for the *third* time -OR- term GPA below 2.0 in three consecutive terms. Students who are academically dismissed may not continue to study in the IELP and must transfer to another language program or return home. This decision may be appealed through the IELP Academic Standing Committee.

## IELP Academic Standing System



Good Academic Standing requires students to earn a GPA of 2.0 or above for each term (term GPA) and maintain a cumulative GPA of 2.0 or above.


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### IELP ACADEMIC TRANSCRIPT

Students may view or obtain their IELP Academic Record, also known as a transcript, by making a request at the IELP front desk. Alternatively, students may view their transcript with their Pathways Advisor.

Following is an example that shows that all grades appear as A-F in an IELP transcript. The same classes are used in the example of the PSU academic transcript, appearing on page 18, in order to demonstrate how grades earned in the same term appear as Pass (P) or No Pass (NP).

IELP transcript example:

<b>Intensive English Language Program</b>			 <b>Portland State</b> UNIVERSITY		
Post Office Box 751 Portland, Oregon 97207-0751 University Center Building 527 SW Hall Street, Ste 400		503-725-4088 503-725-2311 esl@pdx.edu www.pdx.edu/esl			
<b>Name:</b>			<b>Date Issued:</b>		
<b>Date of Birth:</b>					
<b>Student ID:</b>					
<b>A C A D E M I C R E C O R D</b>					
<b>SPRING QUARTER 2014</b>			<b>Term GPA: 3.55</b>		
<u>Course #</u>	<u>Section</u>	<u>Course Title</u>	<u>Level</u>	<u>Grade</u>	<u>Credits</u>
LING 199	001	PEP ACAL	PEP	A	3
LING 101	002	PEP Grammar/Writing	PEP	B	6
LING 104	002	PEP Reading	PEP	A	6
LING 106	001	PEP Speaking/Listening	PEP	B+	3
<b>WINTER QUARTER 2013</b>			<b>Term GPA: 3.22</b>		
<u>Course #</u>	<u>Section</u>	<u>Course Title</u>	<u>Level</u>	<u>Grade</u>	<u>Credits</u>
LING 144	003	Academic Reading	4	C-	3
LING 142	004	Advanced English Grammar	4	A	3
LING 155	002	Discussion Skills	5	A	3
LING 143	001	Guided Research Writing	4	B-	3
LING 170	012	SEC: Intercultural Skills [3-5]		A	2

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## PSU ACADEMIC STANDING

Guidelines for satisfactory academic progress for undergraduate and post-baccalaureate students are established by the PSU Scholastic Standards Committee. The Scholastic Standards Committee (SSC) is a Faculty Senate committee comprised of teaching, research, and non-teaching faculty across campus.

The SSC has the authority to place any student on academic warning, probation, or dismissal according to the following guidelines:

1. Grade changes or removal of incomplete grades do not change academic standing status.
2. Academic standing in the current term may be changed by engaging the repeat policy, however repeating courses will not retroactively change the status of a past term.
3. Students who are academically dismissed from PSU are not permitted to register either full-time or part-time.
4. When evaluating undergraduate academic standing, only PSU undergraduate credit is considered.
5. Students on academic warning or probation, who receive only grades of I, X and/or NP, will lose academic standing, meaning that they will progress to the next level in the academic standing system.

## PSU UNDERGRADUATE ACADEMIC STANDING PPOLICY

### **Good Standing**

When the term GPA is 2.00 or higher and the cumulative Portland State GPA is 2.00 or higher, students are in good academic standing. Good Standing is not recorded on the academic transcript.

### **Academic Warning**

Students with 12 or more attempted credits (including PSU and transfer work), whose cumulative PSU GPA falls below 2.00, will be placed on Academic Warning. A registration hold will also be applied to the student record until completion of a mandatory workshop facilitated by Advising and Career Services. Students who are placed on Academic Warning are limited to a maximum of 13 credits in future terms unless an Academic Advisor approves a larger course load.

### **Academic Probation**

Students on Academic Warning will be placed on Academic Probation if they do not meet one of the following requirements:

1. Raise their cumulative PSU GPA to 2.00, thereby returning to Good Standing
2. Earn a GPA for the given term of 2.25 or above, thereby remaining on Academic Warning and subject to the same requirements in the next term. Students who are on Academic

Probation are limited to a maximum of 13 credits per term unless approved for more by an Academic Advisor.

### **Academic Dismissal**

Students on Academic Probation will be dismissed at the end of the term if they do not meet one of the following requirements:

1. Raise their cumulative PSU GPA to 2.00, thereby returning to Good Standing
2. Earn a PSU GPA for the given term of 2.25 or above, thereby remaining on Academic Probation and subject to the same requirements for the next term.

### **Academic Reinstatement**

Students who are dismissed may only be reinstated to the University upon petition to, and approval by, the Scholastic Standards Committee (see Petitions). If reinstatement is approved, students will be reinstated to Probation status.

### **Improving Academic Standing**

Students whose current academic standing is Warning, Probation or Reinstatement must earn at least a 2.25 GPA each term to maintain their current academic standing. Earning a 2.25 or higher term GPA does not revert current academic standing to the previous standing. In order to return to Good Standing, students must raise their cumulative PSU GPA to a 2.00 or higher.

Source: <https://www.pdx.edu/regISTRATION/academic-standing>, December 20, 2018, © Portland State University 2018.

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## PSU ACADEMIC TRANSCRIPT

The PSU academic transcript is a term-by-term academic history, with courses taken, credits attempted and earned, grades for each course, term GPA and cumulative GPA. Student type from initial admission to PSU and academic standing are also noted. Student type is used to determine general education requirements through University Studies (covered in more detail in a later section) and is also linked to class standing (freshman, sophomore, junior, or senior; also covered in a later section). Students who have no previous university credits are freshmen, whereas students who have completed coursework at another college or university that has been accepted at PSU, may have advanced class standing at admission.

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### ACCESSING YOUR PSU UNOFFICIAL TRANSCRIPT:

1. From the [PSU home page](#), go to [MyPSU](#) (top right corner)
2. Go to School Tools
3. Go to Banweb
4. Go to Student Services
5. Go to Student Records
6. Go to View Unofficial Academic Transcript

Or, go directly to [Banweb](#)

Following are excerpts that show how P/NP grades and A-F grades appear and are counted in GPA calculations on the PSU transcript. The same terms presented in the IELP transcript in a previous section are shown here for the sake of comparison.



## Student Academic Transcript

This is not an official transcript. Courses which are in progress may also be included on this transcript.

Information for  
[Institution Credit](#) [Transcript Totals](#) [Courses in Progress](#)

Portland State Un  
 Unofficial Transcr

### STUDENT INFORMATION

**Student Type:** HS Grad w/ 0-11 Coll Cred

**Curriculum Information**

**Current Major(s):**

**Major:** Business Adm: Accounting

\*\*\*Transcript type:Self Service - Web Display is NOT Official \*\*\*

### INSTITUTION CREDIT -Top-

**Term: Spring 2014 Quarter**

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
LING	101	UG	PRE-ENTRY GRAMMAR/WRITING	P	6.000	0.00	
LING	104	UG	PRE-ENTRY READING	P	5.000	0.00	
LING	106	UG	PRE-ENTRY SPEAKING/LISTENING	P	3.000	0.00	
LING	199	UG	SPST:PEP AM CULT/ACAD LIFE	P	3.000	0.00	

#### Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>PSU Current:</b>	17.000	17.000	17.000	0.000	0.00	0.00
<b>PSU Cumulative:</b>	17.000	17.000	17.000	0.000	0.00	0.00

Unofficial Transcript

**Term: Winter 2013 Quarter**

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
LING	142	UG	ADVANCED ENGLISH GRAMMAR	A	3.000	12.00	
LING	143	UG	GUIDED RESEARCH WRITING	B-	3.000	8.01	
LING	144	UG	ACADEMIC READNG NONNATIVE SPKR	C-	3.000	5.01	
LING	155	UG	DISCUSSION SKILL-NON NATIVE SP	A-	3.000	11.01	
LING	170	UG	SKILLS ENHANCEMENT	P	2.000	0.00	

#### Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>PSU Current:</b>	14.000	2.000	14.000	12.000	36.03	3.00
<b>PSU Cumulative:</b>	70.000	58.000	70.000	12.000	36.03	3.00

Unofficial Transcript

Source: © 2018 Ellucian Company L.P. and its affiliates

### IELP LEVEL 4 AND 5 CLASSES

Level 4 and 5 classes in the IELP are automatically graded A-F and show as A-F in your PSU academic record. Skills Enhancement Classes (SECs) and Pathways Seminars taken while in levels 4 and 5 are automatically graded P/NP. The grades earned in levels 4 and 5 are part of your undergraduate PSU transcript and university GPA. Classes taken P/NP are excluded from GPA calculation. Students may change A-F grades to P/NP, and SEC classes and Pathways seminars from P/NP to A-F, according to the [university's add/drop/grade option change deadlines](#).

P/NP grades do not have a grade point average associated with them, but they are counted as credits attempted/credits earned. The maximum number of P/NP credits allowed during a student's entire degree study is 45. Please note that:

- P/NP grades earned in levels 0-3 IELP classes are not counted in the maximum number of P/NP credits.
- Earning a P grade does not improve or lower your PSU GPA.
- Earning an NP grade does not improve or lower your PSU GPA.
- Both F and NP grades reflect that a student failed the course.

For students who change one or more of their level 4 or 5 classes to P/NP for the PSU transcript, the actual grade earned for the class (A-F) *is still recorded in their IELP transcript and record*. The actual grade is also counted in the IELP GPA and is used to calculate the level 4 or 5 GPA for Pathways Program completion purposes.

Students may change their grade option from A-F to P/NP for their level 4 and 5 classes, and to change P/NP to A-F for Skills Enhancement Classes and Pathways seminars. Students who wish to change one or more classes to P/NP must do so according to the university's policies, procedures and deadlines.

In general, students are *discouraged* from changing level 4-5 grades to P/NP, except in very specific circumstances and in consultation with their Pathways Advisor. If you are considering changing a level 4 or 5 class to P/NP, it is strongly recommended that you discuss this with your Pathways Advisor prior to making the change.

- The deadline to change grade option in fall, winter and spring terms is the end of week 7 of each term.
- The deadline to change grade option in summer term is the end of week 5.

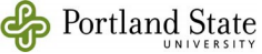
See the PSU Registrar’s website for the [academic calendar and deadlines](#).

IELP classes are part of the PSU *undergraduate* GPA only. Students who will enroll in graduate courses at PSU will have a separate GPA for graduate study.

## HOW TO CHANGE GRADE OPTIONS

Use the PSU [Special Registration Form](#) to change grade options. Complete the top portion of the form with your contact information and complete Section III with the course information. Note that instructor approval is NOT required to change grades to A-F or P/NP. Submit the completed form to the Registration and Records window in the Registrar’s Office or send it by email to [registrar@pdx.edu](mailto:registrar@pdx.edu).

Clear Form
Print



9

Student ID

### Special Registration

Complete and sign this form and bring it to the Registration & Records windows in the Neuberger Hall lobby.  
You may also submit the completed/signed form by email to registrar@pdx.edu or fax to 503.725.5525 after any required approvals.  
Submit this form after getting required approvals. Only the overrides approved below will be processed.  
For deadlines, refer to the Academic Calendar at [www.pdx.edu/registration/calendar](http://www.pdx.edu/registration/calendar). View your schedule and account information at [banweb.pdx.edu](http://banweb.pdx.edu)

Quarter/Year

Last Name (print)

First Name (print)

Daytime Phone (required if faxed)

Student Signature (required)

Date

Email

**I. ADD** OVERRIDES (Department stamps/ Instructor initials)

	CRN	SUBJ	COURSE #	SECTION #	CREDITS	GRADE OPTION*	Pre-requisite	Class	Major/College	Closed/Waitlist	Co-Req/Time Conflict	Override All
1												
TITLE:												
2												
TITLE:												
3												
TITLE:												

**Override Descriptions:**

- Closed/Waitlisted – Overrides closed section or adds from waitlist
- Prerequisite – Waives prerequisite course(s)
- Co-Req/Time Conflict – Waives co-requisite or time conflict restrictions
- Class/Major/College – Waives specific class standing, major, or college restrictions
- Override All – Invokes all of the above overrides

**II. DROP / WITHDRAW**

	CRN	SUBJ	COURSE #	SECTION #	CREDITS	DEPARTMENT APPROVAL
1						
TITLE:						
2						
TITLE:						
3						
TITLE:						

**III. GRADE OPTION CHANGE**

	CRN	SUBJ	COURSE #	CHANGE GRADE OPTION TO:	INSTRUCTOR APPROVAL*
1					
TITLE:					
2					
TITLE:					

\* Instructor initials required to change grade option to Audit.

Rev. 1/18 – Registration | special reg.doc
Records Retention: 1 year

## Summary:

1. If you fail a level 4 or 5 class (D, F or NP grade), you will repeat the class in the next term of study.
  - a. Upon completing the class a second time, you may replace the failing grade with the passing grade earned the second time. The failing grade will be removed from your PSU GPA but will remain on your transcript.
  - b. You may have a lower GPA in the term that you failed the class. However, at the end of the following term, your GPA will increase when the failing grade is excluded and only the passing grade is included in the calculation.
  - c. A Notice of Repeated Course Form must be submitted to the Registrar's Office in order for the failing grade to be excluded from the GPA calculation. The form may be submitted at any time during your degree program.
  - d. When repeating a course and replacing the grade, the course must be graded A-F both times. Courses taken P/NP cannot replace a failing grade.
2. There is a limit to the number of credits you may take P/NP. A student may take 45 credits of P/NP credits during their degree study.
  - a. If you select P/NP for all level 4 and 5 classes, 32 of the 45 credits will be used for IELP classes. Only 13 credits will remain for the remainder of your degree study at PSU.
  - b. It is more important to be able to use the P/NP option during degree study than during IELP study. Using a large number of P/NP credits for IELP classes will greatly limit the number available for use later at PSU.

---

## REPEAT POLICY

Following is the [PSU Repeat Policy](#). The Policy and [form](#) can be found on the [Registrar's website](#).

### Repeat Policy

This policy only applies to undergraduate duplicate courses. Free

Grades earned in all courses remain on students' permanent academic records; however, University policy holds that repeated courses affect the calculation of official G.P.A. as follows:

- Credit is retained on the first A, A-, B+, B, B-, C+, C, C-, and all grades in subsequent attempts are included when calculating G.P.A., and
- The first PSU grade of D+, D, D-, or F is excluded in calculating G.P.A. if the course is repeated at Portland State University for a differentiated grade (not Pass/No-Pass). Credit is retained on the last grade received. Both grades are retained on the transcript. If repeated more than once, each subsequent grade will be retained on the transcript and counted in the GPA.

Students who have repeated course work must submit a completed [Notice of Repeated Course](#) form to the Registration windows in the lobby of Neuberger Hall to ensure that an initial D or F grade is excluded when calculating G.P.A. and that the official G.P.A. is reflected on student transcripts.

FOR UNDERGRADUATE STUDENTS

## Notice of Repeated Course

TO OVERRIDE PREVIOUS D+, D, D-, or F GRADE

Name \_\_\_\_\_  
Last First MI

Original Course \_\_\_\_\_  
Term/Year Dept & Course #

Repeated Course \_\_\_\_\_  
Term/Year Dept & Course #

Grade  
(Must be D+, D, D-, or F)

*Provide title of the course if course number is different or the course title has changed.*

\_\_\_\_\_

### Policy:

University policy allows that a grade of D+, D, D-, or F may be disregarded in the calculation of the grade point average (GPA) if the student repeats the same course and earns another grade.

### Explanation:

- Both the original and repeated course must be taken at PSU.
- Only the first D+, D, D-, or F grade can be disregarded, or excluded, from the calculation of the GPA.
- The second course (repeat) must also be graded (A-F). This grade is included in the calculation of the GPA. Transfer and correspondence courses are not eligible for this policy. Credit by examination and courses taken for Pass/No Pass are not included in GPA calculations, and are not eligible for this policy. *Subsequent attempts after the second course repeat are not eligible for recalculation.*
- Original grades are not removed from the academic record (transcript).

**Submit this form after the end of the term in which the repeated course has been graded, to the Transcripts Window (Neuberger Hall Lobby).**

Rev.06/10 - Registration | repeated\_course.doc

Source: <https://www.pdx.edu/registration/repeat-policy>, December 21, 2017, © Portland State University 2018.

## CALCULATING GRADE POINT AVERAGE (GPA)

It can be helpful to understand how term GPA and cumulative GPA are calculated. Portland State University computes current term and cumulative GPA according to the following scale:

A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = 0.67
C+ = 2.33	F = 0.00

### TO CALCULATE GPA FOR ONE TERM:

1. Multiply the point value of the letter grade (see scale above) by the number of credit hours. The result is the grade points (quality points) earned.
2. Total the credit hours for the term; total the quality points for the term.
3. Divide the total quality points by the total credit hours. The result is the GPA for the term.

Here is an excerpt that demonstrates how each of these components appears on a transcript for the term GPA calculation:

Term: Winter 2017 Quarter							
Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
LING	142	UG	ADVANCED ENGLISH GRAMMAR	C+	4.000	9.32	
LING	143	UG	GUIDED RESEARCH WRITING	B+	4.000	13.32	
LING	144	UG	ACADEMIC READNG NONNATIVE SPKR	B-	4.000	10.68	
LING	147	UG	UNDERSTANDING ACADEMIC LECTURE	B-	4.000	10.68	
LING	170	UG	SKILLS ENHANCEMENT	A	2.000	8.00	
Term Totals (Undergraduate)							
				Attempt Hours	Passed Hours	Earned Hours	GPA Hours
<b>PSU Current:</b>				18.000	0.000	18.000	18.000
						Quality Points	GPA
						52.00	2.88

Source: © 2018 Ellucian Company L.P. and its affiliates

### TO CALCULATE CUMULATIVE GPA

1. Follow steps 1 and 2 above for each term.
2. Total the credit hours from all terms; total the quality points from all terms.
3. Divide the total quality points for all terms by the total credit hours for all terms. The result is the cumulative GPA.

Example:

Term 1		Term 2	
<b>B-</b>	3 credits	<b>C+</b>	4 credits
<b>C</b>	3 credits	<b>A-</b>	5 credits
<b>A</b>	2 credits	<b>B-</b>	3 credits
<b>C-</b>	3 credits	<b>B</b>	4 credits
<b>D+</b>	4 credits		

### TERM 1 CALCULATION:

---

B- =  $2.67 \times 3$  credit hours = 8.01 quality points

C =  $2.00 \times 3$  credit hours = 6.00 quality points

A =  $4.00 \times 2$  credit hours = 8.00 quality points

C- =  $1.67 \times 3$  credit hours = 5.01 quality points

D+ =  $1.33 \times 4$  credit hours = 5.32 quality points

**Add** the number of quality points for term 1:

$8.01 + 6.00 + 8.00 + 5.01 + 5.32 = 32.34$  quality points.

**Add** the number of credit hours for term 1:

$3 + 3 + 2 + 3 + 4 = 15$  credit hours.

**Divide** the total quality points by the total credit hours:

$32.34 / 15 = 2.15$  GPA

### TERM 2 CALCULATION:

---

C+ =  $2.33 \times 4$  credit hours = 9.32 quality points

A- =  $3.67 \times 5$  credit hours = 18.35 quality points

B- =  $2.67 \times 3$  credit hours = 8.01 quality points

B =  $3.00 \times 4$  credit hours = 12 quality points

**Add** the number of quality points for term 2:

$9.32 + 18.35 + 8.01 + 12 = 47.68$  quality points.

**Add** the number of credit hours for term 2:

$4 + 5 + 3 + 4 = 16$  credit hours.

**Divide** the total quality points by the total credit hours:

$47.68 / 16 = 2.98$  GPA

### CUMULATIVE GPA CALCULATION:

---

**Add** the quality points for all terms:

$32.34$  (term 1) +  $47.68$  (term 2) =  $80.02$  quality points.

**Add** the credit hours for all terms:

$15$  (term 1) +  $16$  (term 2) =  $31$  credit hours.

**Divide** the total credit hours for all terms by the total quality points for all terms:

$80.02 / 31 = 2.58$  GPA

Here is an excerpt that demonstrates how each of these components appears on a transcript for the term and cumulative GPA calculation:

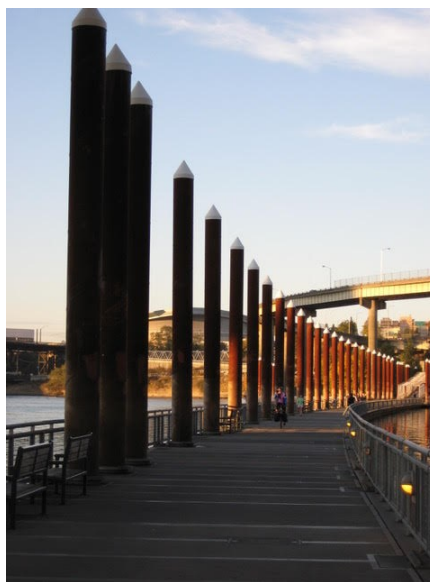
INSTITUTION CREDIT <a href="#">-Top-</a>									
Term: Fall 2016 Quarter									
Additional Standing:		Dean's List							
Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R		
LING	143	UG	GUIDED RESEARCH WRITING	A	4.000	16.00			
LING	144	UG	ACADEMIC READING NONNATIVE SPKR	A	4.000	16.00			
LING	152	UG	GRAMMAR & EDITING ACADEMIC WR	A-	4.000	14.68			
LING	155	UG	DISCUSSION SKILLS NONNATIVE S	A-	4.000	14.68			
LING	170	UG	SKILLS ENHANCEMENT	P	2.000	0.00			
LING	199	UG	SPST: PATHWAYS INTRODUCTION	P	2.000	0.00			
Term Totals (Undergraduate)									
				Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>PSU Current:</b>				20.000	4.000	20.000	16.000	61.36	3.83
<b>PSU Cumulative:</b>				20.000	4.000	20.000	16.000	61.36	3.83
Unofficial Transcript									
Term: Winter 2017 Quarter									
Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R		
BI	202	UG	FUND BIO:ECOL, CONSRVTN & HLTH	A	3.000	12.00			
BI	205	UG	FUNDAMENTALS OF BIOLOGY LAB	A	1.000	4.00			
LING	153	UG	INDEPENDENT RESEARCH WRITING	A	4.000	16.00			
LING	154	UG	ADVANCED ACADEMIC READING	A	4.000	16.00			
LING	199	UG	SPST: PATHWAYS INTERMEDIATE	P	2.000	0.00			
MTH	111	UG	INTRO COLL MATH I	C	4.000	8.00			
Term Totals (Undergraduate)									
				Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>PSU Current:</b>				18.000	2.000	18.000	16.000	56.00	3.50
<b>PSU Cumulative:</b>				38.000	6.000	38.000	32.000	117.36	3.66

Source: © 2018 Ellucian Company L.P. and its affiliates

## GENERAL GPA INFORMATION

- Only courses graded on an A-F basis are used in calculating GPA. Courses taken as P/NP, credit-by-exam, correspondence, and audit are not included.
- The GPA calculation never includes transfer work from other colleges.
- Separate GPAs are printed on transcripts for undergraduate courses and for graduate courses.

Source: <https://www.pdx.edu/regISTRATION/calculating-grade-point-average>, December 21, 2017, © Portland State University 2018.



Path on the bank of the Willamette River in Portland, Oregon



## UNIVERSITY STRUCTURE

Various departments at PSU work together to provide quality services and instruction. This section provides a brief overview to demonstrate how the university works as a single educational entity to support all aspects of your enrollment. Administrative services, student services and academic units each fulfill a function that contributes to the vision, mission and values of the university and the student as an individual.

---

### UNIVERSITY MISSION AND VALUES

Vision:

Portland State University leads the way to an equitable and sustainable future through academic excellence, urban engagement, and expanding opportunity for all.

Mission:

- We serve and sustain a vibrant urban region through our creativity, collective knowledge and expertise.
- We are dedicated to collaborative learning, innovative research, sustainability and community engagement.
- We educate a diverse community of lifelong learners.
- Our research and teaching have global impact.

Values:

- We promote access, inclusion and equity as pillars of excellence.
- We commit to curiosity, collaboration, stewardship and sustainability.
- We strive for excellence and innovation that solves problems.
- We believe everyone should be treated with integrity and respect.

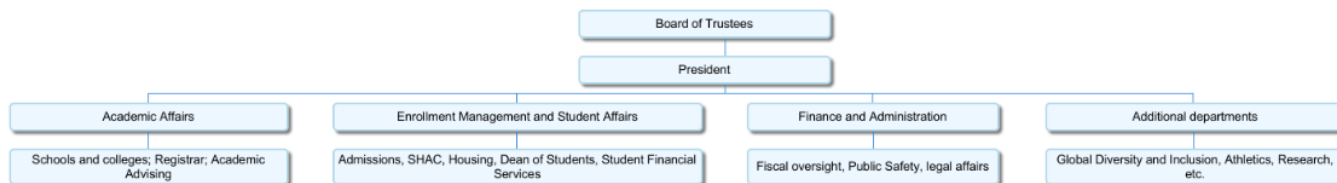
Source: <https://www.pdx.edu/portland-state-university-mission>, December 21, 2017, © Portland State University 2018.

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### UNIVERSITY ORGANIZATION

- Office of Academic Affairs (OAA): Manages curriculum, instruction, and all matters that relate to academics.
- Enrollment Management and Student Affairs (EMSA): Oversee the university's services to students outside of the classroom.
- Finance and Administration (FADM): Represents departments that manage campus functions such as transportation, budgeting, campus facilities and campus safety.

The university's [current organizational chart](#) can be found on the Finance and Administration (FADM) webpages. Here is a simplified visual of the major components of the university:



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## ACADEMIC AFFAIRS: BASIC STRUCTURE

[Academic Affairs](#) is the central administrative office, with responsibility for the institutional academic mission, programming and policy implementation, support programs for academic personnel and students, academic fiscal management, and collective bargaining with the American Association of University Professors (AAUP-PSU Chapter), and the Portland State University Faculty Association (PSUFA). Academic Affairs is guided by the Provost who serves as Chief Academic Officer of the university. Working with deans and other administrators, the Provost collaborates with the campus and external communities to achieve the academic mission and vision of the University.

Source: [www.pdx.edu/academic-affairs/about-us](http://www.pdx.edu/academic-affairs/about-us), March 6, 2018, © Portland State University 2018.

Most universities are comprised of several schools or colleges, which house specific majors and programs of study. The highest administrative position in a school or college is a dean, and all deans possess an academic and teaching or research background and nearly always a doctoral degree. There may also be various associate and assistant deans within a school or college, depending on its size. All faculty within a school/college report to the dean. All deans report to the provost of the university. The provost is normally the highest position within academic affairs and reports directly to the president. This general structure is typical of most colleges and universities within the American higher education system, though specific position names may vary according to the institution.

## SCHOOLS AND COLLEGE OFFERING UNDERGRADUATE PROGRAMS AT PORTLAND STATE UNIVERSITY:

- College of Liberal Arts and Sciences (CLAS)
- College of the Arts (COTA)
- College of Urban and Public Affairs (CUPA)
- Maseeh College of Engineering and Computer Science (MCECS)
- OHSU-PSU School of Public Health
- School of Business Administration (SBA)
- School of Social Work (SSW)

## SCHOOLS OFFERING ONLY GRADUATE PROGRAMS:

- Graduate School of Education (GSE)
- Graduate School of Social Work (GSSW)

Within the American system of higher education, many university instructors are also referred to as professors and hold terminal degrees in their field of study. For most areas of study, a doctoral degree is the terminal degree. One exception to this general rule is the Master of Fine Arts degree (MFA).

When beginning their teaching or research careers, most professors begin as an assistant professor, then progress to associate professor and finally to full professor as they build their teaching and research portfolios and gain tenure. Teaching professionals who do not hold a doctoral degree are often categorized as instructors and are not formally addressed by the title of professor. There may be different ranks of instructor, depending upon the college or university's policies and procedures.

Assistant, associate and full professors generally teach and/or research full-time. Non-tenured teaching faculty (NTTF) may hold degrees at any level (doctoral, master's, bachelor's) and most often teach full-time. NTTF are not eligible for tenure. Adjunct professors and instructors are typically engaged to teach on a part-time basis.



Path in the countryside

## ADMISSION TYPE AND CLASS STANDING

Knowing and understanding your admission type and class standing is necessary to be able to successfully manage several different aspects of your academic career. Your class standing determines when you will be able to register for classes each term and the classes that you will be able to take, including your University Studies (UNST) requirements.

Year	Standing	Credits earned	Course level	University Studies
First	Freshman	0-44	100-200	Freshman Inquiry (FRINQ)
Second	Sophomore	45-89	100-200	Sophomore Inquiry (SINQ)
Third	Junior	90-134	300-400	Junior Clusters
Fourth	Senior	135-180	300-400	Senior Capstone

The number of credits with which you are admitted, and your student admission type determine your class standing in your first term of study. After your first term of study, your admission type will remain the same, but your class standing will change as you earn more credits.

Credits may have been earned at another university (transfer credits) or at PSU through the IELP (institutional credits). Credits earned through the IELP are counted in a student's credit total for academic standing, but they do not exempt students from the University Studies requirement for each year of study that is based solely upon admission type.

For example, if a student is admitted to PSU as a freshman with no previous university study, the student will be required to fulfill the Freshman Inquiry (FRINQ) course through University Studies, even if the student has earned credits in the IELP that place them in a higher class standing. University Studies is more fully explored in a later section.



Highway with long view and cloudy sky

## UNDERSTANDING ADMISSION TYPE

Admission type is determined at the time that students are admitted to PSU. This code and type is permanent and issued only one time. Following are the most common admission types:

**(GED)** -Students admitted using a recognized GED examination. Mostly domestic, but some International students take the GED as well

**(Pre-High school Grad-No College)** - Undergraduate students admitted **before** secondary school graduation and do not have college level transfer credit

**(Pre- High school Grad with College)** - Undergraduate students admitted **before** secondary school graduation but have college level transfer credits

**(High school Grad 0-11 College Cr)** - Undergraduate students admitted with proof of secondary school completion and fewer than 12 transferable college credits

**(High school Grad 12-29 College Cr)** - Undergraduate students admitted with proof of secondary school completion and fewer than 30 transferrable college credits

**(Transfer 30-44 hours)** - Undergraduate students admitted with 30-44 transferrable college credits

**(Transfer 45-89 hours)** - Undergraduate students admitted with 45-89 transferrable college credits

**(Transfer 90-134 hours)** - Undergraduate students admitted with 90-134 transferrable college credits

**(Transfer 135+)** - Undergraduate students admitted with 135 or more transferrable college credits

**Post-Bac (General)-PB** - Post-Baccalaureate students who will pursue a second bachelor's degree or Undergraduate level certificate

---

## VIEWING ADMISSION TYPE IN BANWEB

You will need to know your admission type and class standing for academic planning purposes in the Pathways Program.


### Instructions

1. Go to [MyPSU](#) on the [PSU home page](#)
2. Go to Log in to Banweb
3. Go to Student Services
4. Go to Student Records
5. Go to View Unofficial Academic Transcript

(Transcript Level: = All Levels; Transcript Type: =Self Service – Web Display)

**Student Academic Transcript**

---

 This is not an official transcript. Courses which are in progress may also be included on this transcript.

Information for

[Transfer Credit](#) [Institution Credit](#) [Transcript Totals](#)

**Portland State University**  
Unofficial Transcript for

**STUDENT INFORMATION**

**Student Type:** Transfer 45-89 Hrs

**Curriculum Information**

**Current Major(s):**

**Major:** Bus Adm: Mgmt & Leadership

\*\*\*Transcript type: Self Service - Web Display is NOT Official \*\*\*

Source: © 2018 Ellucian Company L.P. and its affiliates

## VIEWING CLASS STANDING IN BANWEB

### Instructions


1. Go to [MyPSU](#) on the [PSU home page](#)
2. Go to Log in to Banweb
3. Go to Student Services
4. Go to Registration and Class schedule
5. Go to Check your Registration Status

**Banweb**

[Personal Information](#) [Student Services](#) [Financial Aid](#) [Employee Services](#) [System Access](#)

**Check Your Registration Status:**

---

 Displayed below are various items which may affect your registration. Your Time Ticket,

- ✓ You have no Holds which prevent registration.
- ✓ Your Academic Standing is Good Standing which permits registration.
- ✓ Your Student Status permits registration.

Your Class for registration purposes is Senior (135-999).

**Earned Credit**

Level	Type	Hours
Undergraduate	Transfer	4.000
Undergraduate	Institutional	176.000

**Curriculum Information**

**Current Program**

Bachelor of Arts

**Level:** Undergraduate

**Admit Term:** Fall 2012 Quarter

**Admit Type:** International

**Catalog Term:** Summer 2012 Quarter

**College:** Business Admin-School

**Major:** Business Adm: Marketing

Source: © 2018 Ellucian Company L.P. and its affiliates

## TRANSFER STUDENTS

If you are a transfer student with credits transferred from a different institution (either from within the U.S. or overseas), there are additional steps that you must take to ensure that you will be able to register for the correct classes. Each transfer student's situation is different and you will need to work with the Office of International Admissions to have your credits from previous courses evaluated. It is possible that not all credits will be accepted by PSU, so it is important to determine how many credits PSU will accept as well as their PSU course equivalencies. In some cases, it may be necessary for academic departments to be part of the transfer evaluation.

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### TRANSFER CREDIT EVALUATION

Students who have earned credit at another college or university should initiate a Transfer Credit Evaluation with the Office of International Admissions as soon as possible. Transfer Credit Evaluations can be conducted **ONLY** with official transcripts.

PSU may accept credits completed at another college or university toward your degree requirements and it is extremely beneficial to know the classes that PSU has accepted **BEFORE** you begin selecting PSU academic classes. In most cases, you do not want to repeat a course that you have already taken elsewhere. If PSU does not have a direct equivalent to a course that you have taken at another college or university, you may request a Transfer Credit Evaluation through your major department.

In this case, advisors and/or professors in your major will review detailed information about the course(s) taken. If the content of the course(s) is similar to a course at PSU, and if you acquired the same knowledge, PSU may accept the other course in place of a PSU course.

It may be necessary to obtain syllabi or course descriptions from the university where the course was previously taken. This can often take weeks or months of additional time. In some cases, and when possible, it may be helpful to go to the college or university in person to obtain the necessary documentation.

Additional information for students with transfer credit from the PSU Office of International Admissions:

- a. Students can be admitted as undergraduate students based on unofficial transcripts, but an official transfer credit evaluation can only be initiated after OFFICIAL transcripts are submitted.
- b. Students who are admitted based upon submission of unofficial transcripts are instructed to submit official transcripts in their admission letter.
- c. When official transcripts are received by International Admissions, the transfer credit evaluation for undergraduate students will begin automatically.
- d. Transfer credit evaluations for students applying for post-bac admission status are not automatic. A PSU academic advisor must specifically request a transfer credit evaluation for post-bac students.
- e. Transfer credit evaluations may take up to several weeks to complete, depending on the institution(s) where students completed previous work.
- f. Transcripts must be sent directly to PSU from the university where the courses were taken.
- g. Additional information about [official documents](#)
- h. Additional information and [FAQs](#)

## UNIVERSITY STUDIES REQUIREMENTS FOR TRANSFER STUDENTS

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Details about University Studies (UNST) themes and courses are presented in a later section. The following information applies only to students who have earned more than 29 transfer credits.

A student who has earned more than 29 credits at another university, either in the U.S. or in another country, will be classified as having earned “transfer” credit for UNST purposes and may be exempt from one or two years of University Studies requirements.

30-59 credits = waived out of FRINQ; must complete 3 SINQs

60-74 credits = waived out of FRINQ; waived out of 1 SINQ; complete 2 SINQ

For MCECS majors:

For each FRINQ or SINQ credit waived, students must earn an equal number of Arts and Letters/Social Science elective credits. Maximum waiver credits are 27 (all FRINQ and SINQ).

6 IELP credits may count as Arts and Letters elective credits.



## CLASS STANDING AND STANDING IN MAJOR AND DEGREE

Class standing is primarily used to determine when students can register according to the university's registration schedule. It may have little or no relevance to how many additional credits will be needed to earn a degree in a particular major. For example, you may be a junior in university class standing, but a freshman in your major.

### University-level transferrable credits

These are credits earned at another college or university that PSU will accept as general elective credits, but do not fulfill degree requirements.

Example: Physical Education courses or courses that do not have similar content to PSU classes

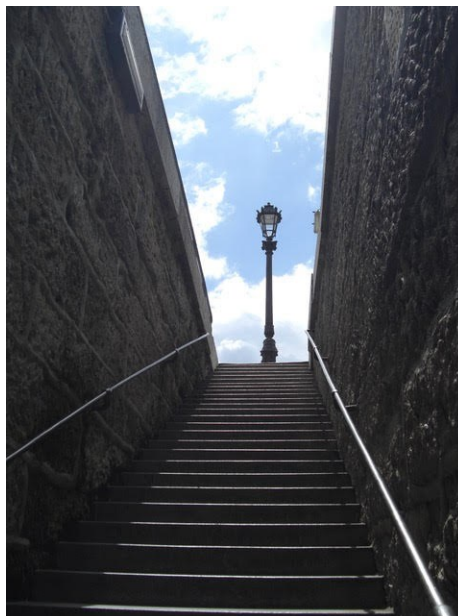
### Degree-applicable credits

These are credits earned at another college or university that PSU will accept as part of the courses/credits required for a PSU degree in a specific major.

Example: Math 251, Writing 121, Art 120

Not all university-level transferrable credits are degree-applicable credits.

Example: You have a high number of transferrable credits and thus upper class standing, but if none of those credits can be applied to your degree requirements in your major, you may be considered a "freshman" in your major.



Steep steps  
leading to street  
level

ACADEMIC PLAN TEMPLATE

Use [this template](#) to complete your academic plan. You can then save the PDF and update it each term that you are in the Pathways Program.

**PSU Pathways Program: Academic Plan**

First name: \_\_\_\_\_ Last name: \_\_\_\_\_ PSU ID: \_\_\_\_\_

Major: \_\_\_\_\_ Admission type: \_\_\_\_\_ Class standing: \_\_\_\_\_

Term:			
Course name	Course department	Course number	Credits
<i>EX: Understanding Academic Lectures</i>	<i>LING</i>	<i>147</i>	<i>4</i>
			Total credits:
Term:			
Course name	Course department	Course number	Credits
			Total credits:
Term:			
Course name	Course department	Course number	Credits
			Total credits:

## PSU WEBSITE

From the [PSU homepage](https://www.pdx.edu), you can quickly navigate much of what you need for managing your classes. Specifically, you are able to access multiple resources and tools through the quick menu and [myPSU](#) site as illustrated below. As a student, it is essential that you become familiar with PSU's student account interface, Banweb. Banweb is the university's student information system and it allows students to access and manage their personal and academic information. You are encouraged to explore the many facets within your Banweb account and to become comfortable and familiar with using it to manage your student record.

The image displays two screenshots of the Portland State University website. The top screenshot shows the main homepage with a green header containing the university logo, navigation links (myPSU, Contact, Quick Menu), and a search bar. A red circle highlights the 'Quick Menu' dropdown. Below the header is a large banner image of four people in green jackets with the text 'An academic approach to reducing Portland airport waste'. The bottom screenshot shows the 'myPSU' student portal interface, which features a grid of service tiles: Classes, Finances, Today, School Tools, Resources, and What's new?. A red circle highlights the 'Quick Menu' dropdown in the top right corner, which is expanded to show a list of services categorized by user type (I want to..., I am a...), course tools, and directories.

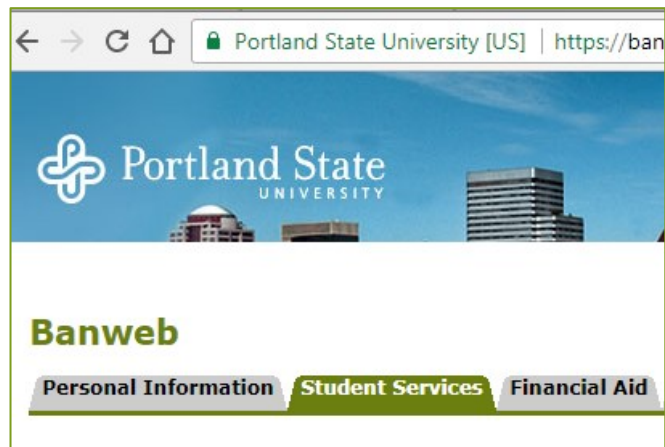
Source: <https://www.pdx.edu>,  
February 9, 2018, © Portland State University 2018.

## BANWEB

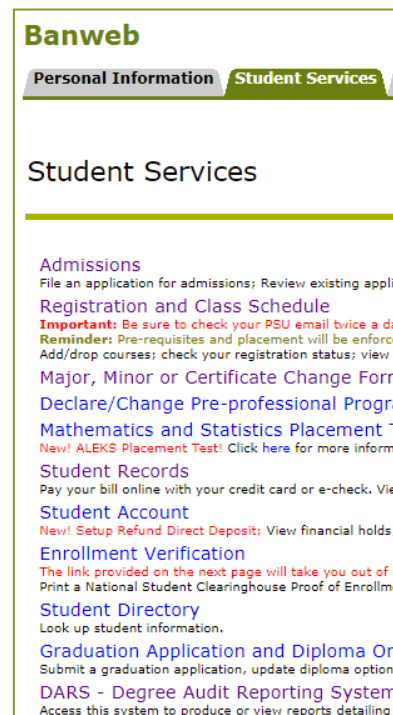
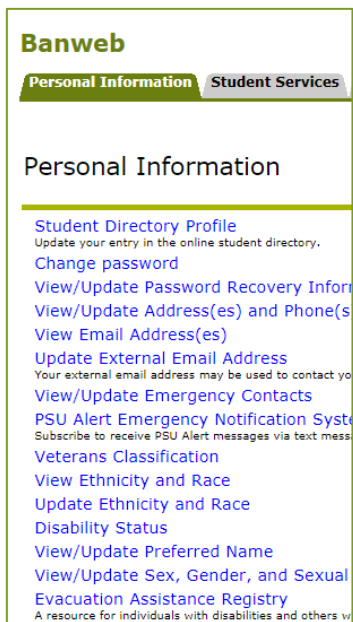
There are multiple ways to access [Banweb](#) and other tools through the [PSU homepage](#), including from the Quick Menu and [myPSU](#) options in the top right corner of the page. Some of the tools that you will use most frequently as a student are Banweb, your student email and calendar, and D2L. D2L is an online learning platform that many instructors use to interact with students and to manage content for the course. You are encouraged to download [the myPSU application](#) to your mobile devices.

Here are some examples of the information and features found in [Banweb](#):

- Personal information
- Emergency contact information
- PSU ID number
- Academic information
  - Major
  - Class standing
  - Admission type
- Unofficial transcript
- Registering for classes
- Student account
- Account holds
- Major change form



Understanding how to use Banweb to search and register for classes is covered in a later section.



Source: © 2018 Ellucian Company L.P. and its affiliates

## PSU OFFICE OF THE REGISTRAR

The [Office of the Registrar](#) is an important academic resource and one that you will use regularly for the duration of your degree study.



Examples of information provided by the Registrar's Office (RO) include the university's academic calendar (term dates, term calendars, add/drop deadlines, priority registration schedule), tuition and fees, academic policies, and other matters pertaining to students' academic records. You are encouraged to spend time reviewing the website and in particular the [A-Z Index](#) of information and services, which includes links to forms, policies and publications such as the current [PSU Bulletin/Catalog](#), a comprehensive academic guide to the university.

Source: <https://www.pdx.edu/registration>, December 20, 2017, © Portland State University 2018.

## DEGREE REQUIREMENTS

### DEGREE REQUIREMENTS INTRODUCTION

To earn an undergraduate degree at PSU, all students complete:

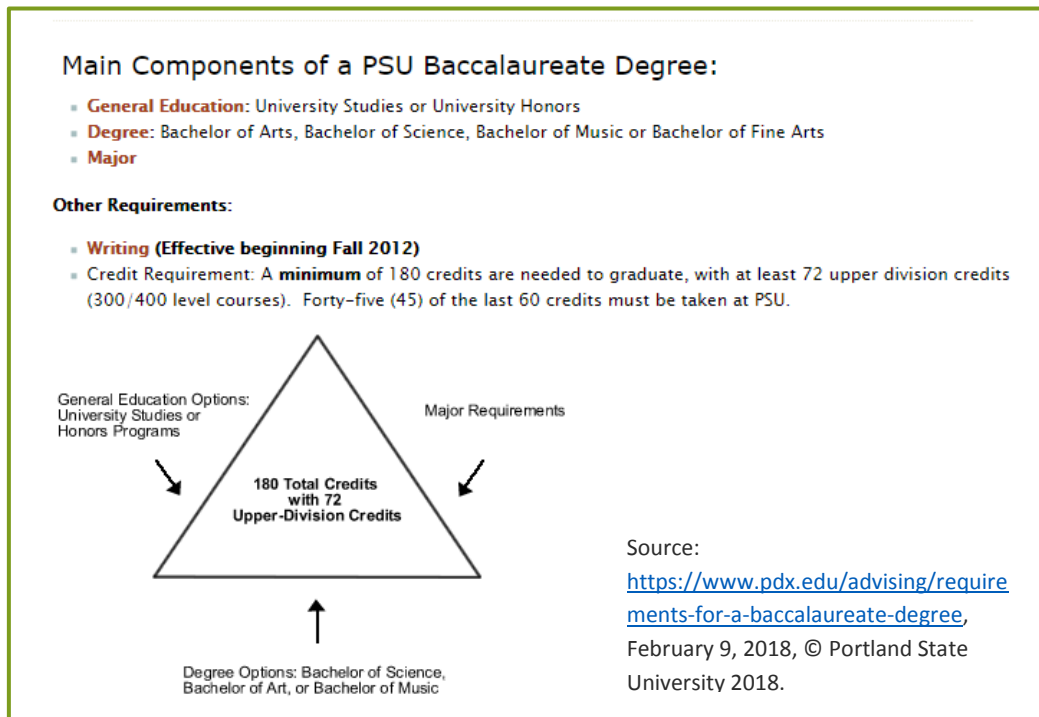
- Major Requirements
- Degree Requirements
- General Education Requirements (this will be explored fully in a later section)

- ✓ 93% of employers agree that the capacity to think critically, communicate clearly and solve complex problems is more important than major.
- ✓ 80% of employers agree that regardless of major, every college student should acquire broad knowledge in the liberal arts and sciences.

*Source: It Takes More Than a Major: Employer Priorities for College Learning and Student Success. 2013. Retrieved from*

[https://www.aacu.org/sites/default/files/files/LEAP/2013\\_EmployerSurvey.pdf](https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf)

There are basic requirements that all PSU students must complete in order to earn a bachelor's degree. All credits must equal or exceed the following credits in each specific area as explained on [the PSU webpage detailing graduation requirements](#). Some majors may have a higher credit requirement.



Through General Education, the foundation of the bachelor's degree, students gain knowledge, skills and experiences that will enhance their learning in their chosen major.

## OVERVIEW OF BACHELOR DEGREES

There are several types of bachelor degrees and each type requires a specific number of credits in a specific distribution of academic areas. Degree requirements and major requirements may overlap in some cases. The number of total credits needed for degree completion is generally 180, however some majors may have higher credit completion requirements. Most of the information outlined in the following section can be found on [these advising pages](#) on the PSU website.

### **Bachelor of Arts (B.A.)**

- 28 total credits (may be more depending on foreign language placement)
  - 16 credits in Arts & Letters (4 of these credits must be in Fine & Performing Arts)
  - 4 credits in Sciences/Math (excluding Math 100 or lower)
  - 8 credits in Social Sciences/Sciences/Math (excluding Math 100 or lower)

\*\*International students whose first language is not English automatically meet the foreign language requirement, either by submitting an English language proficiency test score, or by successfully completing the Pathways Program.

More information about the BA Foreign Language requirement can be found on the [World Languages & Literatures](#) website.

### **Bachelor of Science (B.S.)**

- 28 total credits:
  - 12 credits in Sciences (not including Math/Statistics; 8 of the 12 credits must be coursework with a lab or fieldwork)
  - 12 credits in Arts & Letters/Social Sciences
  - 4 credits in college-level Math/Statistics (excluding Math 100 or lower)

### **Bachelor of Music (B.M.)**

- Students must complete a program of music and applied music as prescribed by the Music Department.

### **Bachelor of Fine Arts (B.F.A.)**

- Students must complete the specific program as prescribed by the Fine Arts department.



\*Students completing a BS, BM or BFA who have not met the Second Language requirement will also need to satisfy this requirement prior to graduation. Please see the [World Languages & Literatures](#) website for information how to satisfy the requirement.

With many majors, students may select either the B.A. or the B.S. degree. However, there are a few exceptions. For example, Applied Linguistics, English, International Studies, Judaic Studies and World Languages majors may only earn a Bachelor of Arts degree, while Engineering and Computer Science majors may only earn a Bachelor of Science. Only music majors may select the Bachelor of Music and only Art Practices and Creative Writing majors can select the Bachelor of Fine Arts and both of these require selective admission to the major via audition or portfolio. Students should consult with the appropriate academic advisor regarding options in their intended major.

Source: <https://www.pdx.edu/advising/bachelor-arts-bachelor-science-and-bachelor-music>, February 16, 2018, © Portland State University 2018.

## MAJOR REQUIREMENTS

A major is a primary field of study with an in-depth academic focus. Within their major, students will develop a significant level of knowledge in a specific academic area. To complete a bachelor's degree, students must complete the requirements for one of the majors offered by PSU. PSU offers over 100 majors and the number of credits required for each major varies. This information and more can be found on [this advising page](#).

Details about the specific requirements for undergraduate programs offered by PSU are located on each academic department's website, all of which can be accessed through [this main page](#).

## UNDERGRADUATE PROGRAMS: DEGREE MAPS

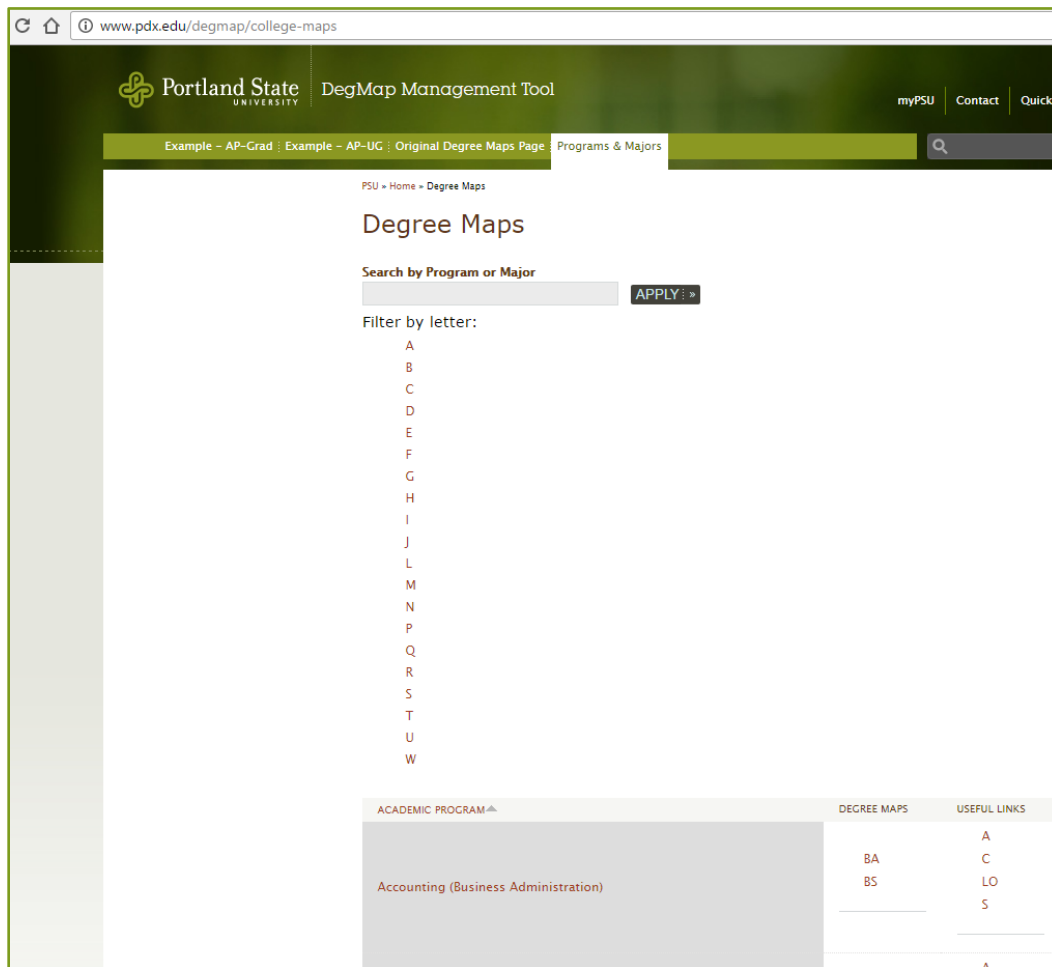
Use the [online Degree Mapping tool](#) to find:

- links to every major, minor and certificate at PSU
- complete lists of courses required, term-by-term, for every degree
- direct connections to academic advisors in each program
- career resources for every program, including relevant jobs and professional organizations



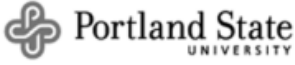
*Degree Maps Disclaimer:*

The Degree Maps provided on this site are academic planning tools to be used by students in consultation with an academic advisor. Degree Maps for the current year are displayed. The University makes every effort to offer required courses in the terms outlined, but the Maps do not constitute a promise that all courses will be offered in the terms indicated. The Maps do not replace the official [Degree Audit System \(DARS\)](#) used to certify degree completion, which is subject to department and University approval. Every effort is made to ensure accuracy, but the Maps are subject to update and correction.



Source: <https://www.pdx.edu/degmap/college-maps>, February 20, 2018, © Portland State University 2018.

Following is an example of a Degree Map (first and second year only) for a BS in Architecture:

		<b>Architecture Bachelor of Science 2015-16 Degree Map</b>				
		<b>First Year</b>				
Fall		Winter		Spring		Notes & Milestones
Course	Credit	Course	Credit	Course	Credit	
Freshman Inquiry	5	Freshman Inquiry	5	Freshman Inquiry	5	
ARCH 100	4	ARCH 101	4	ARCH 121	4	
ARCH 120	4	Science Elective	4	Lab Science Elective	4	
Math/Statistics Elective	4				4	
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>13</b>	<b>Total Credits</b>	<b>13</b>	
<b>Second Year</b>						
Fall		Winter		Spring		Notes & Milestones
Course	Credit	Course	Credit	Course	Credit	
Sophomore Inquiry	4	Sophomore Inquiry	4	Sophomore Inquiry	4	
ARCH 230	4	ARCH 231	4	ARCH 232	4	
ARCH 280	6	ARCH 281	6	General Elective	4	
Lab Science Elective	4	General Elective	1	General Elective	4	
<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>16</b>	Must complete Portfolio Review spring term for admission to professional track.  <b>Milestone:</b> Portfolio Review. Complete ARCH 232, ARCH 281 (by end of spring term).

Source:

[https://www.pdx.edu/degmap/sites/www.pdx.edu/degmap/files/degree\\_maps/Degree\\_map\\_ARCH\\_BS\\_16.pdf](https://www.pdx.edu/degmap/sites/www.pdx.edu/degmap/files/degree_maps/Degree_map_ARCH_BS_16.pdf), February 20, 2018, © Portland State University 2018.

Students should be aware that a majority of their classes in the first two years of study may be degree electives or general education (University Studies). In addition to degree elective courses, students will also complete major elective courses. Both are necessary for degree completion, regardless of major. Major elective courses provide breadth of knowledge to the major courses that are studied in the third and fourth years of degree study.

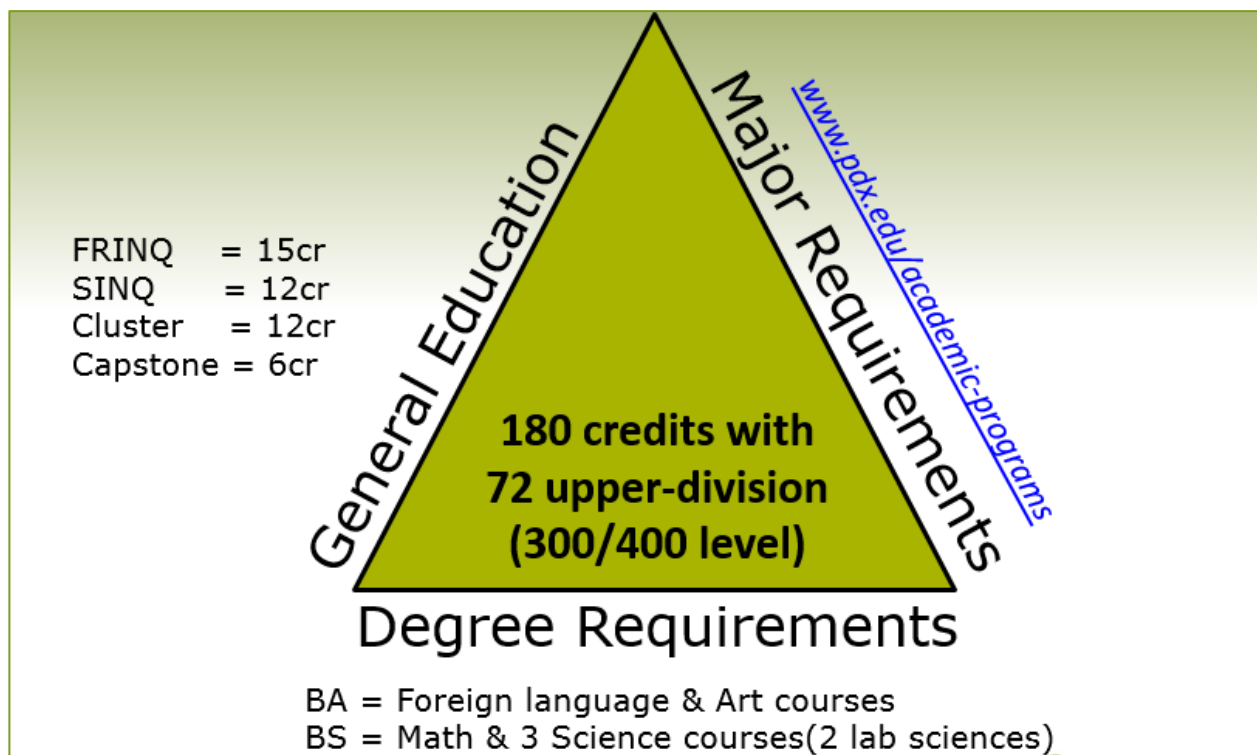
A general definition of the term “elective” may mean that something is optional. However, when elective is used in the context of degree study, it is a *requirement* that students must may fulfill through selection of one option among several.

In the Degree Map in Architecture showing the first two years of degree study previously cited, of the 22 courses in the first two years of study, nine are major courses. The remainder of the

coursework is comprised of elective courses required for a BA degree and six courses within University Studies.

University Studies (UNST) courses are required for all majors and for degree completion at Portland State University. These general education courses develop the connection of all subjects studied as part of an undergraduate degree. It is this integration and interdisciplinarity that are at the core of a liberal arts education. More information about UNST coursework is outlined below and can be found on [this UNST webpage](#).

University Studies provides students with integrated and connected learning experiences that lay the foundation for lifelong intellectual development. Extending through all four years, the program teaches students how to think critically, communicate effectively, and gain a broad awareness of the human experience to instill a deep sense of responsibility to oneself, their peers and their community.



Source: PSU Advising and Career Services presentation to IELP, 2016

## INTRODUCTION TO UNIVERSITY STUDIES (UNST)

The source for the following information is the [University Studies landing page](#) on the PSU website. Nearly all institutions of higher learning require students to complete a general education program in addition to their major field of study. Portland State University's nationally recognized approach to education is based on an extensive review of current research. Strong evidence shows that tightly structured clusters of courses with an interdisciplinary thematic approach help to create a more effective education program. Using [mentored inquiry sections](#), extending the program throughout the four years, and integrating carefully articulated goals further increase the program's effectiveness. The University Studies general education program is designed to provide those environmental factors and learning opportunities that are known to enhance learning, satisfaction, and retention for students.

University Studies begins with Freshman Inquiry, a yearlong course introducing students to different modes of analysis and provides them with the tools to succeed in advanced studies and their majors. At the sophomore level, students choose three different Sophomore Inquiry courses, each lead to a thematically linked, interdisciplinary cluster of courses at the upper level. Finally, all students are required to complete a Capstone course, which consists of teams of students from different majors working together to complete a project that addresses a real problem in the Portland metropolitan community.

**Placement** within the University Studies sequence is based upon the student's admission type. Students who earned university credit at another college or university before matriculating at PSU may be exempted from some UNST requirements based upon the number of credits earned and accepted as transfer credits.

Credits earned in IELP classes are included in calculating class standing, however credits earned in IELP classes are NOT included when determining UNST placement and requirements. For example, a student admitted as a freshman with no previous university study who studies in the IELP for 3 terms may earn 50 or more credits. The student will have sophomore standing but their UNST placement will be in FRINQ.

[View this VIDEO for more details about University Studies](#)

All PSU students admitted as freshmen with no previous college coursework are required to meet the UNST requirements outlined below. Transfer students may have earned credits at another institution that are equal to some UNST courses. All students, regardless of transfer credits, will need to fulfill some or all UNST requirements in order to graduate.



Source: <https://www.pdx.edu/unst/unst-introduction>, February 9, 2018, © Portland State University 2018.

This table demonstrates the number of credits necessary for each category of class standing and the corresponding University Studies placement for each year of study.

Year	Standing	Credits earned	Course level	UNST course
First	Freshman	0-44	100-200	FRINQ
Second	Sophomore	45-89	100-200	SINQ
Third	Junior	90-134	300-400	Junior Cluster
Fourth	Senior	135-180	300-400	Senior Capstone

## UNST THEMES

The courses in UNST have different themes and students may choose a theme that aligns with their major. For example, a graphic arts or architecture major may be interested in taking “Work of Art,” where students study through different visual and written texts. Science majors may be interested in the theme “Design and Society,” which explores how we create the world we live in.

Students who choose a theme that does not align directly with their major will still gain the required foundation that the general education program provides. For example, the theme “Immigration, Migration, and Belonging” explores what it is to live in an increasingly multicultural world. Many students choose the “Portland” theme because they want to learn more about the various historical, social and political aspects of the city.

Regardless of the theme that students select, they will gain insight by connecting various experiences and perspectives, while also developing research and critical thinking skills. Each of these components give them a well-rounded basis as they acquire their liberal arts education.

The screenshot shows the Portland State University website's 'University Studies' section. The main navigation bar includes 'myPSU', 'Contact University Studies', and 'Quick Menu'. The breadcrumb trail reads: 'PSU > University Studies > Freshman Inquiry > Freshman Inquiry Course Themes'. The page title is 'Freshman Inquiry Course Themes'. A sidebar on the left lists '2016-2017 Themes' including Design & Society, Health, Happiness, and Human Rights, Human/Nature, Immigration, Migration, and Belonging, Life Unlimited?, Portland, Power and Imagination, Race and Social Justice, Sustainability, What Are Great Books?, and The Work of Art. The main content area contains an introductory paragraph, a paragraph about course requirements, a paragraph about class size and frequency, and a paragraph about scheduling. Below this is a 'Learning Objectives' section with a paragraph describing the skills students will gain. At the bottom of the sidebar are links for 'Faculty', 'Senior Inquiry High School Program', 'Student Resources', and 'Faculty Resources'.

Source: <https://www.pdx.edu/unst/freshman-inquiry-course-themes>, February 9, 2018, © Portland State University 2018.

## TRANSFER STUDENTS AND UNIVERSITY STUDIES

Students who have transferred credit to PSU from another college or university must either transfer credits equivalent to UNST courses or complete UNST courses to gain the credits necessary to graduate from Portland State University. The following information is sourced directly from the [UNST website](#).

Students are placed in the University Studies program according to the number of transfer credits completed once enrolled in classes at Portland State University (PSU) as a formally admitted student. After registering for courses at PSU as a formally admitted student, additional credits completed at another institution will not change this placement. Note that Non-Degree (also known as “Quick Entry”) admission is not formal admission, and courses completed at PSU as a Non-Degree student are considered transfer credits for University Studies placement. As noted previously, credits earned through IELP classes are not counted in UNST placement.

Placement in the University Studies program will be reflected on a student’s Transfer Evaluation and/or DARS report. As the table below indicates, students who transfer with 90 or more credits will have the lower-division portion of the University Studies courses waived (FRINQ and SINQ). Students exempted from lower-division UNST requirements must still complete the Upper-Division Cluster and Senior Capstone, a total of 18 credits. Note: The Upper Division Cluster requirement is a PSU requirement. There are no equivalent courses offered at other institutions. Three cluster courses must be chosen from the list of approved courses and may not come from the major department.

CREDITS TRANSFERRED	UNIVERSITY STUDIES REQUIREMENTS*
0 - 29	<u>Freshman Inquiry</u> - UNST 1X1, 1X2, 1X3
30 - 59	Three <u>Sophomore Inquiry</u> courses - UNST 211-299
60 - 74	Two <u>Sophomore Inquiry</u> courses - UNST 211-299
75 - 89	One <u>Sophomore Inquiry</u> course - UNST 211-299
90+	Three <u>Upper-Division Cluster</u> courses (12 credits) and <u>Senior Capstone</u> (6 credits)

\*Students must begin with indicated course(s) and complete the remainder of the UNST program.

Source: <https://www.pdx.edu/unst/transfer-students-and-university-studies>, February 9, 2018, © Portland State University 2018.

## MATHEMATICS AND STATISTICS PLACEMENT TEST

### **ALEKS Math Placement Exam**

Students with majors specified below are required to complete the [ALEKS Math Placement Exam](#). For the university's purposes, the only exception is if a student has completed a college-level math course (level 100 or above) at a college or university within the past 12 months.

For the purposes of the Pathways Program, all students in the Pathways Introduction Seminar are required to complete the math placement exam as a required, graded class assignment. Becoming familiar with an online testing system such as ALEKS is beneficial to all students, regardless of their major.

All students in any of the majors listed below must complete the Math Placement Test (ALEKS) BEFORE meeting with an academic advisor in their major area of study. Students who have not completed the Math Placement Test will not be ready to meet with their PSU academic advisor, and their advisor will not be able to fully assist them in recommending academic courses to take in the next term.

### **Majors requiring the Math Placement Exam**

Biology

Biochemistry

Business Administration (all SBA majors)

Civil Engineering

Computer Engineering

Chemistry

Earth Science

Economics

Electrical Engineering

Environmental Science

Geology

Health Studies

Mathematics

Mechanical Engineering

Physics

Psychology

Pre-Health Professions\*

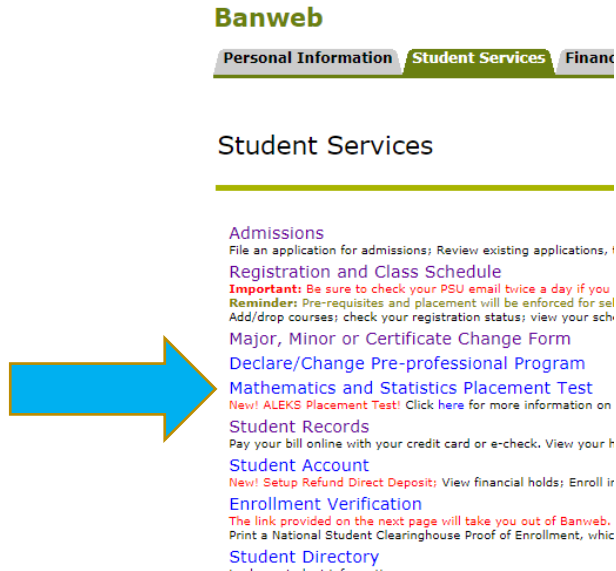
\*Pre-Health Professions tracks include students planning to pursue pre-nursing, pre-medicine, pre-dental, pre-dental hygiene, pre-optometry, pre-pharmacy, pre-occupational therapy, pre-veterinary, pre-naturopathy, pre-clinical lab science, pre-radiation therapy and/or pre-chiropractic programs.



## Notes about the Math Placement Test:

- The math placement test is an online test
  - Students may log in to the test from any computer with an internet connection, on- or off-campus.
  - Results will be immediately available upon completing the test
  - Results will be automatically reported in students' PSU student records and available to advisors on campus
  - Students should not study or prepare to take the math placement test; the test is meant to determine the correct level of math class appropriate to students' skills without advance preparation
  - Students may register for any math class within their score code OR BELOW
    - Many students choose to begin their math classes below their actual placement level. Although students may have strong math skills, studying math in English will be more challenging than studying it in their first language.

Carefully review all of the [instructions and information](#) provided about the math placement test BEFORE [logging in](#) to begin the test. You can also access the test portal through your [Banweb](#) account:



**Banweb**

[Personal Information](#) [Student Services](#) [Finance](#)

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### Student Services

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[Admissions](#)  
File an application for admissions; Review existing applications, I

[Registration and Class Schedule](#)  
**Important:** Be sure to check your PSU email **twice a day** if you  
**Reminders:** Pre-requisites and placement will be enforced for sel  
**Add/drop courses; check your registration status; view your sch**

[Major, Minor or Certificate Change Form](#)

[Declare/Change Pre-professional Program](#)

[Mathematics and Statistics Placement Test](#)  
**New! ALEKS Placement Test!** Click [here](#) for more information on

[Student Records](#)  
Pay your bill online with your credit card or e-check. View your h

[Student Account](#)  
**New! Setup Refund Direct Deposit;** View financial holds; Enroll in

[Enrollment Verification](#)  
**The link provided on the next page will take you out of Banweb.**  
Print a National Student Clearinghouse Proof of Enrollment, whic

[Student Directory](#)

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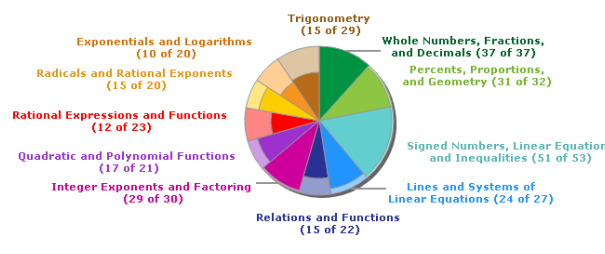
Portland State University College of Liberal Arts & Sciences: Fariborz Maseeh Department of Mathematics + Statistics

Students (Prospective & Current) Resources Faculty & Staff Research Events Employment Giving

PSU » College of Liberal Arts & Sciences » Math & Statistics » Mathematics and Statistics Placement in ALEKS

## Mathematics and Statistics Placement in ALEKS

ALEKS is a web-based, artificially intelligent assessment and learning system. It uses adaptive questioning to quickly and accurately determine exactly what you know, don't know, and are ready to learn. This means that the ALEKS assessment is unique for every student and will expose your particular strengths and weaknesses. After completing the ALEKS assessment, you will get a detailed pie chart (see below) of your current mathematical knowledge, and will have the opportunity to refresh on mathematical topics in a Learning Module to help you prepare for your courses.



Follow the steps below to complete the Placement Test in ALEKS and enroll in a Mathematics or Statistics course at PSU. **Be sure to read all directions completely.** Frequently Asked Questions can be found here.

1. Take the Placement Test.
2. Interpret your score.
3. Use the Learning Module.
4. Retake the Placement Test (if necessary).
5. Register for classes.
6. Additional resources and contact information.

Additional information, including placement exam scores and math class options, can be found on the [department's website](#).

Score	Course Placement
76 - 100	MTH 251: Calculus I ECE 103: Engineering Programming ECE 171: Digital Circuits PH 201: General Physics
61 - 75	MTH 112: Introductory College Mathematics II CH 221: General Chemistry ECE 102: Engineering Computation
46 - 60	MTH 105: Excursions in Mathematics MTH 111: Introductory College Mathematics I MTH 211: Foundations of Elementary Mathematics I STAT 105: Elementary Data Analysis STAT 241: Application of Statistics for Business STAT 243: Introduction to Probability and Statistics I (Click <a href="#">here</a> for STAT 243 registration instructions)
30 - 45	MTH 095: Intermediate Algebra
0 - 29	None (Click <a href="#">here</a> for further instruction)

Source: <https://www.pdx.edu/math/placement/instructions>, February 9, 2108, © Portland State University 2018.

For questions relating to the Math Placement Test or math placement at PSU in general, contact:

- Math Department at 503-725-3621
- Placement Coordinator at [mathplacement@pdx.edu](mailto:mathplacement@pdx.edu)

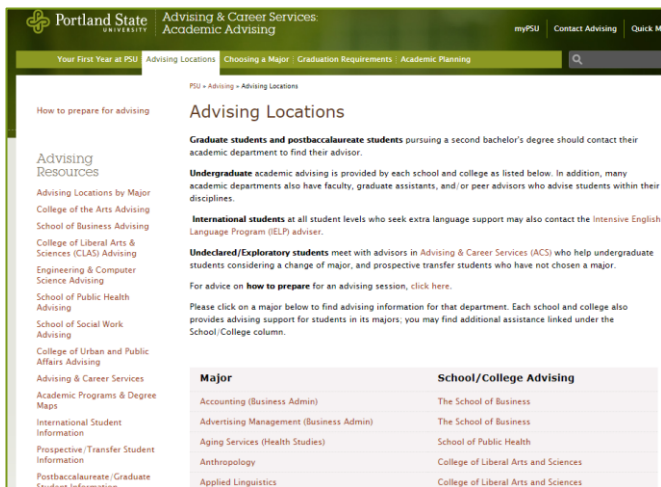
## ACADEMIC ADVISING

### ADVISING RESOURCES

Each academic department at PSU determines its own structure for providing academic advising. For this reason, it is important for students to understand the advising structure in their academic department and also other departments in which they may be taking classes. Some departments offer drop-in advising on certain days and times, others offer advising by appointment only. Many departments use an online appointment scheduling system, whereas others may require a telephone call to make an appointment. Some advisors may be booked out for weeks or even a month or more, so it is important to plan ahead.

Depending on the college or school, students may have a lower-division advisor (first two years) and an upper-division advisor (last two years). Generally, lower-division advisors are professional advisors whose main responsibility is academic advising. Upper-division advisors may be professional advisors (e.g. business majors) or they may be teaching faculty who also have academic advising responsibilities within their department (e.g. computer science and engineering majors). Your major's school/college webpages will be your best resource for understanding the advising structure for your major.

In addition to your department's webpage, here is a [centralized source](#) for the physical location of all academic advising on campus.



The screenshot shows the 'Advising Locations' page on the Portland State University Academic Advising website. The page is titled 'PSU - Advising - Advising Locations' and provides information for graduate, undergraduate, and international students. It includes a table of advising locations by major.

Major	School/College Advising
Accounting (Business Admin)	The School of Business
Advertising Management (Business Admin)	The School of Business
Aging Services (Health Studies)	School of Public Health
Anthropology	College of Liberal Arts and Sciences
Applied Linguistics	College of Liberal Arts and Sciences

Source:

<https://www.pdx.edu/advising/advising-locations>, February 9, 2018, © Portland State University 2018.

## ADVISING AND CAREER SERVICES

Advising and Career Services (ACS) offers academic advising to students who have not yet selected a major (undecided/undeclared). ACS advisors can also meet with students who have declared a major but have general advising questions about degree requirements, University Studies or selecting classes. Students can access the [ACS website](#) to see a listing of advisors and to make advising appointments.

Additionally, ACS offers a variety of workshops and other helpful services, including exploring majors, personality type and career choice, résumé creation and many others. [View the ACS workshop and events calendar](#) for more information.

The screenshot shows the website for Portland State University's Advising & Career Services. The header includes the university logo, the title "Advising & Career Services", and navigation links for "myPSU", "Contact ACS", and "Quick Menu". A secondary navigation bar lists "Appointments & Drop-in", "Exploring Majors & Careers", "Workshops, Classes & Events", "Career Fairs", and "About Us", along with a search icon. The main content area features a large image of a hand holding a smartphone displaying the Handshake logo against a cityscape background. Below this image is a section titled "February Featured Jobs + Internships" with the text "See a sampling of who's hiring this month on Handshake." To the right, there are two smaller promotional images: one for "Considering Grad School?" with the text "Learn how to apply for & manage the graduate school process." and another for "Attend a workshop" with the text "Workshops are offered all month long! See what's coming up next." Below the main content area, there is a section titled "Advising & Career Services" with a description: "Advising & Career Services (ACS) provides academic advising for students exploring or changing majors and career choice and job search support to all undergraduates, graduate students and alumni." This section includes a 2x2 grid of buttons: "Exploring Majors", "Career Services", "Internships", and "Employment Opportunities". At the bottom left, there is a logo for "FIND YOUR JOB OR INTERNSHIP ON Handshake" and the text "PSU's Jobs & Internships Database".

Source: <https://www.pdx.edu/advising-career-services/>, February 9, 2018, © Portland State University 2018.

## ACADEMIC ADVISING WHILE IN THE PATHWAYS PROGRAM

The relationship that you develop with your academic advisor(s) is one of the most important of your academic career. Your advisor will make recommendations to keep you on track and moving toward your academic goals to attain your degree.

While you are in the Pathways Program, you will have two advisors:

- Pathways Program advisor in the IELP
- Academic advisor in your major

Your major advisor will make recommendations to you about the academic classes that you should take while you are in the Pathways Program. Your Pathways Program advisor will review your proposed classes and schedule and they will make the final determination of classes that you will register for each term while in the program. Additionally, your Pathways Program Advisor will review your grades and academic plan each term, make adjustments as needed, and make final decisions about your course registration.

After you fully matriculate to academic degree study at PSU, you may work with just one advisor until the time that you complete your degree, or you may work with multiple advisors. As previously noted, some academic departments conduct all advising through professional advisors. Other departments may have professional advisors for lower-division (LD) students (first- and second-year students) and then faculty advisors for upper-division (UD) students (third- and fourth-year students) and students fully admitted to professional programs. While in the Pathways Program, academic advising is structured as follows:

### TERM 1: PATHWAYS INTRODUCTION (6-MONTH AND 9-MONTH)

- Meet with your major advisor in small groups, usually during class time
- Pathways Program Advisor monitors and approves schedule and registration for the next term

### TERM 2: PATHWAYS INTERMEDIATE (9-MONTH)

- Make an individual appointment with your major advisor to meet one-on-one in his/her office
- Pathways Program Advisor monitors and approves schedule and registration for the next term

### TERM 3: PATHWAYS FINAL (6-MONTH AND 9-MONTH)

- Individual advising appointment with major advisor as-needed (not required)
- Academic advising during PSU New Student Orientation session
- Pathways Program Advisor monitors and approves schedule and registration for the next term

## PREPARING TO MEET WITH YOUR MAJOR ACADEMIC ADVISOR

Your academic advisor in your major will be able to provide information and answer questions about courses required for your major and courses needed to meet the requirements of your degree. Your major advisor will assist you in planning for your next terms of study and in creating a plan for completing your undergraduate degree.

**Pathways Introduction:** You will meet with an academic advisor in a small group with other students with the same major, most likely during class time. The purpose of this first advising session is to meet your advisor, gain a general understanding of the expectations for your major and learn his/her recommendations for the academic courses you will take in your next term of study.

**Pathways Intermediate:** You will schedule an individual appointment with an academic advisor in your major. In this way, you will learn how to make an appointment with an advisor for your major and where advising for your major is located. Additionally, this appointment may be a required assignment for your pathways seminar.

Preparing for this meeting and using the time with your advisor in a productive way is important for both of you. It is recommended that you prepare at least three questions to ask your advisor. If this meeting is an assignment for your seminar and requires a signature or other verification, it is appropriate to request the signature or verification at the end of the appointment. *It is not acceptable to inform your advisor that the advising appointment is only to fulfill a required assignment for class.*

### **Examples of questions to ask your major advisor:**

1. What are the academic classes you should consider taking in your next term of study?
2. What university studies courses will you take and when will you take them?
3. How do you know which university studies courses to choose? For example, is there a FRINQ or SINQ theme that is recommended for your major?
4. Is there a GPA requirement in your major for graduation?
5. Is there an admission process for your major to be able to take upper-division (300-400 level) classes?
6. Are there student groups to join in your college/school/major?
7. What is your advisor's advice for being academically successful in your major?
8. Other questions that pertain to your individual circumstances



**Pathways Final:** Students in the Pathways Final Seminar are in their last term of study in the program and are preparing for full-time enrollment in academic classes in their next term of study. Portland State University requires that all students beginning full-time undergraduate academic study attend a New Student Orientation session before beginning full-time enrollment.

Your Pathways Program advisor will coordinate your registration for a PSU New Student Orientation. At the Orientation, you will meet other American and international students in your major, participate in a review of general education and degree requirements, and meet with an academic advisor in your major. You will complete registration for the next term of study at the Orientation.

While in the Pathways Final Seminar, you have the option of making an individual appointment to meet with your advisor before attending New Student Orientation, but it is not required.

Upon transitioning to all academic coursework, it is strongly recommended that you meet with your major advisor at least one time each term.

## CHOOSING YOUR FIRST ACADEMIC CLASSES

### Helpful Terms

- Pre-requisite: course that must be completed before being eligible to take a particular course
- Co-requisite: course that must be taken at the same time as another particular course
- Recitation and lab: supplemental course to be taken at the same time as the primary course
- Mentored inquiry: supplemental course to be taken concurrently with UNST classes
- Sequential courses: courses that must be taken in a particular order
- Bulletin and catalog: publications that show listings of courses, degree requirements, etc.

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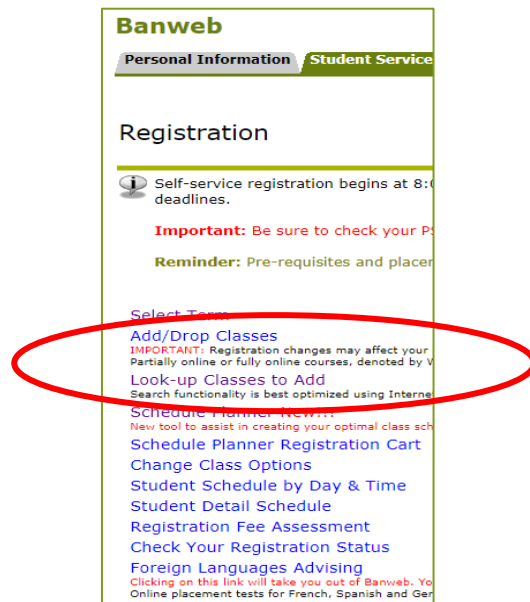
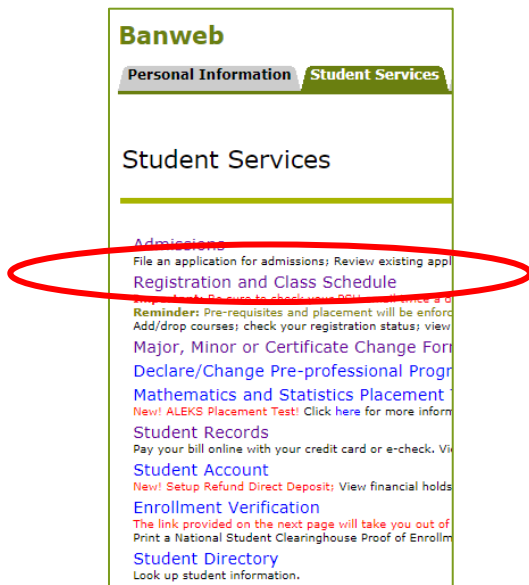
## GUIDELINES FOR CHOOSING YOUR FIRST ACADEMIC CLASSES

- 100 or 200-level classes
- No online classes
- No UNST classes (except UNST 194: College Success), unless an exception is granted
- Completion of Independent Research Writing required to take WR 121
- Completion of level 5 listening/speaking required to take COMM 220
- Choose classes that interest you; explore new things
- Remember that only about 30% of the classes required for your degree will be in your major

Options for searching for courses and viewing course details are outlined below:

Option 1: Search the [Class schedule](#) through Banweb. This option is view-only and is good for researching class details and planning your schedule.

Option 2: Search within Banweb while logged in. This account will allow you to directly add classes (if registration is open and you are eligible to register).



Source: © 2018 Ellucian Company L.P. and its affiliates

Using the “Look-up Classes to Add” function within Registration allows students to explore classes by department in the online Class Schedule. Note that the term must be selected before being able to search.



The university's class schedule for the next term is generally made available online in about week 5 of each term. The exact date of availability can be found on the [Registrar's website](#).

NOTE: Although Pathways Program students will be able to view classes in the online class schedule, you will only be able to ADD or DROP classes according to the priority registration schedule managed by the Office of the Registrar and the registration time line established by the Pathways Program advisor. Additionally, approval from the Pathways Program advisor is required in order to register for academic classes. Consequently, you may register on a date later than when registration is first available to you.

It is recommended that you spend some time exploring the online class schedule to become familiar with the various details of viewing and understanding the information presented. For example, the following are various codes used to describe specific details about classes:

**Banweb**

[Personal Information](#) [Student Services](#) [Financial Aid](#) [Faculty Services](#) [Employee Services](#) [System Access](#)


[BACK TO REGISTRATION MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

Fall 2016 Quarter  
07-OCT-2016 15:37

---

### Look-Up Classes to Add:

---

 To register for classes, check the box in front of the CRN and click Register or Add to Worksheet.

If a Course Reference Number (CRN) below has a **"NR"** in place of the SELECT box, the add deadline for the term has passed for this course and it can no longer be added.

If a Course Reference Number (CRN) below has a **"C"** in place of the SELECT box, the CRN is closed or full, even if the REM column indicates that seats remain. You will need to get permission from the professor or department to add a closed class using a [Special Registration Form](#).

If a Course Reference Number (CRN) below has a **"C"** in place of the select box, the course is closed or full. If the **course waitlist REM** (remaining) column indicates that seats remain, you may be able to place yourself on the waitlist. Please write down the **CRN** and return to the Registration Menu (Student Services > Registration). Instead of selecting "Look-up classes to add", choose **"Add/Drop classes"** and follow the instructions on the screen to enter the CRN and add yourself to the waitlist.

**Course Flags:**

- Course has an associated footnote.
- Course requires department approval.
- Course has Restricted Differential Tuition instead of standard tuition. ([What is Restricted Differential Tuition?](#))
- Course has additional fee(s) above standard tuition.
- Course is grade differentiated (A-F) only.
- Course is graded Audit (AU) only.
- Course is grade undifferentiated (P/NP) only.
- Course is Fully Online: online fees apply, \$40 per credit.
- Course is Hybrid Online: has reduced in-person meeting times.
- Course will be held in the [Collaborative Life Sciences Building \(CLSB\)](#). Please allow for extra travel time.

**Important:** On campus building and room assignments are tentative until two weeks before the start of the term. Students are encouraged to confirm their on campus locations in the online class schedule a few days before the term begins.

Within the course schedule in Look-Up Classes to Add, you can look up classes by department:

**Banweb**

Personal Information Student Services Financial Aid Faculty Services Employee Services System Access

BACK TO REGISTRATION MENU SITE MAP

Fall 2016  
07-OCT-2016

### Look-Up Classes to Add:

Use the selection options below to search the class schedule for the term selected above. You may choose a subject from the list below and press **Course Search** to view courses in that field of study. To do a more progressive search press the **Advanced Search** button. Search functionality is best optimized using Internet Explorer, Google or Safari.

**TIP #1:** To search for courses that satisfy a **UNST Freshman, Sophomore, Junior or Senior** requirement or courses that are **Fully or Partially Online**, press the **Advanced Search** button for instructions.

**TIP #2:** To search more than one subject at a time hold down the Ctrl key, and select or highlight each subject of interest and click **Course Search**.

**Subject:** Accounting  
American Sign Language  
Anthropology  
Applied Linguistics  
Arabic  
Architecture  
Art  
Art History  
Biology  
Black Studies

Course Search Advanced Search

By doing a non-specific search by subject, you will see all course offerings in that department:

### Look-Up Classes to Add:

#### Fall 2016 Quarter

##### Biology

Biology SRTC 246, 503.725.8757

Students must arrive no later than the first 15 minutes of the first class or they will be dropped from the roll. Students unable to attend the first class period should contact the Biology Department (503.725.8757).

**Attention Students:** Courses scheduled in Collaborative Life Sciences Building, CLSB, the new state of the art facility for teaching and research take place down at the South Waterfront. Classes have been scheduled to allow for travel time to and from the building; starting and ending times are off-set from the main campus class time grid. Optimal walking and biking routes are available at <http://www.pdx.edu/transportation/clsb>. For information about bike storage and lockers click here. Estimated walking time from the center of campus, the Park Blocks is 20 minutes. The Streetcar will make round trips to the building but with limited ridership available.

**Biology Major Priority Registration:** The Biology Department has a priority registration period for Biology Majors and Minors only. All other non-majors/minors will be able to register once the priority registration period is over. Please check the biology department website [www.pdx.edu/biology](http://www.pdx.edu/biology) for the date when courses will be open for registration to non-majors/minors.

201	FUND BIOLOGY: CELL, GEN, HERED	<a href="#">View Sections</a>
204	FUND BIOL LAB: CELL, GEN, HERE	<a href="#">View Sections</a>
207	BIOLOGY FOR ALLIED HEALTH I	<a href="#">View Sections</a>
207L	BIOL FOR ALLIED HEALTH LAB I	<a href="#">View Sections</a>
211	PRINCIPLES OF BIOLOGY I	<a href="#">View Sections</a>
214	PRINCIPLES OF BIOLOGY LAB I	<a href="#">View Sections</a>
235	MICROBIOLOGY LAB	<a href="#">View Sections</a>

Click on "View Sections" to see the course information for each section.

**FUND BIOLOGY: CELL, GEN, HERED - 10383 - BI 201 - 001**

This class is designed for non-Science majors.  
 Associated Term: Fall 2016 Quarter  
 Levels: Undergraduate  
 Attributes: Distribution: Science

Institutional (PSU) Campus  
 3.000 Credits  
[View Course Description](#)

Course requires department approval.

**Scheduled Meeting Times**

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	10:00 - 11:20	TR	Hoffmann Hall 109	26-SEP-2016 - 10-DEC-2016	Lecture	Radhika Reddy (P)@

After selecting a class, you can look at the course description:

Class Schedule Listing

---

**Sections Found**

**Biology**

Biology SRTC 246, 503.725.8757

Students must arrive no later than the first 15 minutes of

**Attention Students:** Courses scheduled in Collaborative L allow for travel time to and from the building; starting and information about bike storage and lockers click here. Estim

**Biology Major Priority Registration:** The Biology Depart over. Please check the biology department website www.p

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**FUND OF BIOL: EVOL & DIVERSITY - 60362 - BI 203 - 001**

This class is designed for non-science majors.  
 Associated Term: Spring 2018 Quarter  
 Levels: Undergraduate  
 Attributes: Distribution: Science

Institutional (PSU) Campus  
 3.000 Credits  
[View Course Description](#)

Course description:

**Banweb**

RETURN TO MENU SITE MAP HELP EXIT

Fall 2016 Quarter  
07-OCT-2016

**Catalog Entries**

Select the Course Number to get further detail on the course. Select the desired Schedule Type to find available classes for the course.

**BI 201 - FUND BIOLOGY: CELL, GEN, HERED**

An overview of basic concepts of biology and applications to everyday life. Topics include the material basis of living systems; cell and molecular structures and interactions, and genetics and heredity, as applied to issues such as cancer, nutrition, reproductive and genetic testing, and biotechnology. Fulfills the science requirement for non-majors. This course will not fulfill biology major requirements or pre-allied health requirements for introductory biology.  
 3.000 Credit hours

Levels: Undergraduate  
 Schedule Types: [Lecture](#)

Course Attributes:  
 Distribution: Science

[Return to Previous](#)   [New Class Schedule Search](#)   [New Course Description Search](#)   [Look-Up Classes to Add](#)

RELEASE: 8.7.1.PA

By clicking on the course name, you can view the course details:

**Sections Found**

**Biology**

Biology SRTC 246, 503.725.8757

Students must arrive no later than the first 15 minutes of the first class or they will be dropped from the roll. Students unable to attend the first class period should contact the Biology Department (503.725.8757).

**Attention Students:** Courses scheduled in Collaborative Life Sciences Building, CLSB, the new state of the art facility for teaching and research take place down at the South Waterfront. Classes have been scheduled to allow for travel time to and from the building; starting and ending times are off-set from the main campus class time grid. Optimal walking and biking routes are available at <http://www.pdx.edu/transportation/clsb>. For information about bike storage and lockers click here. Estimated walking time from the center of campus, the Park Blocks is 20 minutes. The Streetcar will make round trips to the building but with limited ridership available.

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Select	Flags	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	Instructor	Date (MM/DD)	Location	Attribute	Book Costs
<input type="checkbox"/>	FD	10383	BI	201	001	I	3.000	FUND BIOLOGY: CELL, GEN, HERED	TR	10:00- 11:20	200	177	23	15	0	15	Radhika Reddy (P)	09/26- 12/10	HOFF 109	Distribution:	Textbook Science

Register Add to Worksheet New Search

Select	Flags	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time
<input type="checkbox"/>	FD	10383	BI	201	001	I	3.000	FUND BIOLOGY: CELL, GEN, HERED	TR	10:00- 11:20

**CRN 10383, BI 201, Fundamental of Biology, Section 001, 3 credits, T/R, 10:00-11:20**

[CRN = course record number (10383); Subj = department (BI); Crse = course number (201); Sec = section (001); Title = course name (Fundamentals of Biology); Days; Time]

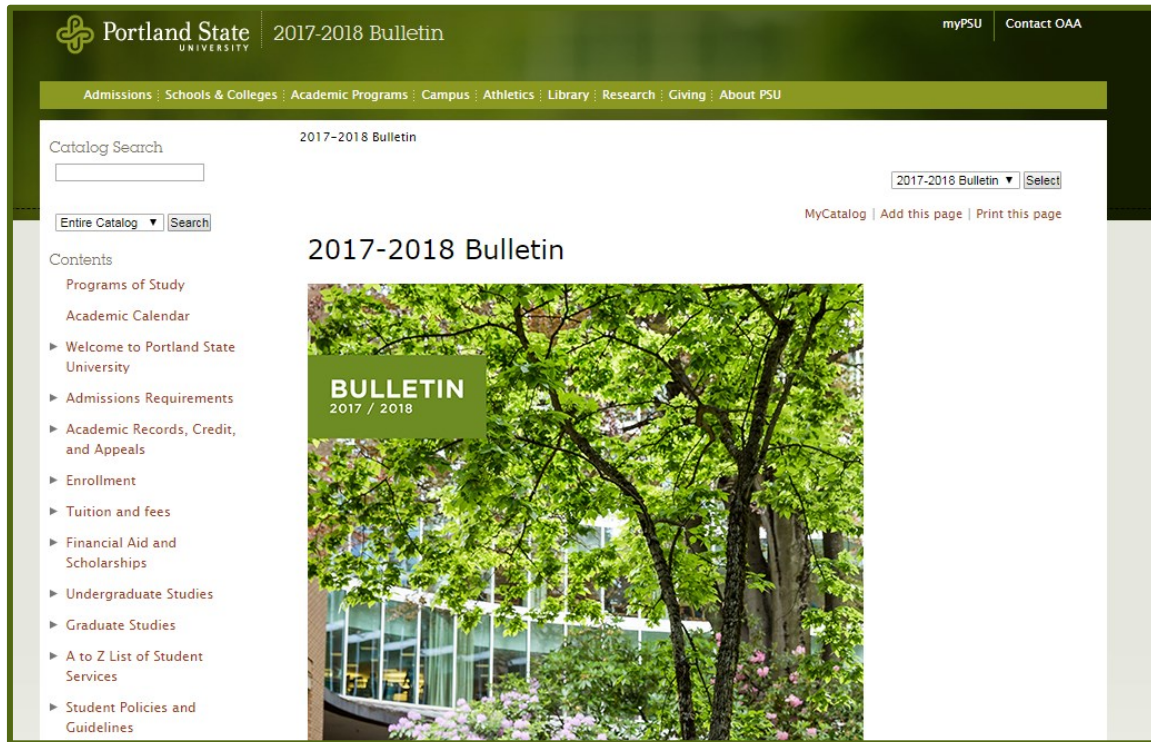
Source: © 2018 Ellucian Company L.P. and its affiliates

## COURSE CATALOG

The Office of Academic Affairs (OAA) publishes a catalog, or bulletin, for each academic year that includes course descriptions of all courses offered by the university. To look at the [bulletin](#) for the current academic year, visit the OAA website. Bulletins may be viewed as a single PDF document or as a fully online source.

## Instructions:

1. Go to the [OAA website](#)
  - You will be able to look at courses offered within a department and courses offered within a college/school
2. To view courses by department, select “Courses” from the left menu at the bottom



Portland State UNIVERSITY | 2017-2018 Bulletin | myPSU | Contact OAA

Admissions | Schools & Colleges | Academic Programs | Campus | Athletics | Library | Research | Giving | About PSU

Catalog Search  2017-2018 Bulletin

MyCatalog | Add this page | Print this page

### 2017-2018 Bulletin

**BULLETIN**  
2017 / 2018

**Contents**

- Programs of Study
- Academic Calendar
- ▶ Welcome to Portland State University
- ▶ Admissions Requirements
- ▶ Academic Records, Credit, and Appeals
- ▶ Enrollment
- ▶ Tuition and fees
- ▶ Financial Aid and Scholarships
- ▶ Undergraduate Studies
- ▶ Graduate Studies
- ▶ A to Z List of Student Services
- ▶ Student Policies and Guidelines

## Courses

### Course numbering system.

Courses are numbered as follows:

0 – 99 Noncredit courses or credit courses of a remedial, terminal, or semiprofessional nature not applicable toward degree requirements.

100 – 299 Courses on the lower-division level.

300 – 499 Courses on the upper-division level.

4xx/5xx Master's level graduate courses which are also offered as courses for undergraduates.

5xx Graduate courses offered in support of master's degree level instructional programs. Ordinarily employed for units whose majors have access to master's programs or for courses populated by master's students.

5xx/6xx Graduate courses offered in support of doctoral degree level instructional programs which are also offered as courses for master's level students.

6xx Graduate courses offered in support of doctoral degree level instructional programs. Ordinarily employed for units whose majors have access to doctorate programs or for courses populated by doctorate students.

7xx Postbaccalaureate courses which may not be applied toward an academic degree.

8xx In-service courses with limited application toward advanced degrees and no application toward undergraduate degrees.

In addition, the following number system is generally in effect in all Oregon public institutions: 100 to 110 and 200 to 210 courses are survey or foundation courses in the liberal arts and sciences in the disciplines covered.

The following numbered courses are repeating courses (they may be taken for more than one term under the same number), with credit being granted according to the amount of work done:

- 199, 299, 399, Special Studies;
- 401, 501, 601, 801, Research;
- 402, 502, 602, 802, Independent Study;
- 403 Honors Thesis; 503 Thesis/603 Dissertation;
- 404, 504, 604, 804, Cooperative Education/Internship;
- 405, 505, 605, 805, Reading and Conference;
- 406, 506, 606, 806, Problems/Projects;
- 407, 507, 607, 807, Seminar;
- 408, 508, 608, 808, Workshop;
- 409, 509, 609, 809, Practicum;
- 410, 510, 610, 810, Selected Topics.

Other repeating numbers are assigned to activity courses, such as art, music, and physical education.

Certain senior level courses are taught concurrently with their graduate-level counterparts. Hence this course may be offered for either graduate or undergraduate credit. (See quarterly Schedule of Classes for specific offering.) In the graduate credit course, additional work appropriate to the graduate level of study will be assigned.

3. Then, select the academic department to view the courses being offered in that department. This example shows only the first part of the list that is organized alphabetically. Scroll down to view all subjects.

- Actg - Accounting
- Age - Aging/Gerontology
- Anth - Anthropology
- Ar - Arabic
- Arch - Architecture
- ArH - Art History
- Art - Art
- ASc - Arts & Sciences
- ASL - American Sign Language
- BA - Business Administration
- Bi - Biology
- BSt - Black Studies
- CCJ - Criminology & Criminal Justice
- CE - Civil & Environmental Engineering
- CFS - Child & Family Studies
- Ch - Chemistry

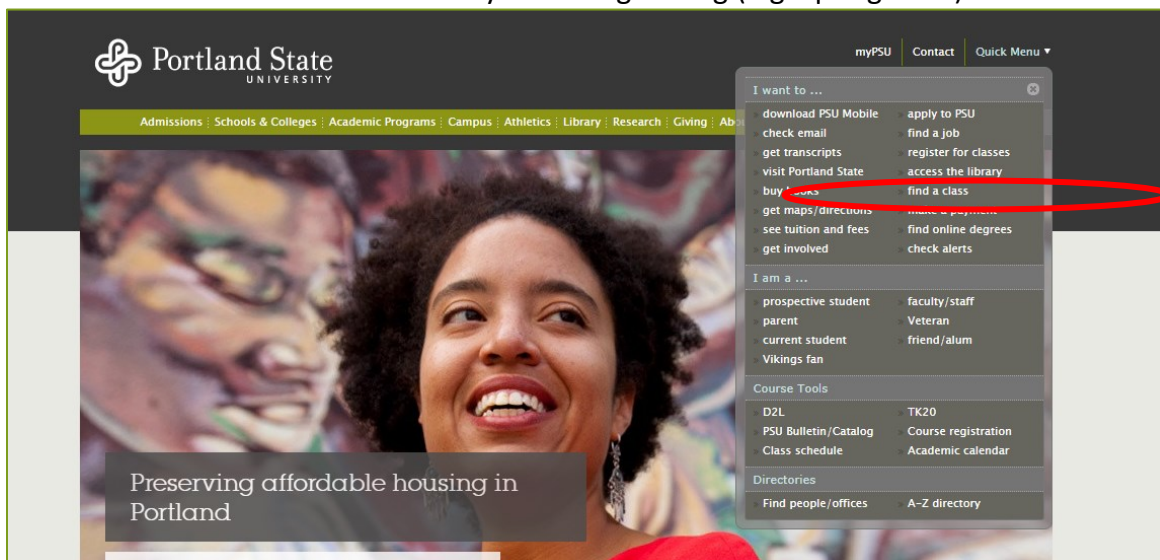
Source: <https://www.pdx.edu/academic-affairs/psu-bulletin>, February 20, 2018, © Portland State University 2018.

### PSU homepage/Quick Menu

You can also use the Quick Menu to find course options and sections when you know already the specific course that you wish to view.

Instructions:

1. Go to the [PSU home page](#)
2. Go to “Quick Menu” in the upper right corner of the page
3. Select “find a class”
4. Select the term for which you are registering (e.g. Spring 2018)



Source: <https://www.pdx.edu>, February 9, 2018, © Portland State University 2018.

## SCHEDULE PLANNER THROUGH MYPSTU/BANWEB

You are encouraged to practice looking at a variety of classes that you are interested in taking and do not focus solely on classes for your major. Remember that in addition to courses in your major, you must complete degree elective courses and general education/UNST courses in order to complete your undergraduate degree.

### Online resources:

[Schedule Planner Information Sheet](#) (a quick how-to guide)

[Schedule Planner Tutorial](#)

[Schedule Planner Information Video](#)

### Step-by-step instructions:

1. Go to [myPSU](#) on the [PSU homepage](#) or access the myPSU app on your mobile device
2. Click on the “Classes” button
3. Click on the “Academic Planning” button
4. Click on the “Schedule Planner” option
5. You will be prompted to log in to Banweb
6. Complete the steps using the screenshots below

NOTE: Using the schedule planner does not register you for classes. It is for planning purposes only.

### 1. Add Course

The screenshot displays the PSU Schedule Planner interface. At the top, it shows the term 'Fall 2016', 'Course Status', and 'Open & Waitlist Available Classes' with a 'Change' button. Below this is an information box with instructions: 'Click Generate Schedules after making changes to courses and breaks to see new possible schedules.' The main section is divided into 'Courses' and 'Breaks'. Under 'Courses', there is a green '+ Add Course' button circled in black. Under 'Breaks', there is a green '+ Add Break' button. Below these are information boxes: 'Add the courses you wish to take for the upcoming term.' and 'Add times during the day you do not wish to take classes.' At the bottom, there is a 'Schedules' section with a 'Generate Schedules' button, 'Advanced Options', and 'View Schedules' buttons.



## 2. Search by Course Attribute

### Add Course

The screenshot shows the 'Add Course' interface. At the top, there are four tabs: 'By Subject', 'Search by Course Attribute' (highlighted with a red circle), 'University Studies', and 'Hybrid / Fully Online'. Below the tabs are three dropdown menus labeled 'Attribute', 'Subject', and 'Course', each with a placeholder text 'Select Attribute', 'Select Subject', and 'Select Course' respectively. At the bottom, there are two buttons: a light blue button with a left arrow and the text 'Return to Planner', and a red button with a plus sign and the text 'Add Course'.

- ✓ **Attribute:** Think about your degree requirements and the number of credits you need in each area.
- ✓ **Subject:** Choose a subject that sounds interesting to you.
- ✓ **Course:** Choose a 100-200 level course.
- ✓ **Add Course**
- ✓ **Return to Planner**

**Example:**

### Add Course

This screenshot shows the 'Add Course' form with the 'Search by Course Attribute' tab selected. The 'Attribute' dropdown is set to 'Distribution: Arts & Letters', the 'Subject' dropdown is set to 'Spanish', and the 'Course' dropdown is set to '101 First-Year Spanish Term 1'. The 'Return to Planner' and 'Add Course' buttons are visible. Below the form, a search result is displayed in a light blue box with the following text:

**Spanish 101 - First-Year Spanish Term 1**

An introduction to elementary Spanish. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, and elementary readings. This is the first course in a sequence of three: Span 101, Span 102, and Span 103.

Source: © 2018 Ellucian Company L.P. and its affiliates



## COURSE PLANNING GUIDE

Another helpful tool when planning a schedule in advance of the next term, and even for the entire duration of your degree study, is the [Course Planning Guide](#). This guide is used to determine the terms when classes will be offered. Some classes are offered every term, while others may be offered only once or twice per year. When creating your academic plan, take into account the pre-requisite requirements and sequencing of courses.

Here is a preview of the landing page of the guide:

By clicking on the subject, you will open the section for that department and will be able to see the schedule of classes being offered throughout the year

Course Title	Hours	Fall	Winter	Spring	Summer	Notices
Economics						
Principles of Microeconomics	4	EC 201-002	EC 201-001 <sup>^</sup>	EC 201*	EC 201	●
Principles of Microeconomics	4	EC 201-003	EC 201-002			●
Principles of Microeconomics	4	EC 201-005 <sup>^</sup>	EC 201-004			●
Principles of Macroeconomics	4	EC 202-003	EC 202-002	EC 202*	EC 202	●
Principles of Macroeconomics	4	EC 202-004 <sup>^</sup>	EC 202-003			●
Principles of Macroeconomics	4	EC 201-005	EC 202-004 <sup>^</sup>			●
Microeconomic Theory	4	EC 311	EC 311	EC 311		●

Source: <http://cpg.sa.pdx.edu/>, February 16, 2018, © Portland State University 2018.

## PRACTICE SEARCHING FOR CLASSES ONLINE

Your Pathways Introduction instructor will guide you through a practice assignment for researching and finding PSU courses. In this activity, you will submit a Google form to propose four classes that you would like to take next term. This activity is for you to *practice* finding and evaluating which courses may be good choices for you to take in your next term of study, using the various search options presented in the previous section.

Google form example (page 1):

**Pathways Introduction course: use this form to propose 4 PSU academic classes you are interested in taking**

This is a PRACTICE EXERCISE in which you will propose 4 PSU classes for your next term of study. Completing this assignment does not give you permission to register for these classes and will not be used outside of the Pathways Introduction Seminar. This assignment is to help you understand HOW to look for classes online and to understand WHAT information you will need to provide when you officially select the PSU academic classes you will register for in the next assignment.

Suggestion: choose 2 classes in your major and 2 classes outside of your major (degree requirements, electives) that interest you and/or that you may be able to use for your degree.

Your email address ([miller@miller@pdx.edu](mailto:miller@miller@pdx.edu)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

**PSU ID Number: \***  
Please provide your 9-digit ID number

Your answer

**First name \***

Your answer

**Last name \***

Your answer

**Major \***

Your answer

Google form example (page 2):

**Pathways Introduction course: use this form to propose 4 PSU academic classes you are interested in taking**

Your email address ([millerm@pdx.edu](mailto:millerm@pdx.edu)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

**PSU Course Information: class #1**

**Subject/department \***  
Examples: Business Administration, Architecture

Choose ▾

**Class title \***  
Examples: Elementary Algebra, Introduction to Women's Studies

Your answer

**Course Number \***  
Example: 101, 201 etc.

Your answer \_\_\_\_\_

**Section Number \***  
Example: 001, 002, etc.

Your answer \_\_\_\_\_

**Course CRN \***  
5-digit course ID number; Example: 10275, 42089 etc.

Your answer \_\_\_\_\_

**Course Credit \***

Choose ▾

**Why do you think this class is a good fit for your academic plan?**

Your answer \_\_\_\_\_

You must access the online class schedule through Banweb in order to gather the information required to complete the form. Use one of the methods described previously to do this (through your Banweb account, through myPSU, or through the Quick Menu on the PSU homepage).

Review the progression of the following screenshots to arrive at the important detailed class information for each course. You will need to find, understand and enter the details in order to complete this assignment and later to complete the Pre-Registration Form for your next term of study.

1.

2.

**Banweb**

### Class Schedule Search

Search functionality is best optimized using Internet Explorer, Google Chrome or Safari.

**Subject:** Judaic Studies  
Korean  
Latin  
Library  
Management  
Marketing  
Materials Science/Engineering  
**Mathematics**  
Mechanical Engineering

Course Number:

Title:

Instructional Method:   
Fully Online  
Hybrid

Credit Range:  hours to  hours

Course Level:   
Graduate  
Undergraduate

Part of Term:  Non-date based courses only

Instructor:   
Aasheim, Lisa  
Abelson, Miriam J

UNST Junior Cluster:   
American Identities Cluster  
Community Studies Cluster

Course Attributes:   
Community Based Learning  
Distribution: Arts & Letters  
Distribution: Fine & Perf Arts  
Distribution: Science

Start Time: Hour  :

End Time: Hour  :

Days:  Mon  Tue

**CALCULUS I - 62404 - MTH 251 - 001**

Students in this course will use an online course as a supplemental resource instead of traditional text.

Associated Term: Spring 2018 Quarter  
Levels: Undergraduate  
Attributes: Distribution: Science

Institutional (PSU) Campus  
4,000 Credits  
[View Course Description](#)

Scheduled Meeting Times				
Type	Time	Days	Where	Instructors
Class	14:00 - 15:50	TR	University Technology Services 205	02-APR-2018 - 16-JUN-2018 Lecture Ann M. Sittmer (P) @

**CALCULUS I - 62402 - MTH 251 - 002**

Associated Term: Spring 2018 Quarter  
Levels: Undergraduate  
Attributes: Distribution: Science

Institutional (PSU) Campus  
4,000 Credits  
[View Course Description](#)

Scheduled Meeting Times				
Type	Time	Days	Where	Instructors
Class	10:00 - 11:50	TR	Lincoln Hall 247	02-APR-2018 - 16-JUN-2018 Lecture Tenchita (P) @

**CALCULUS I - 62403 - MTH 251 - 003**

Associated Term: Spring 2018 Quarter  
Levels: Undergraduate  
Attributes: Distribution: Science

Institutional (PSU) Campus  
4,000 Credits  
[View Course Description](#)

Scheduled Meeting Times				
Type	Time	Days	Where	Instructors
Class	7:45 - 8:50	MWF	University Technology Services 205	02-APR-2018 - 16-JUN-2018 Lecture TBA

**CALCULUS I - 62405 - MTH 251 - 004**

3.

**Banweb**

### Detailed Class Information

**Detailed Class Information**  
**CALCULUS I - 62404 - MTH 251 - 001**

Associated Term: Spring 2018 Quarter  
Levels: Undergraduate

Institutional (PSU) Campus  
4,000 Credits  
[View Course Description](#)

Registration Availability			
	Capacity	Actual	Remaining
Seats	40	0	40
Waitlist Seats	10	0	10

**Base fees (other charges may apply)**

Level	Description
	F245 Math Computer Lab Fee

Prerequisites:  
Undergraduate level **MTH 112** Minimum Grade of C- or ALEKS Calculus Test J or Undergraduate level **MTH 261** Minimum Grade of C- or ALEKS Math Placement Test F

4.

**Banweb** RETURN TO MENU SITE MAP HELP EXIT

Catalog Entries Spring 2018 Quarter  
13-FEB-2018

---

Select the Course Number to get further detail on the course. Select the desired Schedule Type to find available classes for the course.

**MTH 251 - CALCULUS I**

Differential and integral calculus of functions of a single variable, analytic geometry, infinite series, and applications. This is the first course in a sequence of three: Mth 251, Mth 252 and Mth 253 which must be taken in sequence. Prerequisites: Completion of Mth 112 with a grade of C- or above within the last year, or passing at the necessary level on the mathematics placement test within the last year (see Math Department webpage at mth.pdx.edu for information).  
0.000 OR 4.000 Credit hours


Levels: Undergraduate  
Schedule Types: [Lecture](#), Recitation  
Course Attributes:  
Distribution: Science

5. Click on course information hyperlink

**CALCULUS I - 62404 - MTH 251 - 001**

Associated Term: Spring 2018 Quarter  
Levels: Undergraduate  
Attributes: Distribution: Science

Institutional (PSU) Campus  
4.000 Credits  
[View Course Description](#)

 Course has additional fee(s) above standard tuition

**Scheduled Meeting Times**

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	14:00 - 15:50	T	University Technology Services 304	02-APR-2018 - 16-JUN-2018	Lecture	Ann M. Sitomer (P.)@
Class	14:00 - 15:50	R	Douglas Fir 1	02-APR-2018 - 16-JUN-2018	Lecture	Ann M. Sitomer (P.)@

Enlarged version of #5 above:

**Detailed Class Information**

**CALCULUS I - 62404 - MTH 251 - 001**

Associated Term: Spring 2018 Quarter  
Levels: Undergraduate

Institutional (PSU) Campus  
4.000 Credits  
[View Course Description](#)

CRN = course record number (62404)  
Course subject = department (MTH)  
Course number = 3 digits (251)  
Course name/title = (Calculus 1)  
Section = (001)

Here is another example of how to look at course details, from the “Look-Up Classes to Add” function within the Registration and Class Schedule option in the Student Services tab in Banweb:

Select	Flags	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time
<input type="checkbox"/>	F D	10383	BI	201	001	I	3.000	FUND BIOLOGY: CELL, GEN, HERED	TR	10:00- 11:20

**CRN 10383, BI 201, Fundamental of Biology, Section 001, 3 credits, T/R, 10:00-11:20**

Source: © 2018 Ellucian Company L.P. and its affiliates

## CODE OF STUDENT CONDUCT AND RESPONSIBILITY

Every college and university in the United States develops its own standards and expectations for student conduct. Policies generally outline behaviors that are deemed unacceptable, both inside and outside of the academic classroom. It is typically the office of the Dean of Students or Dean of Student Life who maintains and enforces the student code of conduct.

Following is the text of Portland State University’s *Code of Student Conduct and Responsibility*. It is incumbent upon each student to be familiar with the code and also with the process that has been established for conduct code violations.

Portland State University Enrollment Management & Student Affairs: Dean of Student Life

PSU Student Code of Conduct

Click on the links below to go to specific sections of the Portland State Code of Student Conduct and Responsibility or scroll down to read the document in its entirety. To view a PDF version click here.

- I. General Policy
- II. Definitions
- III. General Statement of Authority
- IV. Jurisdiction
- V. Conduct Proscribed by Portland State University
- VI. Procedures for Complaints Against Recognized Student Organizations
- VII. Procedures for Complaints Against Students in University Housing
- VIII. Procedures for Emergency Action
- IX. Procedures for Complaints Against Individuals
- X. Procedures for Allegations of Sexual Misconduct and Prohibited Discrimination
- XI. Procedures for Complaints of Academic Misconduct
- XII. Appeals
- XIII. Fees
- XIV. Sanctions
- XV. Records
- XVI. Interpretation and Revision

Following are sections of the *Code of Student Conduct* with which you may already be familiar, as these standards apply to all IELP and PSU students. Some of these standards were presented and discussed in your American Culture and Life (ACAL) class, the required course that students take in their first term in the IELP. Although you will not study this document in your PSU academic classes, your professors do expect you to adhere to the information below. Section V is presented in its entirety and *Article 9: Academic Misconduct*, is highlighted to emphasize that academic honesty and integrity are fundamental to a university's ability to ensure that the education students receive, and that the degree that they earn is a record of their personal and individual achievement. The work that you submit throughout your time at PSU must be your own.

Source: <https://www.pdx.edu/dos/psu-student-code-conduct>, February 9, 2018, © Portland State University 2018.

## POLICY PREAMBLE

### I. GENERAL POLICY

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(1) Portland State University seeks excellence in instruction, research, and public service. The University recognizes the intrinsic value of individual differences and diversity. The University supports the right of all people to live and learn in a safe and respectful environment that promotes the free and vigorous expression of ideas. Policies and procedures are designed to protect these freedoms and the fundamental rights of others. Students are expected to conduct themselves in a manner consistent with these principles.

(2) A Student, Recognized Student Organization, or group of Students whose conduct is determined incongruent with the standards of the University as described in this Code of Student Conduct and Responsibility ("Code") is subject to disciplinary action. The procedures for that action are generally educational in nature and are intended to lead to the preservation of community, self-evaluation, and accountability.

(3) The procedures of this Code consider each case individually and without prejudice. Investigations in to matters shall be done in a prompt, fair, and impartial manner.

(4) In addition to the regulations in this Code, all Students must follow the academic and professional standards of all applicable academic units, departments, schools, and colleges.

(5) This Code becomes effective on May 1, 2015 and supersedes all other previous student conduct codes.

## V. CONDUCT PROSCRIBED BY PORTLAND STATE UNIVERSITY

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The following constitutes conduct as proscribed by the university for which a Student or Recognized Student Organization or group is subject to disciplinary action:

- (1) Obstruction or disruption of teaching, classroom, research, administration, disciplinary procedures or other authorized University activities.
- (2) Obstruction or disruption interfering with freedom of movement.
- (3) Possession or use of explosives, dangerous chemicals, or other weapons or reasonable facsimiles or instrumentalities on University-owned or -controlled property, unless expressly authorized by law, Board or PSU rules or policies.
- (4) Physical abuse or detention of any person or conduct which intentionally or negligently causes harm or is intended to threaten imminent danger to the health of any person.
- (5) Malicious damage, misuse or theft of University property, or the property of any other person where such property is located on University-owned or -controlled property, or, regardless of location, is in the care, custody or control of the University.
- (6) Unauthorized entry to or use of University facilities, including buildings and grounds.
- (7) Illegal use, possession or distribution of drugs.
- (8) Inciting others to engage in any of the conduct or to perform any of the acts prohibited in this Code.
- (9) Academic Misconduct. Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student's own work, or must clearly acknowledge the source(s). Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person's stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student's work.



(10) Furnishing false or misleading information to the University, including but not limited to knowingly failing to provide requested or required information to the University or misrepresenting a person's identity to a Course Instructor or other University Official.

(11) Forgery, alteration or unauthorized use of University documents, records, identification or resources.

(12) Behavior that constitutes an existing or potential threat to the health or safety of others.

(13) Stalking. Stalking is repeatedly contacting another person without a legitimate purpose when: (a) the contacting person knows or should know that the contact is unwanted by the other person; and (b) it is reasonable for the other person in that situation to have been alarmed or coerced by the contact. As used in this subsection, "contacting" includes but is not limited to coming into the visual or physical presence of the other person; following another person; or sending written, electronic or telephonic communication of any form to the other person, personally or through a third party.

(14) Harassment. Harassment is a course of conduct directed at a specific individual or individuals that causes or is intended to cause emotional or physical distress and serves no legitimate purpose. This includes but is not limited to harassment based on protected class that violates the University's "Prohibited Discrimination and Harassment Policy."

(15) Sexual Exploitation. Sexual Exploitation occurs when a Student takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit or to benefit another person. Examples of sexual exploitation include, but are not limited to: invasion of sexual privacy, engaging in voyeurism, exposing one's genitals in non-consensual circumstances, prostituting another person, or inducing incapacitation with the intent to commit other acts of sexual misconduct.

(16) Non-Consensual Sexual Contact. Non-Consensual Sexual Contact is any intentional sexual touching, by a person upon another person that is without consent and/or by force. This type of contact includes but is not limited to breasts, buttocks, groin, or genitals, or touching with any of these body parts, or making another touch another person or themselves with any of these body parts.

(17) Non-Consensual Sexual Intercourse. Non-Consensual Sexual Intercourse is unwanted sexual intercourse of any kind or attempt to engage in such conduct. Sexual intercourse includes vaginal, oral or anal sex. Intercourse includes penetration by a penis, object, tongue, finger, or oral copulation no matter how slight. Sexual intercourse is "unwanted" if no Effective Consent is given or if the Respondent knew or should have known that the person was

incapable of giving Effective Consent. The use of drugs or alcohol will not serve as an excuse for failing to obtain consent for sex acts.

(18) Domestic Violence. Any act of violence committed by a current or former spouse or intimate partner of the harmed individual, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the harmed individual as a spouse or intimate partner, by a person similarly situated to a spouse of the harmed individual under applicable federal or state domestic or family violence laws, or by any other person against an individual who is protected from that person's acts under applicable domestic or family violence laws.

(19) Dating Violence. The term "dating violence" means any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the harmed individual. The existence of such a relationship shall be determined based on a consideration of the following:

- (i) The length of relationship
- (ii) The type of relationship
- (iii) The frequency of interaction between the persons involved in the relationship

(20) Tampering with the election of any Student, Recognized Student Organization or group.

(21) Hazing. Hazing is conduct which subjects a person to bodily danger, or physical, mental, or emotional harm, or to the likelihood of bodily danger or physical, mental, or emotional harm, or requiring, authorizing or permitting that the person be subjected to such conduct or act, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a student group or organization. The real or alleged participation in, consent to, or acquiescence in such conduct by a person subjected to hazing does not relieve an individual or group from responsibility for violating the Code.

(22) Violation of the University Alcohol and Other Drugs Policy or possession or consumption of alcohol beverages by persons under 21 years of age, or furnishing of alcoholic beverages to persons under 21 years, on University Premises or at any University Sponsored Activity.

(23) Smoking or use of tobacco in university buildings and other unauthorized areas. This includes but is not limited to e-cigarettes, cloves, bidis, vaping pens and other related equipment.

(24) Public indecency, includes but is not limited to behavior such as exposing the intimate parts while in a public place or a place visible from a public place not otherwise in accordance with the law.

(25) Failure to comply with a University Official's requests. Students and Recognized Student Organizations and groups are expected to comply with and respond appropriately to requests of University Officials made in the performance of their duties.

(26) Engaging in conduct that is contrary to any federal or state law or city or local ordinance when such violation interferes with, or is detrimental to, the mission of the University or interferes with other students' legitimate educational activities and interests. Use of University property or University Premises to facilitate conduct that is contrary to any federal or state law or city or local ordinance shall automatically be deemed to be detrimental to the mission of the University. University disciplinary proceedings may be instituted against a Respondent charged with conduct that potentially violates both the law and this Code without regard to the pendency of civil or criminal litigation or criminal arrest and prosecution. Determinations made or sanctions imposed under this Code are not subject to change merely because criminal charges arising out of the same facts are dismissed, reduced, or resolved in favor of or against an individual.

(27) Violation of any University rule or policy, including but not limited to: Standards of Residence, PSU Housing Handbook, University Housing Office contracts, University Key Policy, and the University Computer and Acceptable Use Policy, and the Prohibited Discrimination and Harassment Policy.

(28) Conviction of a felony or misdemeanor under circumstances where it is reasonable to conclude that the presence of the person at the University would constitute a danger to health, personal safety, or property.

(29) Recording (Audio or Visual) Without Authorization or Consent. Using electronic or other means to photograph or record the likeness of another without expressed consent or University authorization.

(30) A violation of any sanctions imposed as a result of previous disciplinary proceedings under the Code.

(31) Retaliation or Abuse of the University conduct program as outlined in this Code, including but not limited to: (a) Threat of or actual menacing, intimidation, or other adverse actions toward another individual(s) for making a report or otherwise attempting to deter participation in the conduct process (b) falsification, distortion or misrepresentation of information before any conduct body; (b) knowingly initiating any conduct proceedings without cause; (c) attempting to discourage an individual's participation in, or use of, any conduct system.

Source: <https://www.pdx.edu/dos/psu-student-code-conduct>, February 9, 2018, © Portland State University 2018.

## GETTING INVOLVED

A key element of academic success is being engaged in the campus community. A large component of the American college experience is the opportunity to participate in activities and events outside of the classroom that promote academic and individual growth. Students will benefit immensely by being active in the numerous student groups or events sponsored by students or by academic departments.

Student groups generally have a focus or theme that drives the group's activities. There are student groups that focus on academic majors, careers, culture, religious beliefs, politics, hobbies, and many other common factors.

Here are a few examples from among nearly [200 groups at PSU](#):

Association of African Students, American Society of Civil Engineers, Chemistry Society, French Club, Jewish Student Union, Philosophy Club, Anime Club, American Institute of Architecture Students, American Marketing Association

You can find more information about the groups and activities at PSU through the [Student Activities and Leadership Program \(SALP\) website](#).

While in the Pathways Program, you will explore some of the ways to get involved in the campus and Portland communities.

The screenshot shows the website for the Student Activities & Leadership Program (SALP) at Portland State University. The header includes the PSU logo, the text 'Enrollment Management & Student Affairs: Student Activities & Leadership Programs', and navigation links for 'myPSU', 'Contact SALP', and 'Quick Menu'. A secondary navigation bar contains 'Lead.Connect.Volunteer.', 'For Current Leaders', 'Funding Opportunities', and 'About SALP'. A search bar is located on the right. The main content area features a large image of a suspension bridge and the heading 'Lead. Connect. Volunteer'. Below the image, the text reads: 'The more you engage in campus activities, the more successful your college experience will be. The opportunities listed below reflect the various programs and departments in which you can get involved to develop your leadership skills. A student leader at Portland State, whether in a formal position or not, nurtures abilities in themselves and other in order to make an ethical and socially just impact on campus or in their larger community.'

Source: <https://www.pdx.edu/student-leadership/join-or-start-student-organization>, February 9, 2018, © Portland State University 2018.

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## COLLEGE, SCHOOL AND DEPARTMENT ACTIVITIES

In addition to the various student groups on campus, most colleges, schools and academic departments sponsor events and workshops that enhance students' learning. Some student organizations are linked directly with a college, school or department, whereas others are independent of a direct academic connection. Each college, school and/or department chooses how to publicize its groups and activities.

Online:

*These are samples only and not a complete listing of all schools/colleges.*

[SBA student organizations](#)

[MCECS student organizations](#)

[COTA events calendar](#)

[CUPA student clubs](#)

[ACS workshops and campus events calendar](#)

Many schools, colleges, departments and majors also have student email lists for students to subscribe to and receive updates about workshops, events and other items of interest.

Around campus:

In addition to information found online, it is also common on college campuses to find flyers and posters announcing activities and events. Postings may be found in areas where students commonly congregate, such as the student union, at the physical location of academic departments, or around other areas of campus.

## PREPARING FOR YOUR NEXT TERM OF STUDY

### PRE-REGISTRATION (IELP) AND REGISTRATION (PSU)

In the next term of study, students in the Pathways Introduction and Intermediate seminars will take IELP classes and PSU classes concurrently, per the Pathways Program guidelines previously outlined. Students in the Pathways Final Seminar are completing their IELP classes and are expected to fully enroll in PSU academic classes in the next term.

You will pre-register for your IELP classes through a Google form sent to your student email. Submitting this form does NOT register you for PSU academic classes. You will register for PSU academic classes through the online registration system in your Banweb student account after receiving approval from your Pathways Advisor.

In this Google form, you will select your IELP classes and enter the information for the PSU academic classes that you wish to take. Your Pathways Advisor will review your proposed schedule and will communicate with you by email about any concerns or changes that may be required.

The registration process will follow these basic steps:

- ✓ Pathways Advisor sends IELP Pre-Registration form to PSU email address
- ✓ Students research and plan class schedule
- ✓ Students enter class information and other details into form
- ✓ Students submit form by deadline (late forms will not be accepted; class schedules for students who do not meet the deadline will default to all IELP classes in the next term)
- ✓ Pathways Advisor reviews academic plan/schedule and notes changes or approval
- ✓ Pathways Advisor notifies students of approval or changes by email
- ✓ Students register for PSU classes through Banweb, according to priority registration schedule
- ✓ PSU classes will show in Banweb schedule immediately
- ✓ IELP class schedule will be sent by email to students approximately 5 days before classes begin
- ✓ IELP classes will show in Banweb by the end of week 2 of the term

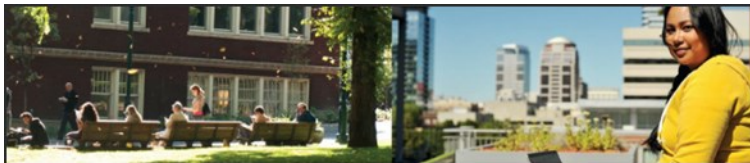
If you wish to make any changes to your schedule after receiving your confirmation, you must communicate your request to your Pathways Advisor by email. Your Advisor will review your request and respond to you, denying or approving the request. If your request is approved, you may make the change at that time. Unauthorized changes may result in expulsion from the Pathways Program.

---

## IELP PRE-REGISTRATION FORM PREVIEW

Following is a preview of the IELP Pre-Registration Form. The exact form that you receive by email may differ slightly from the version below.

When creating your schedule for the next term of study and preparing to complete the IELP Pre-Registration Form, you should consider the resources that you will need in order to plan your class days and times and avoid scheduling conflicts. For example, you may wish to use the online schedule planner available through Banweb, or a weekly calendar in paper form, provided in this section.



## Winter 2017 IELP Pre-Registration Form (for students completing the IELP or taking PSU classes concurrently with IELP classes in the Pathways Program)

Complete this form to pre-register for IELP courses if you are:  
-Enrolled in the PSU Pathways Program  
-Graduate-level IELP student who is currently completing level 5 academic preparation classes  
-Not restricted to ESL classes (i.e. you don't have an ESL Hold) and your other classes are PSU classes

Your email address ([millerm@pdx.edu](mailto:millerm@pdx.edu)) will be recorded when you submit this form. Not millerm?

[Sign out](#)  
\* Required

### PSU ID Number: \*

Please provide your 9-digit ID number

### What is your PSU level of study? \*

- Undergraduate (Bachelor's)  
 Post-Baccalaureate (Bachelor's or Master's)  
 Graduate (Master's)

### Are you currently taking IELP courses?

- Yes  
 No

## IELP Course Information

Indicate the IELP courses that you plan to take next term.

PSU Pathways Program students:

9-month program:

- select your section of Grammar 5
- select your section of Reading 5
- select "I will defer this subject" for Writing
- select "I will defer this subject" for Speaking/Listening courses

6-month program:

- select your remaining level 5 classes

ALL Pathways Program students: enter the required information for two (2) PSU classes

### Grammar Courses - 4 credits \*

### Writing Courses - 4 credits \*

### Reading Courses - 4 credits \*

### Speaking/Listening Courses - 4 credits \*

Drop-down menu examples:

### Grammar Courses - 4 credits \*

Level 5: Grammar & Editing - MWF 9:00-10:05

### Writing Courses - 4 credits \*

I will defer this subject.

### Reading Courses - 4 credits \*

I will defer this subject.  
I have already completed this subject.  
I am not required to take this subject.  
Level 4: Academic Reading - MWF 12:45-13:50  
Level 4: Academic Reading - MWF 14:00-15:05  
Level 5: Advanced Academic Reading - MWF 12:45-13:50  
Level 5: Advanced Academic Reading - MWF 14:00-15:05  
Graduate Level: Grad Reading Strategies - MW 14:00-15:05

25% completed

## IELP Skills Enhancement Courses (SEC)

Pathways Program students:

You will take the next Pathways Program class in the sequence.

9-month program: select "Pathways Intermediate"

6-month program: select "Pathways Final"

You may take an additional SEC if you wish, but it is not required.

SEC schedule: Tuesdays or Thursdays from 12:00-13:50

Course descriptions can be found here:

[http://www.pdx.edu/esl/sites/www.pdx.edu/esl/files/Fall%202016%20Skills%20Enhancement%20Courses\\_0.pdf](http://www.pdx.edu/esl/sites/www.pdx.edu/esl/files/Fall%202016%20Skills%20Enhancement%20Courses_0.pdf)

**Skills Enhancement Course (SEC) - 2 credits\***

**Second Skills Enhancement Course (SEC) - 2 credits\***

PSU  
course  
details

### PSU Course Information

Complete the information below for the PSU course(s) that you plan to take next term.

Completing this section DOES NOT register you in PSU courses.

--Students without an ESL Hold can register for courses online (banweb.pdx.edu) or in-person in Neuberger Hall Lobby.

--Pathways Program students must have their PSU course plan approved by their IELP Academic Advisor in order to register.

Search the PSU Class Schedule here:

<http://www.sa.pdx.edu/soc/>

**Subject\***

Examples: Business Administration, Architecture

**Course name\***

Example: Elementary Algebra, Introduction to Architecture

**Course Number\***

Example: 101, 201 etc.

**Section Number\***

Example: 001, 002, etc.

**Course CRN\***

5-digit course ID number; Example: 10275, 42089 etc.

**Course Credit\***

**Days of the Week\***

Check all that apply; Example: Monday, Wednesday, Friday

Monday

Source: ©Google 2018



## PATHWAYS PROGRAM PARTICIPATION AND PSU CLASS REGISTRATION AGREEMENT

Following is a preview of the form that students in the Pathways Introduction seminars will receive from the Pathways Advisor by email. Completion of the form is required to be able to continue to enroll in the Pathways Program in the next term of study. The agreement is in effect for the duration of students' participation in the Pathways Program.



*Pathways Program: program participation and  
PSU class registration agreement*

As part of your transition from IELP to PSU academic classes and degree study, you are required to participate in the Pathways Program. Completion of the Pathways Program with a 2.7 gpa in level 4 and 5 classes, excluding grades earned in Skills Enhancement Classes (SECs), will meet the university's English language proficiency requirement.

Complete this form to indicate that you understand the guidelines for participating in and completing the Pathways Program.

It will be my pleasure to help you to reach your academic goals and to move to your degree study at Portland State University.

Sincerely,  
Michele Miller  
Pathways Advisor

Your email address ([millerm@pdx.edu](mailto:millerm@pdx.edu)) will be recorded when you submit this form. Not millerm?  
[Sign out](#)  
\* Required

*First name \**

*Last name \**

*PSU ID number \**

*I understand that I am required to participate in the Pathways Program in order to move to academic degree study at Portland State University. \**

- Yes
- No

*I understand that I must be admitted to Portland State University in order to register for PSU academic courses. \**

Students who are not yet admitted to PSU should submit their application for admission as soon as possible.

- Yes
- No

*While I am in the Pathways Program, I understand that I must earn C grades (2.0) or higher in each of my IELP classes to be able to register for PSU academic classes. \**

- Yes
- No

*I understand that my Pathways Advisor will make the final determination about the PSU academic classes that I take while in the Pathways Program. \**

- Yes
- No

*I agree to make all changes to my registration and schedule that my Pathways Advisor requires. \**

- Yes
- No

*I agree not to make any changes to my registration or schedule without first obtaining the approval of my Pathways Advisor. \**

- Yes
- No

*I understand that if I make unapproved changes to my registration, or if I do not follow the requirements of my Pathways Advisor, I will be administratively withdrawn from PSU classes and that I may be dropped from the Pathways Program. \**

- Yes
- No

*I understand that in order to successfully complete the PSU Pathways Program and move to full-time academic course work at PSU, I must earn a 2.7 gpa in my level 4 and 5 core classes. \**

- Yes
- No

Source: ©Google 2018

[Planning form](#) (click to open in new window and print).

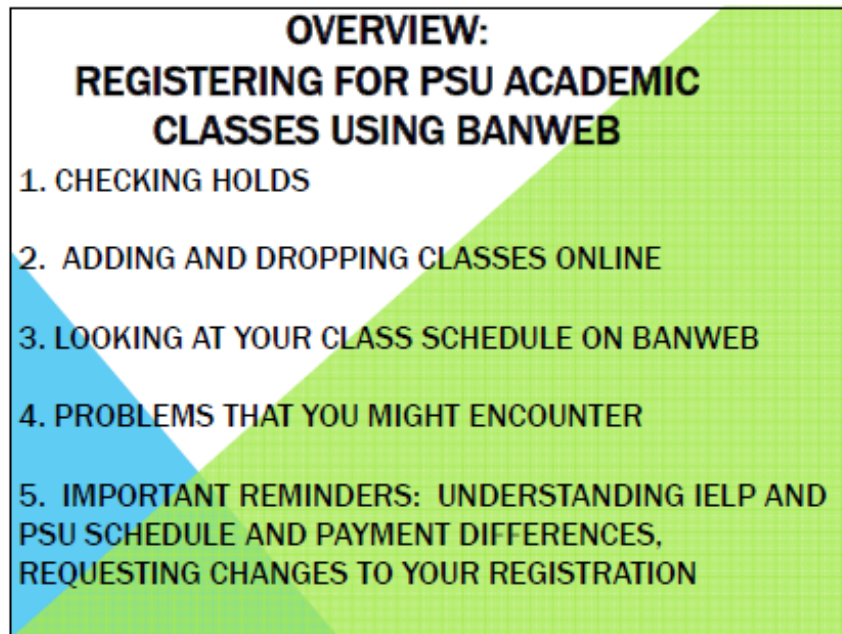
**Planning your daily and weekly schedule: IELP and PSU classes**  
Use this calendar to plan your classes so that there are no time conflicts

Time	Monday	Tuesday	Wednesday	Thursday	Friday

## STEP-BY-STEP REGISTRATION

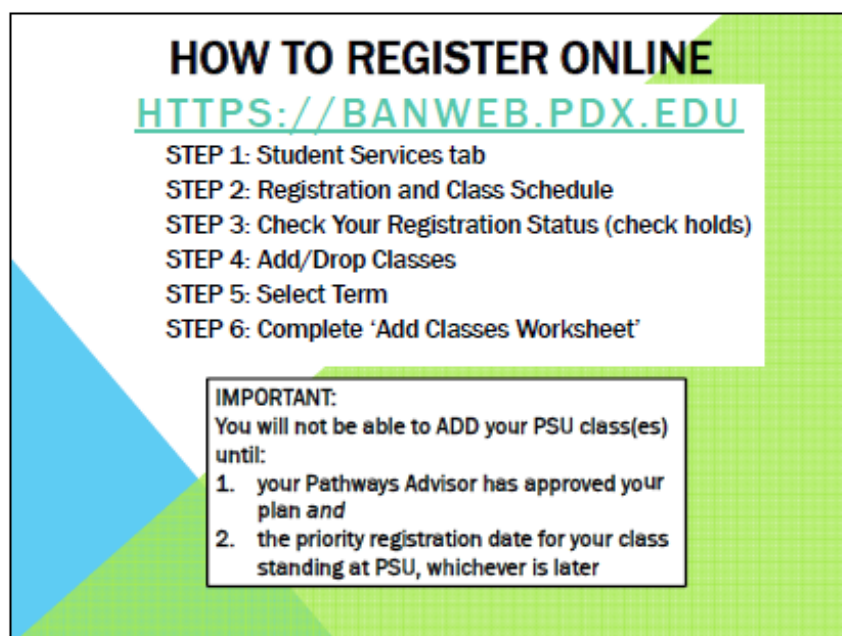
In preparation to register for your first PSU academic classes through Banweb, you will first participate in an Online Registration Workshop, held during your Pathways Introduction Seminar, usually in week 8 of the term. Following is a summary of the information presented in that workshop. Students in the Intermediate and Final Seminars may refer to this information as they progress through the program.

[Full-size PDF of presentation](#) (click to open in a new window).



**OVERVIEW:**  
**REGISTERING FOR PSU ACADEMIC CLASSES USING BANWEB**

1. CHECKING HOLDS
2. ADDING AND DROPPING CLASSES ONLINE
3. LOOKING AT YOUR CLASS SCHEDULE ON BANWEB
4. PROBLEMS THAT YOU MIGHT ENCOUNTER
5. IMPORTANT REMINDERS: UNDERSTANDING IELP AND PSU SCHEDULE AND PAYMENT DIFFERENCES, REQUESTING CHANGES TO YOUR REGISTRATION



**HOW TO REGISTER ONLINE**  
**[HTTPS://BANWEB.PDX.EDU](https://banweb.pdx.edu)**

STEP 1: Student Services tab  
STEP 2: Registration and Class Schedule  
STEP 3: Check Your Registration Status (check holds)  
STEP 4: Add/Drop Classes  
STEP 5: Select Term  
STEP 6: Complete 'Add Classes Worksheet'

**IMPORTANT:**  
You will not be able to ADD your PSU class(es) until:

1. your Pathways Advisor has approved your plan and
2. the priority registration date for your class standing at PSU, whichever is later

## TWO HOLDS ON YOUR ACCOUNT...

Most account holds are placed on a student's account when an action required by the student has not been completed. Many holds prevent students from being able to register.

1. ESL English as a Second Language Hold
2. Orientation Hold

**After your registration plan is approved by your Pathways Advisor, your advisor will MOVE these holds to the future, to allow you to register for PSU classes online.**

**Other holds will NOT be moved by your Pathways Advisor. YOU must resolve other holds on your account.**

## Checking your holds

### 1. Banweb

Personal Information **Student Services** Financial

#### Registration

Self-service registration begins at 9:00 am on mornings, 3-4:30 am Pacific time. See the ac.

**Important:** Be sure to check your PSU email course or you will be dropped. [Click here to is](#)

**Reminder:** Pre-requisites and placement will

Select Term  
Add/Drop Classes  
**REGISTRATION:** Registration changes may affect your Financial aid.  
Check Your Registration Status  
Foreign Language Advising  
Online placement tests for French, Spanish and German. [Click here](#)

RELEASE: B.S.P.A.

Source: © 2018 Elucian Company L.P. and its affiliates

### 2. Banweb

Personal Information **Student Services** Financial

#### Check Your Registration Status:

displayed below are various items which may affect registration or restrict the courses you will be per

- ✓ You have no Holds which prevent registration.
  - ✓ Your Academic Standing permits registration.
  - ✓ Your Student Status permits registration.
- Your Class for registration purposes is Non-Adm

#### Curriculum Information

##### Current Program

Not Declared/Not Applicable

**Level:** Not Formally Admitted

**Admit Term:** Fall 2016 Quarter

**Admit Type:** Domestic

**Catalog Term:** Fall 2016 Quarter

**Colleges:** --

**Major:** Undeclared/Not Applicable



**Registration and Class Schedule**

**Banweb**  
 Personal Information Student Services Financial Aid

**Student Services**

Admissions  
 Registration and Class Schedule  
 Major, Minor or Certificate Change Form  
 Declare/Change Pre-professional Program  
 Student Records  
 Student Account  
 Enrollment Verification  
 Student Directory  
 Graduation Application and Diploma Orders  
 DARS - Degree Audit Reporting System  
 Incoming Undergraduate Intent to Enroll  
 Four-Year Degree Guarantee  
 Veteran Course Certification E-Form

RELEASE: S&S-PA

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**FROM THE REGISTRATION SCREEN THERE ARE TWO OPTIONS FOR ADDING CLASSES:**

1. ADD/DROP CLASSES
2. LOOK UP CLASSES TO ADD

**Banweb**  
 Personal Information Student Services Financial Aid Faculty Services

**Registration**

Self-service registration begins at 8:00 am on each student's priority registration morning, 3-4:30 am Pacific time. See the academic calendar for priority registration dates.

**Important:** Be sure to check your PPO email twice a day if you are on a W course or you will be dropped. Click here to learn more.

**Reminder:** Pre-requisites and placement will be enforced for select Math courses.

**Select Term**

**ADD/Drop Classes**  
 Registration changes will affect your Financial Aid. Visit here for more information.

**Look-up Classes to Add**  
 Search functionality is best accessed using Internet Explorer, Google Chrome or Safari.

**Schedule Planner (New!)**  
 New tool to assist in creating your optimal class schedule

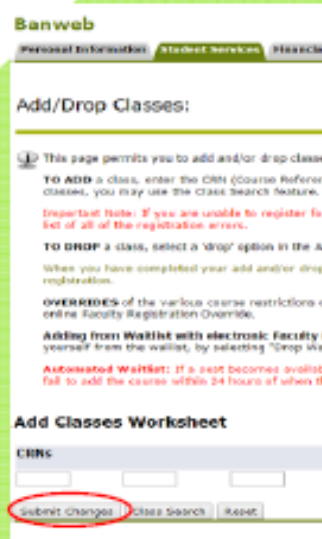
**Schedule Planner Registration Cart**  
 Change Class Options  
 Student Schedule by Day & Time  
 Student Detail Schedule  
 Registration Fee Assessment  
 Check Your Registration Status  
 Foreign Languages Advising  
 Online placement tests for French, Spanish and German. Advising information including Q&A for placement tests.

RELEASE: S&S-PA

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## Using Add/Drop Classes:

1. add the CRN directly to the Add Classes Worksheet
2. Submit changes

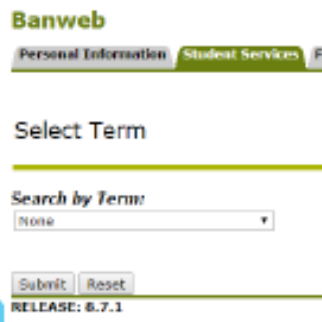


The screenshot shows the Banweb interface for adding or dropping classes. It includes a navigation bar with 'Personal Information', 'Student Services', and 'FINANCE'. The main heading is 'Add/Drop Classes:'. Below this, there is a help icon and text explaining the page's purpose. It provides instructions for adding and dropping classes, an important note about registration errors, and details about overrides and waitlists. At the bottom, there is a section titled 'Add Classes Worksheet' with a 'CRN' input field and three buttons: 'Submit changes', 'Class Search', and 'Reset'. A red circle highlights the 'Submit changes' button, and a red arrow points from the text 'Submit changes' in the instructions to this button.

Source: © 2018 Elucian Company L.P. and its affiliates

## Using Look-up Classes to Add (5 steps)

### Step 1. Select term



The screenshot shows the Banweb 'Select Term' page. It features a navigation bar with 'Personal Information', 'Student Services', and 'FINANCE'. The heading is 'Select Term'. Below the heading, there is a 'Search by Term' dropdown menu with 'None' selected. There are 'Submit' and 'Reset' buttons. At the bottom, it says 'RELEASE: 6.7.1'.

### Step 2. Select subject



The screenshot shows the Banweb 'Look-Up Classes to Add' page. It features a navigation bar with 'Personal Information', 'Student Services', and 'FINANCE'. The heading is 'Look-Up Classes to Add:'. Below the heading, there is a help icon and text explaining the search process. It includes tips for searching by instructor and subject. A dropdown menu for 'Subject' is open, showing a list of subjects including Accounting, Administrative Support Language, Art, Biology, Business, and Search Studies. At the bottom, there are 'Course Search' and 'Advanced Search' buttons.

Source: © 2018 Elucian Company L.P. and its affiliates

## Using Look-up Classes to Add (5 steps)

### Step 3. View classes

#### Look-Up Classes to Add:

##### Fall 2018 Semester

##### Applied Linguistics

Applied Linguistics 400-315, 501-315, 499

LING 400-170 and 400-490 is a series of courses designed to develop the student's competence in listening, speaking, reading, and writing. We offer two program options: (1) for students that desire academic preparation for undergraduate studies and (2) for students that desire academic preparation for graduate studies. Non students must first take the ESL placement exam given by the program the week prior to the new term. Students with minimal English skills will be placed into the Pre-entry Program. Successful completion of the Pre-entry Program for placement into level 1 is required before students may take classes in levels 1-5. Registration is through the intensive English Language Program, 500-490, 507-508 Hall 34.

LING 490 is a prerequisite for all 400-level and above Linguistics courses except for LING 492 & LING 491 which can be taken concurrently with LING 490.

NOTE: Students who miss the first session of any Linguistics class and fail to notify the instructor may be dropped from the course.

490	LANGUAGE & SOCIETY	<a href="#">View Section</a>
491	INTRODUCTION TO LINGUISTICS	<a href="#">View Section</a>
492	STRUCTURAL ENGLISH LANGUAGE	<a href="#">View Section</a>
493	SEM.	<a href="#">View Section</a>
494	PRAG.	<a href="#">View Section</a>
495	TOP.	<a href="#">View Section</a>

### Step 4. View sections

#### Applied Linguistics

Select	Flags	CRN	Subj	Crse	Sec	Crse	Crse	Title	Days	Time	Cap	Act	Reqs	WL	WL	WL	Instructor	Date	Location	Attribute	Book	Costs
														Cap	Act	Reqs		(M/W/TH)			TextBook	
<input type="checkbox"/>		11967	LING	232	001	1	4.800	INTRO TO LANGUAGE & SOCIETY	MW	14:00-15:50	30	26	4	20	0	20	Jarvis Tom Cowal (F)	09/18-12/10	PHB 47	Distribution: Arts & Letters	TextBook	

[Register](#) [Add to Worksheet](#) [New Search](#)

Source: © 2018 Elucian Company L.P. and its affiliates

## Using Look-up Classes to Add (5 steps)

### Step 5: Selecting and adding course

- Click box to select course
- Click Register or Add to worksheet

#### Applied Linguistics

Select	Flags	CRN	Subj	Crse	Sec	Crse	Crse	Title	Days	Time	Cap	Act	Reqs	WL	WL	WL	Instructor	Date	Location	Attribute	Book	Costs
														Cap	Act	Reqs		(M/W/TH)			TextBook	
<input checked="" type="checkbox"/>		11967	LING	232	001	1	4.800	INTRO TO LANGUAGE & SOCIETY	MW	14:00-15:50	30	26	4	20	0	20	Jarvis Tom Cowal (F)	09/18-12/10	PHB 47	Distribution: Arts & Letters	TextBook	

[Register](#) [Add to Worksheet](#) [New Search](#)

Source: © 2018 Elucian Company L.P. and its affiliates



## NOW THAT YOU ARE REGISTERED...

### VIEW YOUR CLASS SCHEDULE ON BANWEB

STEP 1: Student Services tab

STEP 2: Registration and Class Schedule

STEP 3: "Student Schedule by Day & Time" or "Student Schedule Detail"

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8pm						
7pm						
6pm						
5pm						

ED 329-804  
61093 Class  
18140-21120  
ED 403

Source: © 2018 Ellucian Company L.P. and its affiliates

## COMMON REGISTRATION PROBLEMS

1. Registration for your academic level isn't open yet
2. Wait list
3. Lecture/lab registration
4. Pre-requisite block
5. Holds
6. Class full (no wait list)

HINT! If you have approval to change classes:

ADD the new class BEFORE you drop the old one.

If you drop first and then try to add, but the new class is full, you will have NO classes ☹

# PSU Waitlist Policy

- IF YOU TRY TO REGISTER FOR A PSU CLASS AND IT IS FULL, YOU MAY HAVE THE OPTION TO SIGN UP FOR THE WAITLIST
- WHEN A SPACE IS AVAILABLE, YOU WILL RECEIVE AN EMAIL NOTIFICATION
- YOU HAVE 24 HOURS TO REGISTER FOR THE CLASS ONLINE. IF YOU DO NOT REGISTER WITHIN THAT TIME, YOU WILL LOSE THE SPACE IN THE CLASS



## IMPORTANT REMINDERS 1:

All changes to your study plan must be approved by your Pathways Advisor. To request a change:

1. Email your Pathways Advisor ([millerm@pdx.edu](mailto:millerm@pdx.edu))
  - Explain the change you are requesting
  - Provide all course details if the change involves a PSU class
  - Your advisor will reply by email to deny or approve the change
2. If the change is approved:
  - Make the change online in Banweb (if necessary)

*Students who make unauthorized changes to their PSU class registration in Banweb or to their IELP Pre-Registration Form may be dropped from PSU classes and/or the Pathways Program.*

## IMPORTANT REMINDERS 2:

1. Students who register for courses for which they were not approved will be administratively withdrawn (dropped) from those courses and may be dropped from the Pathways Program.
2. Tuition and fees for your PSU class will show on your student account before the term begins.  
Check the ["Financial Deadlines"](#) on the Registrar's website for payment due dates
3. Your PSU class will show in your online schedule in Banweb as soon as you register.
4. You will receive your IELP class schedule by email before the start of the next term.  
\*The IELP submits your registration for IELP classes directly to the Registrar. Your IELP classes will not show in your online schedule in Banweb until week 2 of the term.

Source for all images from Banweb: © 2018 Ellucian Company L.P. and its affiliates

## MANAGING YOUR TIME WITH GOOGLE CALENDAR

All PSU students have an institutional Google account that gives them access to multiple Google applications, including email, calendar, drive and others. PSU is an email culture and all official university business is conducted through the PSU's Google email. When using Google applications, Chrome is the most effective browser. Students are strongly encouraged to check their PSU email account at least once per day, and may want to consider adding this email account to their mobile device.

As a university student, effective time management can make the difference between *average* and *excellent* performance. Effective time management is a skill people need to be able to accomplish their personal and professional goals. Being able to balance academic, personal and volunteer or work commitments is an essential factor to being a successful student.

Learning how to utilize your calendar will help you manage your daily, weekly, and term workloads.

### CALENDAR CONTENT

There are many ways to use Google Calendar to help you organize your time. Here are five basic types of information that students should track in their calendar:

- Class schedule
- Assignment deadlines
- Tasks
- Meetings, appointments and reminders
- Other important Dates

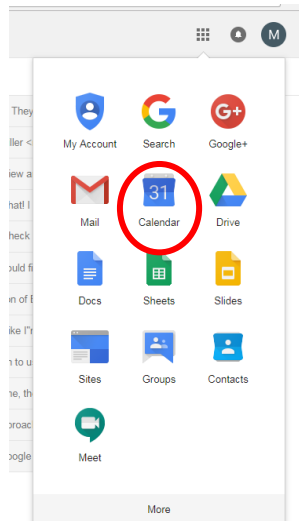
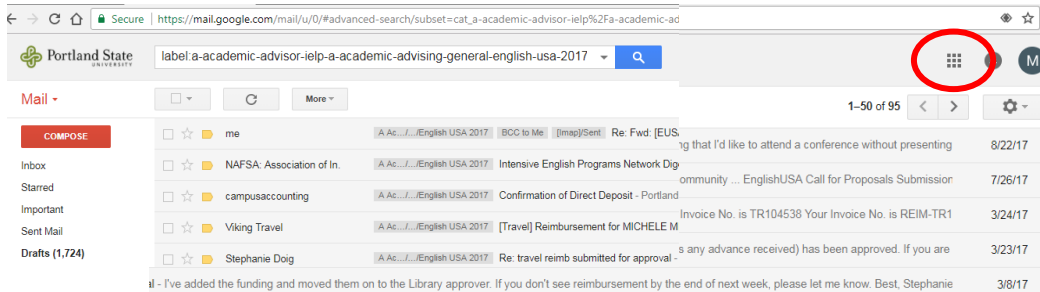
Consider:

When and how often would you record each type of information in your calendar?  
What resources should you refer to as you organize your calendar?

## CALENDAR MANAGEMENT

### Finding your PSU Google Calendar

- Login to your PSU email account
- Click on the Google apps icon in the right corner
- Click *Calendar*

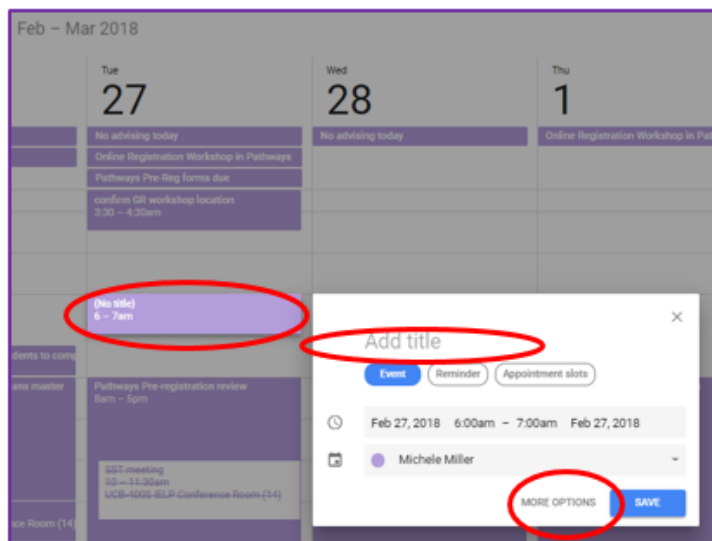


Source: ©Google 2018

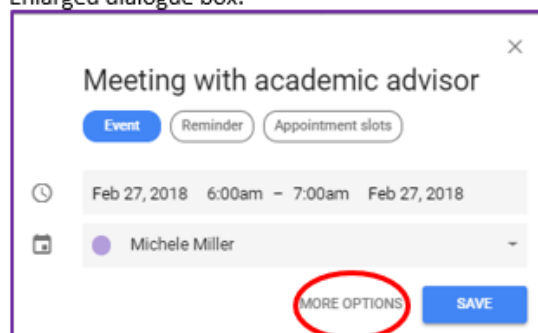
## Entering events in Google Calendar:

1. Find the date of your event and click in the cell with the starting time of your event. This will open a dialogue box.
2. Click in the *Add title* field to enter the name of the event
3. Click on *More Options* at the bottom of the dialogue box. This will open a new dialogue box for the event where additional details can be entered.
4. Check the date. Enter the start and end time. If this event occurs regularly, click *repeat* and enter the information.
5. Click in the box titled *Add location* and enter where the event will take place
6. Click in the box titled *Add description* and enter additional important information (e.g. instructor's name for a course, purpose of meeting, etc.).
7. To invite others to attend the event or meeting, click on *Add guests* and enter the email address of the other attendees
8. Click *Save*
9. To open and review or edit the event, single click on the cell for basic details and double-click to open the full event details

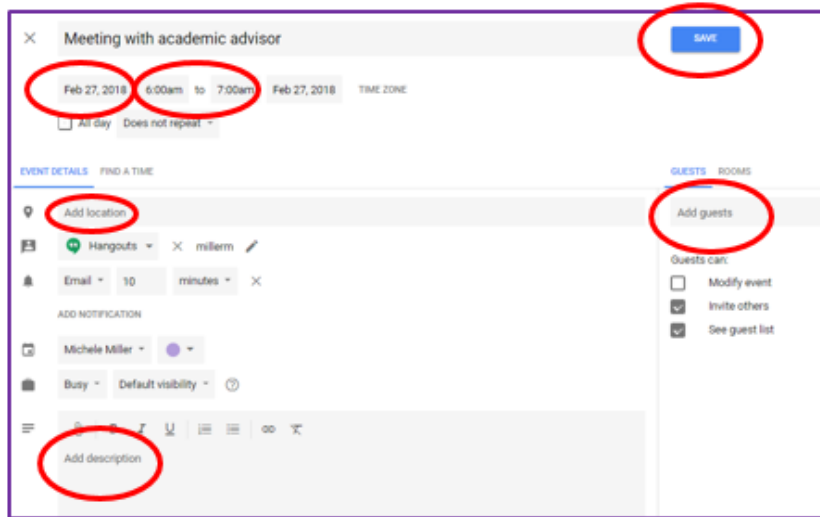
Steps 1 and 2:



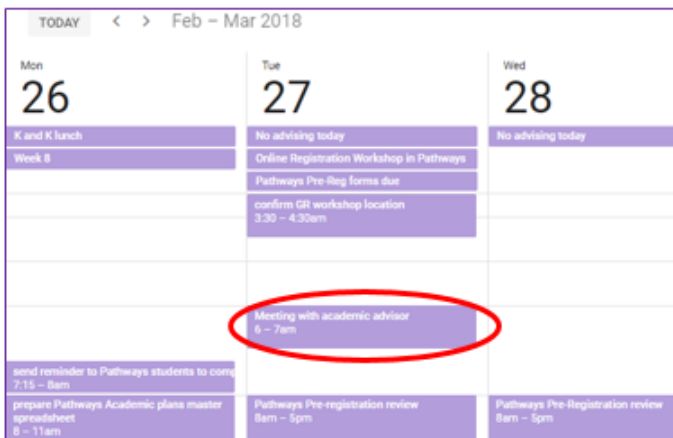
Enlarged dialogue box:



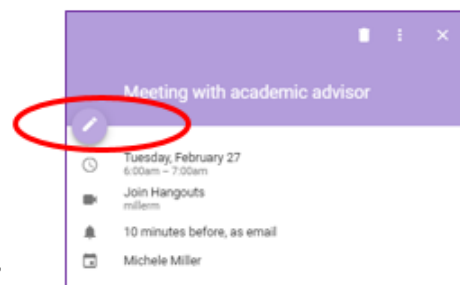
Dialogue box for *more options*, Steps 3-8:



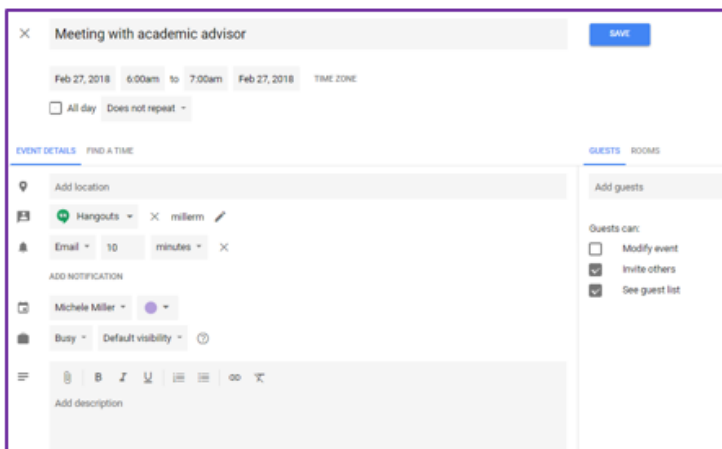
To review the basic details of the event, single click on the cell.



Click on the pencil icon to open event for editing.



Or, double click on the cell to view all event details or to revise the event.



Source: ©Google 2018

## TUITION DIFFERENTIAL: IELP AND PSU CLASSES

For students paying out-of-state tuition, including all international students, IELP classes cost less per credit than PSU classes. Currently, IELP classes cost approximately \$223 per credit. PSU classes cost approximately \$550 per credit. One 4-credit course in the IELP is typically \$892, compared to \$2,200 for a 4-credit PSU class.

While in the Pathways Program, students are expected to take IELP and PSU classes concurrently for at least one term. The combination of classes being taken each term varies by student, but you should be able to estimate the cost of your classes per term and plan your budget and finances accordingly.

\*Tuition and fees are subject to change at any time. Consult the most recent figures by opening the following online sources:

[PSU Tuition and Fees](#)

[IELP Tuition and Fees](#)

## COST PLANNING FOR PATHWAYS PROGRAM

The following chart shows tuition only; university and IELP fees are not included. Tuition and fees may change at any time. Refer to the links provided above for the most current figures.

6 Month Program					
Initial Term			Final Term		
Academic English Courses (Levels 4&5)	Credits	Tuition	Academic English Courses (Level 5)	Credits	Tuition
Understanding Academic Lectures	4	892	Discussion Skills/Public Speaking	4	892
Guided Research Writing	4	892	Independent Research Writing	4	892
Grammar and Editing for Academic Writing	4	892	PSU Class	4	2,276
Advanced Academic Reading	4	892	PSU Class (optional)	(4)	(2,276)
Pathways Introduction Seminar	2	446	Pathways Final Seminar	2	446
<b>Total Credits</b>	<b>18*</b>	<b>4,014</b>	<b>Total Credits</b>	<b>14 - 18</b>	<b>4,430 – 6,630</b>
<b>TOTAL TUITION for 2 terms: \$8,444-\$10,644</b>					

\*New students will also enroll in American Culture and Academic Life (ACAL) in their first term of study - 2 credits

9 Month Program								
Initial Term			Intermediate Term			Final Term		
Academic English Courses (Level 4)	Credits	Tuition	Academic English Courses (Level 5)	Credits	Tuition	Academic English Courses (Level 5)	Credits	Tuition
Understanding Academic Lectures	4	892	2 IELP courses	8	1,784	2 IELP Courses	8	1,784
Guided Research Writing	4	892	PSU class	4	2,200	PSU class	4	2,200
Advanced English Grammar	4	892	PSU class (optional)	(4)	(2,200)	PSU class (optional)	(4)	(2,200)
Academic Reading	4	892	Pathways Intermediate Seminar	2	446	Pathways Final Seminar	2	446
Pathways Introduction Seminar	2	446						
<b>Total Credits</b>	<b>18*</b>	<b>4,014</b>	<b>Total Credits</b>	<b>14-18</b>	<b>4,430–6,630</b>	<b>Total Credits</b>	<b>14 - 18</b>	<b>4,430–6,630</b>
<b>TOTAL TUITION for 3 terms: \$12,874 - \$17,274</b>								

\*New students will also enroll in American Culture and Academic Life (ACAL) in their first term of study - 2 credits

#### TUITION SUMMARY

1. Pathway students earn 24 IELP credits, all or some of which can be applied as general elective credits toward their degree (the number that can be applied depends on the major).
2. While in the 6-month pathway, students will take 4 to 8 PSU credits that may be applied to their degree requirements.
3. While in the 9-month pathway, students will take between 8 and 16 PSU credits that may be applied to their degree requirements.
4. Students in the Pathways Program may be able to complete up to two terms toward their degree program (includes both IELP and PSU credit)



---

### BACKGROUND

All students admitted to PSU for undergraduate study are required to attend a [PSU New Student Orientation session](#) before enrolling in full-time academic coursework. Both domestic and international students are required to complete PSU's orientation, a policy established by the university. Students in the Pathways Program will attend New Student Orientation during the term when they are enrolled in the Pathways Final Seminar and are taking their last IELP classes.

Generally, students attend an orientation session that is linked to their term of admission, and sessions are held in the one or two months preceding the start of that term. For example, a student admitted to PSU for the winter 2019 term will attend an orientation session sometime in the months before January, usually in November or December. Although these sessions take place during fall term, they are known as "winter" orientation sessions.

Students in the Pathways Program do not follow the typical pattern outlined above. Many students in the Pathways Program have a PSU admission term that is in the past. Rather than attending a PSU New Student Orientation session before their first term of study, Pathways Program students attended an IELP New Student Orientation session in the months preceding their first term of study. For example, students admitted to PSU for fall 2016 who did not meet the university's English language proficiency guideline began their studies in the IELP and attended an IELP New Student Orientation session before fall term started.

---

### SIGNING UP FOR AN ORIENTATION SESSION

Pathways Program students will attend PSU New Student Orientation in their last term of IELP study and in preparation for their first term of full-time academic study at PSU. PSU's New Student Orientation office schedules the dates for orientation sessions, sets the agendas for the sessions, and coordinates academic advising at the sessions with academic departments. At this time, signing up to attend a New Student Orientation for Pathways Program students is facilitated by the Pathways Advisor, who will communicate directly with Pathways Program students by email about the available session dates, usually in week 5 of the term. When there is a choice of session dates, students will work with the Pathways Advisor to select their preferred date.

After the Pathways Advisor notifies students about the session dates and students sign up accordingly, students will receive an email within approximately one week from PSU New Student Orientation ([orientation@pdx.edu](mailto:orientation@pdx.edu)) with details about their session (time, location, agenda). Students must attend an orientation session in order for their orientation hold to be removed. Only the PSU New Student Orientation Office has the authority to remove an orientation hold.

---

## AT THE ORIENTATION SESSION

Pathways Program students have certain advantages over other students attending PSU New Student Orientation. Pathways Program students have already completed at least one term of study and sometimes more than that. They are familiar with the PSU campus and the city of Portland, and have learned about academic advising, campus resources and other important information through the content of the Pathways Program seminars. Domestic students attending PSU New Student Orientation may be coming to campus for the very first time and may be unfamiliar with many aspects of being a university student. Many domestic students will have just completed high school and are just beginning their university careers.

## HIGHLIGHTS OF PSU NEW STUDENT ORIENTATION

- meeting other new students
- meeting other students in your major
- reviewing important registration procedures
- reviewing general education and degree requirements
- meeting with an academic advisor in your major
- completing registration for academic classes in your next term of study

By the time that Pathways Program students attend PSU New Student Orientation in preparation for their next term of study, they will already have completed registration for two PSU academic classes (usually 8 credits) through the IELP Pre-Registration Form and process conducted in the Pathways Final Seminar. Students may register for eight (8) credits maximum through the Pathways Program *before* attending an orientation session. In contrast, other students beginning full-time academic coursework at PSU will not be able to register for any classes until they attend their orientation session.

At the PSU New Student Orientation Session, students will complete their registration for classes for their next term of study. This will usually mean adding one class (4 credits) to their schedule during or after the orientation session. Full-time enrollment in academic classes for international students holding F-1 or J-1 visas is 12 credits. It is recommended that students not exceed 12-13 credits in their first term of full-time academic study.



Steps and path near waterfall

## DEGREE AUDIT REPORTING SYSTEM (DARS)

The [Degree Audit Reporting System \(DARS\)](#) is a valuable tool that aids in tracking degree progress and in understanding major and degree requirements. This report applies completed courses, including transfer courses accepted by PSU, to PSU's graduation requirements. It is used to inform students about completed and unfulfilled requirements.

DARS audits are to be used as unofficial advising tools and are not intended to be a promise or guarantee of progress toward a degree, major, minor, or certificate. Certification of completion of academic requirements will be made when students apply for graduation. At that time, the graduation application and DARS audit will be reviewed by the PSU Office of Degree Requirements.

**Transfer Evaluation Reports** are provided to all transfer students upon admission to Portland State University. This report shows how the classes taken at other colleges/universities have transferred to PSU and lists the equivalent PSU courses. Students who have transfer credits that have not yet been evaluated should contact PSU International Admissions as soon as possible to request a Transfer Evaluation Report.

Source: <https://www.pdx.edu/registration/degree-audit-reporting-system-dars>, February 9, 2018, © Portland State University 2018.

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### HOW TO READ YOUR DARS REPORT:

#### PDF TUTORIAL

**Degree Audit Reporting System (DARS) Visual Tutorial**

Getting Started

Portland State University

Log into Banweb and select the DARS - Degree Audit Reporting System link under the Student Services tab

**Banweb**

Personal Information Student Services Financial Aid Faculty Services Employee Services IS Menu System Access WebTailor

BACK TO STUDENT MENU SITE MAP HELP EXIT

DARS - Degree Audit Reporting System

Information about Undergraduate/Post Bac and Graduate DARS Audits

You must first submit an audit before it will become available to view. Previously generated audits will be available for viewing for 30 days, after which they will be automatically deleted.

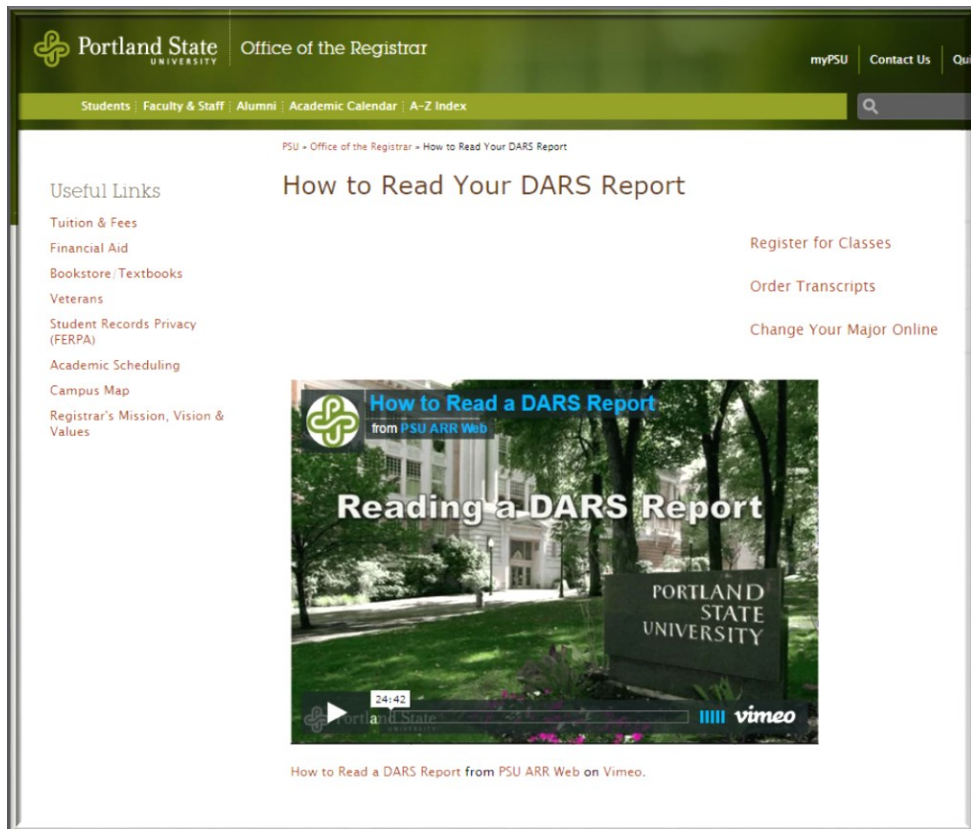
**NOTE:** This degree audit is not intended to replace your meeting with an Academic Advisor. It is important for you to review this report with your advisor as you develop your academic plan for graduation.

Supported Browsers: Chrome, Firefox, Internet Explorer V9 and V10, Safari V5. Using an unsupported browser may result in difficulties with running your audit.

Submit an Audit Run a Degree Audit (DARS). View Submitted Audits Choose from a list of previously-submitted audits

Select 'Submit an Audit' to run a degree audit or select 'View Submitted Audits' to see audits ran in the last 30 days

## VIDEO TUTORIAL



The screenshot shows the website for the Office of the Registrar at Portland State University. The page title is "How to Read Your DARS Report". On the left, there is a "Useful Links" menu with items like Tuition & Fees, Financial Aid, Bookstore / Textbooks, Veterans, Student Records Privacy (FERPA), Academic Scheduling, Campus Map, and Registrar's Mission, Vision & Values. On the right, there are links for Register for Classes, Order Transcripts, and Change Your Major Online. In the center, a video player is embedded with the title "How to Read a DARS Report from PSU ARR Web" and "Reading a DARS Report". The video player shows a thumbnail of a campus scene with a sign that says "PORTLAND STATE UNIVERSITY". Below the video player, the text reads "How to Read a DARS Report from PSU ARR Web on Vimeo."

## DARS FAQs

Source: <https://www.pdx.edu/registration/degree-audit-reporting-system-dars>, February 9, 2018, © Portland State University 2018.

**NOTE:** Questions about DARS reports should be directed to academic advisors in PSU major departments.

Many academic advisors at PSU require that students bring their current DARS report to advising appointments. It is important that students learn how to run and understand their DARS report.

## PART TWO: TRANSITION WITH PURPOSE TO THE UNIVERSITY

Part 2 of this book presents a variety of activities to facilitate the transition to full-time university study. Because many international students come from countries that prescribe the entire course of a student's education, through high school and higher education, beginning undergraduate study at an American university can produce a new kind of culture shock, even for students who have studied in an American intensive English program.

### SECTION 1: PREPARATION OF GOALS

The American university system embraces a liberal arts structure, requiring students to choose three types of courses: major courses, non-major electives, and required general education electives. Non-major and required general education courses can be the same classes, depending on the university. At Portland State University, non-major electives and general education courses are *not* the same. General education at Portland State University is housed within the University Studies department. Consequently, students need to learn to navigate the resources of each department in which they enroll in courses, and meet with advisors from the various departments, to gain the full advantage of a liberal arts degree. Understanding the purpose of each category of courses within the liberal arts structure will help students to gain useful insight about how the departments offering the courses work.



Winding path through high mountains

## ACTIVITY 1: PEER SHARE AND LEARN: ACADEMIC CLASSES

**OBJECTIVE:** PATHWAYS INTRODUCTION STUDENTS LEARN FROM INTERMEDIATE AND FINAL STUDENTS ABOUT PATHWAYS SEMINARS AND PSU CLASSROOM EXPERIENCES AND EXPECTATIONS.

**TASK:** INTRODUCTION SEMINAR STUDENTS DEVELOP QUESTIONS TO ASK INTERMEDIATE AND FINAL SEMINAR STUDENTS.

---

Each term, students from the Intermediate and Final Seminars will join students in the Introduction Seminars to share their experiences about the transition to PSU classes and the completion of their first and second terms in the Pathways Program.

**INSTRUCTIONS:** Below are possible categories for questions for small group discussion. Write 3-4 more questions that you would like to ask. You do not need to fill in each blank.

### PSU CLASSES

1. Example: What is one thing about being in PSU classes that you expected?
2. Example: What is one thing about being in PSU classes that surprised you?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### PATHWAY CLASSES

6. What is the difference between the Intermediate and Final Seminars?
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### IELP AND PSU

10. Can I change classes before the start of the term?
11. Have you joined any student or departmental groups? What is it like and why did you join it?
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_



## ACTIVITY 2: STATEMENT OF PURPOSE

**OBJECTIVE:** DEFINE YOUR CURRENT AND FUTURE CO-CURRICULAR GOALS.

**TASK:** ANALYZE DIFFERENT EXAMPLES OF STATEMENTS OF PURPOSE WITHIN DIFFERENT DISCIPLINES.

---

In the Pathways Program, you are transitioning from studying English language as an academic subject to studying major- and degree-specific course work and being a fully matriculated university student. In the IELP, all classes and assignments are to help you develop your English language skills and university-level classroom awareness. University students balance classes across several academic disciplines for the purpose of attaining a broad education within the liberal arts structure.

In addition to classes, students often also:

- belong to social, academic, and sport clubs and groups
- attend workshops, lectures, and events separate from class time
- apply for scholarships, internships, and employment while still in school

These different academic and social opportunities are available to all university students, including international students. In the Pathways Program, the “Getting Involved at PSU” assignments that you do in the Pathways Program are to support this very aspect of your education. Participating in co-curricular and extra-curricular activities can help you to be a successful student.

### STATEMENT OF PURPOSE: DEFINING YOUR GOALS

---

**VOCABULARY:** Define the following words:

1. Co-curricular
2. Extra-curricular

**DISCUSSION:**

1. Do you attend any of the activities, workshops, and events offered in the IELP?
2. Where can you find these types of activities outside of the IELP?
3. Which departments and offices on campus provide and sponsor these activities?
4. Why do you think the university offers so many co-curricular and extra-curricular activities?

A statement of purpose is a proposal of your next goals in your education and/or career. These goals can coincide with or follow your undergraduate studies. The statement of purpose for this class is for you to define of your education and occupational goals.

This [video](#) includes suggestions for what to do and not do when writing a statement of purpose.

Students have different academic and social goals while in college:

- get a great GPA
- meet new friends
- learn concrete applicable skills for a first job
- create a solid foundation in a discipline before going to graduate school

Students also can have co-curricular goals to:

- complete an intensive English program to prepare for their major studies
- fund their education through scholarships
- gain work experience through an internship
- gain work experience through employment
- apply for a post-bac certificate or attend graduate school

Students also can have extra-curricular goals to:

- learn how to kayak
- exercise civil duties through volunteering at a food pantry or for a political party
- teach a salsa class at a community center
- tutor English to immigrant elementary school students

#### DISCUSSION:

1. What are your goals while at university, and why do you have them?
2. What are your goals after completing your degree?
3. Are any of these co-curricular goals?

Share these goals with a partner.

\* \* \*

Many co-curricular goals require planning to attain them. The selection process for scholarships, internships, and employment can be very competitive because many students and other competitors, including your classmates and peers, are also working toward these same goals. A statement of purpose is often required as part of the application process, and is a way for you to demonstrate and describe why you are a strong candidate.

There are many examples of statements online, but they all generally follow a similar format:

1. Introduce YOU (use personal pronoun: "I") and define your interests and motivations in education and future employment. Tell a story about why and how you became passionate about studying your major.
2. Summarize your education up to now: this can include course work and activities in college and high school.
3. Discuss relevant and current activities: extracurricular activities, clubs, volunteering experiences, group projects, and previous experiences outside of school.



4. Create a positive tone with a specific focus and demonstrated understanding of your own educational and career goals.

### Jigsaw Reading Activity

---

In groups of 3 or 4 students, review different examples of statements to help you learn possible organization, content and phrases that could be used in a statement of purpose.

Example statements of purpose:

- Example A: [Osher Reentry Scholarship Application](#)
- Example B: [Statement of Purpose for International Business Management for Graduate School](#)
- Example C: [Statement of Purpose in Electrical Engineering for Graduate School](#)

**STEP 1:** Use the following guide and questions to analyze the statements of purposes:

1. Highlight the personal interest in the person's goal of a scholarship or graduate school.
2. Highlight courses that the writer has taken. Do these include high school and/or college courses? Do any examples include formal language classes like in the IELP?
3. Does the writer participate in extra-curricular activities? Why or why not?
4. Is the writer positive and knowledgeable about the topics, or is the information relayed in an academic tone with only general attention the writer's interests?

**STEP 2:** Form new groups with one student from each of the original groups in a new group. Share the information gathered in your original group with your new group.

## ACTIVITY 3: STATEMENT OF PURPOSE

**OBJECTIVE:** ANALYZE DIFFERENT EXAMPLES OF STATEMENTS IN YOUR MAJOR.

**TASK:** REVIEW, COMPARE, AND DISCUSS DIFFERENT STRUCTURES OF EXAMPLE STATEMENTS IN YOUR MAJOR.

---

The structure of a 5-paragraph essay is consistently similar in style. Even though a statement of purpose is very different from a 5-paragraph essay, all statements have similar structures in much the same way as 5-paragraph essays do. To write your own statement of purpose, it is helpful to see both general and discipline-specific examples. Phrases, structures, and even experiences from other writers can give ideas about which information to include in your own statement of purpose.

### FORMAT AND STRUCTURE OF THE STATEMENT OF PURPOSE

---

**STEP 1:** Search online for examples of statements for your particular major and in your discipline. Print or save 2-3 examples.

Use the following guide to analyze each example:

1. Why did you choose this example from your major? What do you like about it?
2. Highlight different examples of phrases or vocabulary that you think would help you in your statement.
3. Notice the different structures in each example. Mark on the example where the writer gives evidence of personal interest, personal history, academic history, employment history, and motivation and/or future goals.

**STEP 2:** Share your information with a partner or small group who has the same major as you. Note any information that you have learned from your discussion that you would like to add to your own statement. These examples will help you to develop your outline for your own statement of purpose.

**STEP 3:** Select one of the examples that you collected. What is the organization of the statement? What comes first, second, etc.? Write the number on the line and mark the order in the margins of your example. Then, share the sequence of information in the example statement with your small group:

- \_\_\_\_\_ writer's personal interest in the major
- \_\_\_\_\_ writer's personal history/life experience that supports their interest in the major
- \_\_\_\_\_ academic achievements that support the pursuit of the degree
- \_\_\_\_\_ writer's motivation in wanting to pursue this major
- \_\_\_\_\_ goals the writer has for after completing their studies

#### ACTIVITY 4: WRITE A STATEMENT OF PURPOSE

**OBJECTIVES:** USE YOUR NOTES ON CO-CURRICULAR GOALS IN [ACTIVITY 3](#) AND PHRASES, STRUCTURES, AND OUTLINES FROM STATEMENT EXAMPLES TO DEFINE AND ARTICULATE YOUR OWN GOALS.

**TASK:** WRITE YOUR OWN STATEMENT OF PURPOSE BASED ON YOUR MAJOR.

---

A statement of purpose is only one step in articulating academic or employment goals. It can help you to create a concrete path toward those goals. Think about why you want to study your major and about which classes you have taken/will take while you are pursuing your degree. Remember, your course work in the IELP is part of your academic history and part of preparing for your graduation from university. If you have completed projects or classes in your major, you can also mention these in your statement.

Consider how your personal interests, academic achievements, and life experience have helped prepare you to for where you are now and how you plan to move toward attaining your academic and employment objectives.

**INSTRUCTIONS:** Use the following prompt to begin your statement of purpose:

**Define your personal history, motivation, and goal(s) in pursuing your major.**

#### STEP 1:

Create an outline for your statement of purpose. You can use the same outline structure as one of the examples that you analyzed.

#### STEP 2:

Write your own statement of purpose. Submit both the outline and the statement at the same time.

## ACTIVITY 5: TRANSFERRABLE SKILLS

**OBJECTIVE:** BEGIN TO BUILD INFORMATION TO PUT INTO A RESUME.

**TASK:** DETERMINE AND DEFINE YOUR TRANSFERRABLE SKILLS.

---

Over the next few classes, you will produce a resume (also known as: *résumé*), which is a document that contains your professional experience. Below are common terms you will see in discussions of a resume, and these all basically mean the same thing:

resume = *résumé* = curriculum vitae = CV

Even if you don't have any work experience, you can still begin a resume because you are a professional full-time student. You will continuously update your resume as you gain education and work experience. A good place to start is to list your transferable and marketable skills, which can help you produce a precise resume.

### GATHER YOUR EXPERIENCES

---

There are many places where you can gain experience and skills besides employment:

- school
- co-curricular and extra-curricular activities: sports, theater, musical instrument, academic organizations, Greek organizations, leadership roles
- service learning
- volunteering
- special programs
- scholarships
- internships
- other

**DISCUSSION:** With a partner or small group, brainstorm and share places where you have gained experience. Be specific: use names of schools, business and scholarships.

**INSTRUCTIONS:** Review the [Transferable Skills Worksheet](#) from Academic and Career Services (ACS) at PSU. This will help you to select details that you can use in your resume, even if you don't have work experience.

## ACTIVITY 6: ADVISING AND CAREER SERVICES (ACS) SCAVENGER HUNT

**OBJECTIVE:** REVIEW THE TYPES OF SERVICES AND WORKSHOPS AVAILABLE THROUGH ADVISING AND CAREER SERVICES (ACS) AT PORTLAND STATE UNIVERSITY.

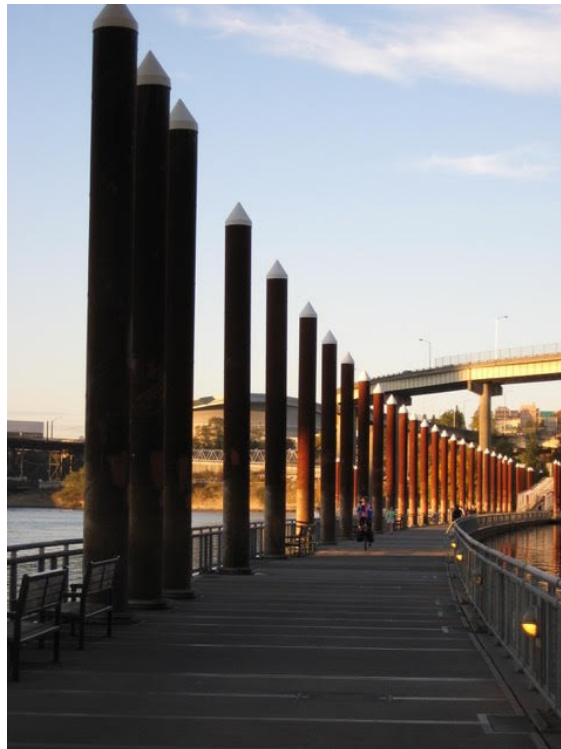
**TASK:** COMPLETE A SCAVENGER HUNT AT THE ACS WEBSITE.

---

You are now ready to write a resume. Even if you aren't ready to start working while enrolled in university, you might be thinking about applying for an internship or a scholarship to support your current work in college. The Advising and Career Services office can help with these activities.

**INSTRUCTIONS:** To complete this quick scavenger hunt, go to the [ACS](#) website:

1. Why would a student want to make an *appointment or drop-in* to see an advisor at ACS?
2. What are the 3 important steps in the process toward *Exploring Majors and Careers*?
3. What are 2 *workshops, Employers on Campus or events* that you might be interested in attending?
4. When are the *Career Fairs* being offered?
5. What is *Handshake*?
6. Where is ACS located?
7. Who does Advising and Career Services help?



Promenade by river

## ACTIVITY 7: WRITE A RESUME

**OBJECTIVE:** NAVIGATE THE PSU ADVISING AND CAREER SERVICES WEBSITE. GATHER INFORMATION ABOUT SKILLS AND EXPERIENCE TO APPLY TO EDUCATIONAL AND OCCUPATIONAL GOALS.

### TASK: WRITE A RESUME.

---

For many students, their time in college is used to prepare them for the job market upon graduation. In most cases, students will need a resume before graduating. Many college students apply for on-campus jobs, internships and scholarships, and most of these require a resume.

#### STEP 1: WHAT IS A RESUME?

---

Watch the short video [How to make your resume POP!](#)

1. Review some [sample resumes](#) at the bottom of the webpage. These examples are listed in order of least to most educational credentials and job experience.

#### STEP 2: PLAN YOUR RESUME:

---

1. According to the website, what information is required in a resume?
2. According to the website, what is optional information in a resume?
3. While you are still in school or at the beginning of your career, do you have more “required” information or more “optional information” on your resume? Why?

#### STEP 3: IF YOU DON'T HAVE MUCH WORK EXPERIENCE:

---

Develop a list of the experiences you do have. Following are a few suggestions:

1. List your top 5 [transferable skills](#) from the list you created in *Activity 5*.
2. List any class projects or research papers that are examples of your abilities.
3. List any important classes that can support you in your employment interests; include course names and numbers.
4. List any volunteer experiences you may have; include organization name and dates.
5. If you speak more than one language, list these by proficiency. For example, fluent in reading, writing and speaking Chinese and English.
6. List any extracurricular clubs or sport teams in which you are (or have been) a member; include high school and city leagues and locations and dates.
7. List any scholarships you have been granted; include titles and dates.
8. List any awards, noted recognitions or honors you have won; include titles and dates.
9. List any musical instruments you play and for how long.

If you only have a few of these activities to list, this is ok – it’s not uncommon for a recent high school graduate to have only a few items to add to their first resume. This is one of the reasons you are writing a resume before matriculating full-time to academic study. This activity gives you a chance to start thinking about what you want to be able to add to your resume as you progress toward your degree. You have the time now to plan for the resume you want to have when you graduate.

#### STEP 4: WRITE YOUR CHRONOLOGICAL RESUME: CHOOSE A TEMPLATE.

---

To choose a resume template, use any of the following options:

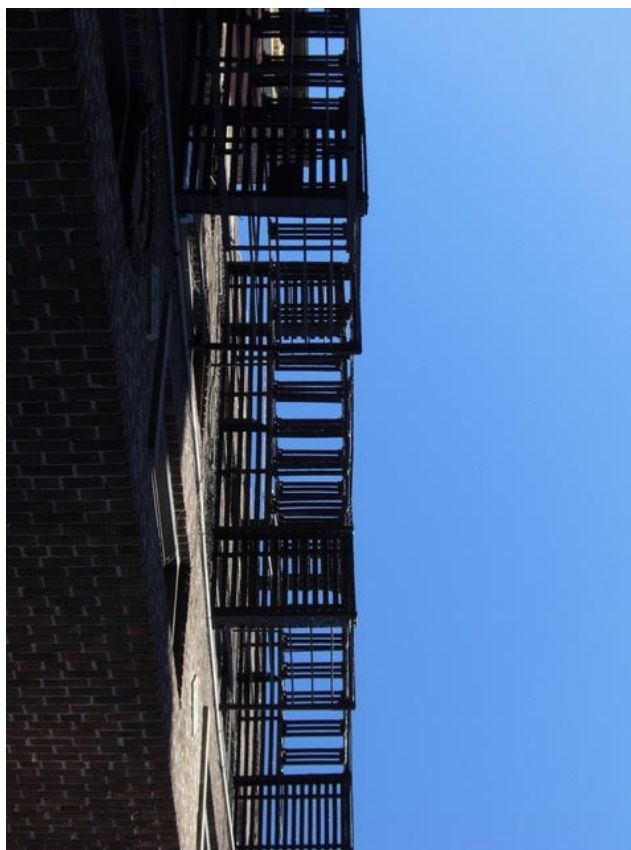
- a. Start a New File in Microsoft Word. Type in “resume” in the search bar. Choose the Chronological Resume.
- b. You can also use the [sample resumes](#) on the ACS website to help you to select and format your information.
- c. Enter your information into a [fillable template](#).

#### STEP 5: REVISE AND POLISH YOUR RESUME.

---

Edit and revise your resume.

1. There must not be any misspellings or grammatical errors.
2. You should always have someone else proofread read your resume. Resumes are judged on both content and professional presentation.



Metal staircase  
attached to building

## ACTIVITY 8 GENERAL EDUCATION REQUIREMENTS AND THEMES IN UNIVERSITY STUDIES (UNST)

**OBJECTIVE:** LEARN ABOUT UNST REQUIREMENTS.

**TASK:** CHOOSE A UNST THEME THAT YOU ARE INTERESTED IN TAKING.

---

In Pathways Introduction Seminar, you were introduced to the course requirements for University Studies at PSU. University Studies is an interdisciplinary, interactive, and theme-based approach to general education. Because the themes are widely varied, it is important to investigate what UNST offers before you choose a class or theme. It is important to note that all of these courses are reading and writing intensive.

**DISCUSSION:** You can enroll in a theme similar to your major or it can have no similarities.

1. What is your major and why did you choose it?
2. What do you like best about your major? What do you like least about your major?

Share your answers with a small group.

### INVESTIGATING UNST THEMES

---

The UNST course you enroll in first is based on your PSU admission category. This was determined by the number of university credits you had earned at the time of admission. If you are unsure about your admission category, consult your Banweb account. Do not confuse admission category with class standing.

Both Freshman and Sophomore Inquiry courses are lower-division courses from which students can choose any theme. Junior clusters must be outside of your major, while your Capstone must be in your major. Both of these are required upper-division courses. Refer to the [University Studies website](#) for details about inquiry, cluster, and capstone courses.

- Freshman Inquiry (FRINQ) is a required foundational course. If your admission status is 0-44 credits, you are a freshman for UNST placement purposes. Review themes in [Freshman Inquiry](#) on the UNST website.

When you are ready for SINQ, Junior Clusters and your Capstone, you may have a variety of choices. Watch [this video](#) for further explanation.

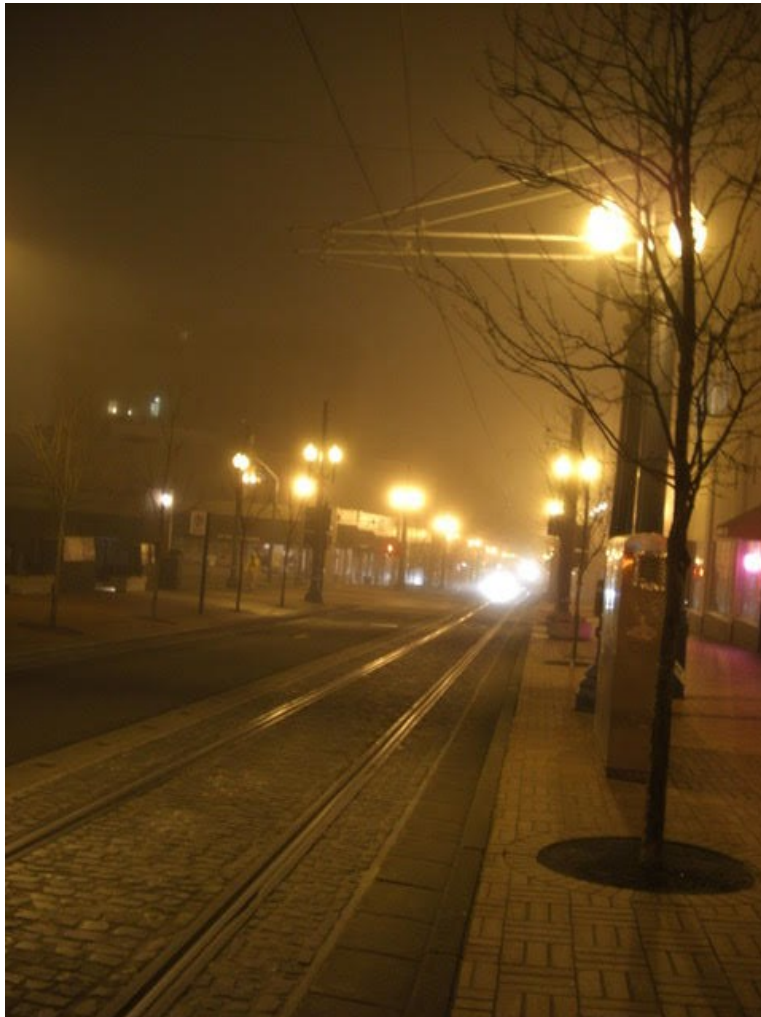
- Sophomore Inquiry (SINQ) is considered to be the introductory course to begin preparing for your Capstone. If you are a transfer student and your admission status is



45-89 credits earned at admission, you are a sophomore for UNST placement. Review [Sophomore Inquiry](#) (200- level courses) on the UNST website.

- If you are a transfer student and your admission status is 90-134 credits earned at admission, you are a *junior for* UNST placement, and you are exempted from 200-level SINQ courses. In this case, you will completed a total of 12 credits within Upper Division Cluster (300-level courses). Review [Upper Division Clusters](#) on the UNST website.
- If you are a transfer student and your admission status is 135+ credits earned at admission, you are a *senior* for UNST placement. You will be required to complete a Capstone in your major, and will mostly likely still need to take courses at the 300-level (Upper Division Clusters) in preparation for your senior capstone. Look at the cluster themes in the links cited previously and explore the [Capstone Courses](#).

After you look at the UNST themes, think about which of them would be the most interesting for you? Why?



Train tracks at night

## ACTIVITY 9: ASSIGNMENT ANALYSIS

**OBJECTIVE:** APPLY SKILLS AND KNOWLEDGE GAINED IN ENGLISH LANGUAGE COURSES TO A TYPICAL ACADEMIC WRITING ASSIGNMENT.

**TASK:** ANALYZE A TYPICAL ACADEMIC WRITING ASSIGNMENT HANDOUT.

---

Through their English language classes, students have acquired many of the learning skills that are needed to successfully complete academic classes. Sometimes, however, students don't realize that they have these skills because the assignments may look different from an assignment given in an English language class. The reason for this difference is that language class assignments are designed primarily to support language development while academic assignments are designed primarily to support learning content as well as critical thinking about that content.

### ANALYZE AN ASSIGNMENT

---

Review the assignment on page 118. This is a typical assignment in Freshman Inquiry class at Portland State University.

#### STEP 1: ACTIVATE PRIOR KNOWLEDGE: WHAT DO YOU KNOW?

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1. As a class, brainstorm a list of some common activities from your upper-level reading and writing classes in the IELP.
2. One of the best strategies you can use to approach a new assignment is to review the document to see what is familiar to you. Try highlighting only the verbs that tell you to do something or that direct the actions needed to be successful to complete the assignment.
  - A list of verbs to look for can be helpful and there are many such lists online. Here is a good example: [Assignment Prompts: What do you really mean?](#) Look at the verbs in this document. Which ones do you recognize from previous assignments that you have had?
3. Look at the assignment sheet from FRINQ. Name 5 things you understand/recognize about this assignment.

#### STEP 2: ANALYZE THE ASSIGNMENT

---

Based on the courses you have taken in the IELP and the academic skills you have practiced as you have developed your English skills, you should be able to answer the following questions about this assignment given in the Freshman Inquiry (FRINQ) theme The Work of Art, even though you haven't read the texts.

These *assignment analysis* questions can be used to approach any assignment in any academic department.

1. What type of assignment is this?
2. What is the title of the assignment?
3. What is the research question?
4. Mark the sources given by the professor.
  - a. How many sources are given?
  - b. Do you have to use the sources listed?
  - c. Do you have to cite which sources you use?
  - d. Where do the sources come from?
5. What guidance does the teacher give for content?
  - a. Label it “content.”
6. Does the teacher provide formatting requirements?
7. What citation style is used?
8. Are there any other requirements you should notice?
9. Interpret the assignment by answering these questions:
  - a. Why do you think the instructor assigned this paper?
  - b. Who is the audience? In other words, who should the student imagine will read the paper? How do you think that will affect the style of writing?
10. Is there anything in this assignment that is familiar to you from your upper-level reading and writing classes?
11. Review your answers with a partner or with the class. Does any part of the assignment seem difficult to accomplish?

**EXTENSION ACTIVITY:** Is there anything about the assignment that you don’t understand? If so, compose a message that you could send to the instructor asking for clarification:

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FORMAL ASSIGNMENT 1: LETTERS

**SOURCE MATERIALS:**

Plate: Ackerman and/or Gregory. Selections about the complexity of interpretation.

Trask, Haunani-Kay. "From a Native Daughter."

Tompkins, Jane. "Indians": Textualism, Morality, and the Problem of History."

Berish, Andrew. "Introduction."

**UNST GOALS:**

Inquiry and Critical Thinking: to sharpen analytic skills

Communication: to extend analysis from academic essay to analysis in letter form

Human Experience: to develop sensitivity to the way culture affects people's perspective

Ethical Issues and Social Responsibility: to understand individual privilege and subordination in the creative/knowledge process

**TOPIC:** How do perceptions determine perspectives?

Write an academic essay from the author of one of our articles to another author of a different article in the form of two letters. The first letter is from one author to the other and the second letter is a response from the second author to the first. You have to take the perspective of the author to express their perceptions.

1. The sender and recipient are different people and are not you.
2. Use and cite from the articles we have read as your references for your analysis.
3. Cite any and all theoretical points that you draw from an author even if it is not quoted although you would not do this in an ordinary letter.
4. Have a "Works Cited" page in a letter even though letters usually do not.

**FORMAT:**

- 6-8 pages in length (total for 2 letters)
- 12-point font
- one-inch margins
- the pages should be numbered
- you should have proper citation in the text
- "Works Cited" page
- "Selected Bibliography" page if you do not use direct cites but these works influenced your writing.

DUE: TBA - DON'T FORGET TO ATTACH THE ASSIGNMENT INSTRUCTIONS

## SECTION 2: GETTING INVOLVED IN THE UNIVERSITY

Students should be aware of the different activities and resources that are available to them to support their academic success. Some examples include participating in an outdoor excursion through the student recreation center, attending a lecture given by a leading researcher in your discipline, or joining a cultural club that celebrates internationalization. Resources include academic and other advisors, career workshops and fairs, and tutoring and writing support services offered by the university. In this section, you will explore opportunities for getting involved on campus.



River in black and white

## ACTIVITY 10: GETTING INVOLVED IN PSU: ACTIVITIES

**OBJECTIVE:** EXPLORE SOCIAL AND ACADEMIC ACTIVITIES AT PSU. DEVELOP A PURPOSE FOR PARTICIPATING IN ACTIVITIES IN THE UNIVERSITY.

**TASK:** RESEARCH, CHOOSE, AND ATTEND A FUNCTION AT PSU.

---

Being a university student is not only about academic study. For international students in particular, learning about American culture and values and how to adapt and adjust to living in this new community is an important part of the university experience. Additionally, the social ties and relationships that students develop may be lifelong and may influence future study, career and life decisions.

For this activity, you can participate in a workshop, lecture or function organized by your major department or join an event sponsored by a social or academic organization within your major.

### STEP 1: RESEARCH MEETING OR FUNCTION OPTIONS

---

Form small groups. Each group member will find 2 or 3 campus events that you might like to attend. You do not need to attend any functions with your group at this time; this task is a research activity only. Share what you have found with your group members.

You may want to go to your major department and look at the bulletin board in the department's main office. What is happening in the next two weeks? Is there a coffee hour, a club meeting, or a workshop that you could attend? Every department on campus has these bulletin boards to advertise current events for the department. Where can you find announcements about activities around campus?

- a. bulletin board in the IELP
- b. bulletin board in your major department
- c. bulletin boards around the food court in SMSU and dining hall in Ondine
- d. bulletin boards in ASRC (Student Rec Center)
- e. online [calendar of events](#) at PSU.
- f. academic department webpages

**INSTRUCTIONS:** Take a photo or a screenshot of the event announcement and post it to the Discussion Board on D2L to share with the class.

## STEP 2: CHOOSE AN EVENT YOU WOULD LIKE TO ATTEND

---

Look at the events your classmates have posted to the discussion board and choose an event you'd like to learn more about. Your choice of event can be based on your need, interest, or schedule. Answer the following questions to help you determine which event to attend:

1. What is the purpose of this event?
2. What is the value of this event for you:
  - a. Is this something that you are interested in getting involved in to meet people?
  - b. Is this activity something that you are interested in getting involved in to support your future goals, e.g., applying for an internship, scholarship, or job?
3. Why do you want to go to this event?
  - a. to volunteer with the event
  - b. to meet people with similar interests as you
  - c. to try something new
  - d. other

## STEP 3: DISCUSSION OF ACTIVITIES

---

As a class, choose one of the following options to discuss the various activities you have found:

1. In your group, present the photos of the events that you have found and give a brief description of each.
2. Discuss your classmates' postings online. Which event do you want to attend and why?

## STEP 4: ATTEND THE FUNCTION.

---

You can attend the campus event with your group or on your own. If appropriate, take some photos at the event. You will write a reflection on this activity, therefore you should be prepared to take notes as needed, either during or after the event.

## ACTIVITY 11: GETTING INVOLVED IN PSU: ATTEND AN ACTIVITY IN YOUR MAJOR DEPARTMENT

**OBJECTIVE:** DISCOVER ACTIVITIES WITHIN MAJOR DEPARTMENTS TO SUPPORT ACADEMIC AND SOCIAL ENGAGEMENT IN UNIVERSITY LIFE.

**TASK:** WRITE A PROPOSAL FOR AN ACTIVITY WITH YOUR MAJOR DEPARTMENT. ATTEND AN ACTIVITY AND GIVE A PRESENTATION.

---

This is an extension of *Activity 10*.

You have now researched events on campus and have attended an activity sponsored by the university. Some examples of these activities include IELP workshops and activities, a campus sporting event, an art exhibition, or a student recreation center event.

**INSTRUCTIONS:** For this activity, you will participate in a function sponsored by your major department. Some common activities in major departments are:

- thesis or dissertation presentation
- lecture by a visiting professor
- coffee hour
- job fair for majors
- tutoring session
- workshop on networking or other relevant topics
- other

### STEP 1: FINDING AN ACTIVITY

---

1. Go in person to the main office of your major department.
  - a. Look around the elevators in your major department; there are often many flyers posted there.
  - b. Look around the front doors of the main office of your major department. There are probably a lot of flyers posted on the wall.
  - c. Once you get inside your department's main office, most offices have an activity board where upcoming events are posted.
2. Around campus in common areas, there are flyers advertising functions and activities that are sponsored by departments.
  - a. Look at the walls and by the doors to coffee shops, cafeterias, tutor labs, and computer labs.
3. Search your major department for upcoming events (online or in person).



## STEP 2: PREPARE FOR THE ACTIVITY AND PRESENTATION:

---

1. Write a proposal about the activity or function you would like to attend. Include the following information:
  - a. name of activity
  - b. time and place of the activity
  - c. brief explanation about why you want to attend this activity
  - d. prediction about how this activity supports an aspect of your major
2. Upload your proposal to D2L Activities folder.
3. Attend the activity.
  - a. This is a graded assignment.

## PART 3: PRESENTATION REQUIREMENTS:

---

1. 2 to 3 minutes in length
  2. 3-5 PowerPoint slides
  3. Slides must include:
    - a. title of activity and sponsoring department
    - b. presenter's name, if any, and/or who hosted/sponsored the activity
    - c. the location of the activity
    - d. why you chose this activity
    - e. if and how this activity supports an aspect of your major
    - f. recommendation to classmates to attend this activity or not and why
- Submit PowerPoint presentation through D2L

## PART 4: OPTIONS FOR PRESENTATION

---

1. Small group presentations of your selected activity
2. Post PowerPoint to the discussion board on D2L
  - a. Each student chooses 3 PSU activities posted by classmates.
    - i. In a thread, discuss why you'd like to attend the activities you selected.

## ACTIVITY 12: GETTING INVOLVED IN PSU: OBSERVE A CLASS IN UNIVERSITY STUDIES

**OBJECTIVES:** RAISE AWARENESS OF DIFFERENT THEMES AND STRUCTURES IN UNIVERSITY STUDIES (UNST). PRACTICE MULTI-STEP ASSIGNMENT AND TIME-MANAGEMENT.

### **TASK:** OBSERVE A UNST CLASS.

---

The general education department at Portland State University practices an interdisciplinary approach to general education. The courses offered through UNST were created to be reading and writing intensive to prepare students not only for classes in their major, but also for degree requirements outside of their major. The following activity is based upon the class observation assignment used in LING 147: Understanding Academic Lectures.

**INSTRUCTIONS:** Each of the following steps requires you to communicate in a formal and professional manner.

1. Select a UNST class that you would like to observe. The class you choose should be based on your admission category, i.e., freshman, sophomore, junior or senior.
2. Write a formal email to a professor and request to observe a UNST class. Include your name, the title, course number, and day/time of the class you'd like to observe.
3. Include your Pathways instructor as a CC on the request email.
4. After receiving permission from the course instructor, attend the class.
5. While observing the class, take notes on the information you will include in your presentation
6. After observing the class, write a formal thank you email to the professor. Remember to thank the professor for letting you observe the class, and write one detail that you learned in the class. You must CC your thank you email to your Pathways instructor.
7. Create a PowerPoint based on your observation.
8. Present your PowerPoint in class.

### **Part 1: OBSERVATION PREPARATION.**

---

Decide which class you would like to observe. Use one of the following methods:

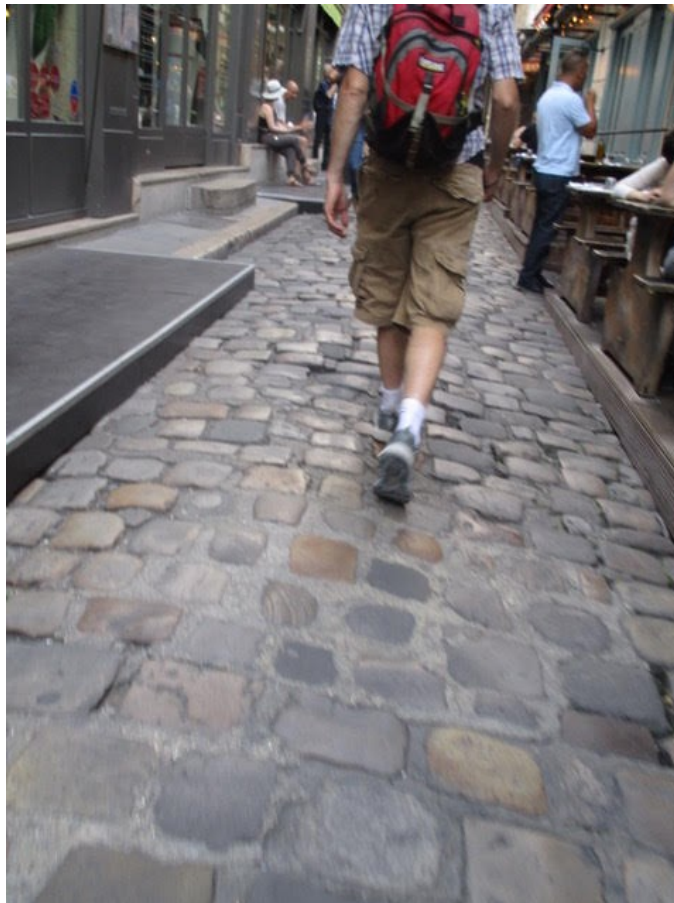
1. Accompany a friend or classmate who is currently enrolled in a UNST class. In this case, you must still email the professor to ask if you can observe the class.
2. Look at the online Class Schedule in Banweb to decide which classes would fit your schedule.

Time management is very important in completing this task. You can prioritize first by theme and then by time. You can also consult the [UNST website](#) for additional information about themes and classes.

## Part 2: ASSIGNMENT REQUIREMENTS FOR YOUR PRESENTATION:

---

1. Presentations must be 3-5 minutes in length. After presenting, your classmates may have questions; time answering questions is in addition to the length of your presentation.
2. Presentations must include 4-6 PowerPoint slides that highlight what you observed and learned. For example, slides could include:
  - a. Your name, date and class that you attended and observed. Is it a FRINQ, SINQ, Junior Cluster course, or Capstone class?
  - b. Title of the class and UNST theme to which it relates. If it is a Junior Cluster or a Capstone class, you should also include which department the class is in. All FRINQ and SINQ class are UNST, but Junior Clusters and Capstones can vary.
    - Include a short summary of the theme. You can find details about themes on the [UNST website](#).
  - c. Title of the book or article that was being discussed that day.
  - d. List 1-2 things that you were expecting in the observation.
  - e. List 1-2 things you were *not* expecting in the observation.
  - f. Explain why you chose to observe this class.



Cobbled path in old city

ACTIVITY 13: ACTION PLAN FOR UNST CLASSROOM OBSERVATION

**OBJECTIVE:** CREATE A TIMELINE TO COMPLETE ALL TASKS NEEDED FOR THE UNST CLASSROOM OBSERVATION.

**TASK:** CREATE AN ACTION PLAN.

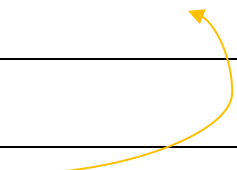
In this activity you will create an action plan for your class observation. This will help you to understand and prepare the multiple steps needed to complete this assignment and plan the timeline for doing so. This [slideshow](#) can help you with the steps of your action plan.

**INSTRUCTIONS:**

1. Using the suggestions in *Activity 9*, underline the verbs in the assignment instructions and presentation requirements. This will help you to understand the actions that you need to complete for each part of the assignment.
2. Decide how much time you need to complete each task and indicate the deadline/due date for each. You may not need to fill each line, but do think about the details of what you need to do to complete all steps of the assignment.

ACTION I NEED TO TAKE	DUE DATE (WEEK AND DATE)
Prepare my written action plan	
Last day for work to be accepted	

Start at the bottom and work your way up!



## ACTIVITY 14: GETTING INVOLVED IN PSU: ADVISOR CONFERENCE

**OBJECTIVE:** CLARIFY QUESTIONS ABOUT YOUR DEGREE AND MAJOR. MEET YOUR MAJOR ADVISOR.

**TASK:** SCHEDULE AND ATTEND AN ADVISING APPOINTMENT.

---

Scheduling a meeting with your academic advisor should be planned in advance. While some advisors have drop-in advising times and can see students more or less immediately, others may see students by appointment only and may have a wait time of a month or more for an open appointment slot. Advisor availability depends on both the department and the time of the term when a student is trying to schedule an appointment, with the start of the term and the time around priority registration being the busiest.

**INSTRUCTIONS:** You must meet with your academic advisor in your major (not your Pathways Advisor in the IELP) before registration opens the next term. Although you met with your major advisor through the Pathways Introduction Seminar in small groups, this meeting will be individual and at your advisor's office. Your first meeting with your advisor was to cover general information about your major and degree. Now, you will want to discuss more specific questions relating to your academic plan. Following are some examples of questions that may be relevant to your situation:

1. Should I choose a BA or BS degree?
2. What UNST theme is recommended for me? What will be my first UNST class? When I will begin my UNST classes?
3. Does my major have an Opt-In to Major requirement? Is that different from just general admission to PSU? Does my major have specific GPA requirements for graduation? What if I have a low GPA? What should I be doing now to prepare for these requirements?
4. Does the college of engineering have an admission process for junior year? Do I need to have a certain GPA to be accepted into upper level engineering courses? What do I need to be doing now to prepare?
5. What is required to take upper-division architecture courses? What is a portfolio? What should I be doing now to prepare for this portfolio?

### PART 1: TIME MANAGMENT

---

Schedule an appointment with your major academic advisor. If you schedule by email, CC your Pathways instructor or forward the email confirmation to your Pathways instructor. Most advisors on campus now use an online scheduling system in which students can make their appointment directly in the advisor's calendar. The system generates an automatic email confirmation.

1. Put your appointment on your Google Calendar.
2. Save the confirmation email that confirms your appointment.

### PART 2: PREPARE FOR MEETING

---

Complete the Academic Advising Appointment Form on the next page before your advising meeting. Your questions should be focused and specific in order to make the best use of the time that you have scheduled.

### PART 3: CONFIRMATION

---

At the end of your advising appointment, ask your advisor sign the bottom of the conference form and return the form to your Pathways instructor. Explain to your advisor that the signature is simply a confirmation that you attended the meeting.

## ACADEMIC ADVISING APPOINTMENT FORM

Meeting with your advisor is an opportunity to gain individualized information to ensure that you are making the right choices for your academic plan. Take advantage of this time with your advisor – they are here to help you navigate Portland State University!

It is important to come prepared to your meeting with specific questions. If you are able to organize the time you will spend with your advisor, you will gain the most benefits from the experience.

**INSTRUCTIONS:** Fill in the information below before your meeting:

1. Where and when is the meeting: \_\_\_\_\_

2. Purpose of meeting: \_\_\_\_\_

a. Question 1: \_\_\_\_\_

b. Question 2: \_\_\_\_\_

c. Question 3: \_\_\_\_\_

3. Outcome of meeting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*This is a graded assignment for your Pathways Seminar.

Advisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Department: \_\_\_\_\_

## ACTIVITY 15: GETTING INVOLVED IN PSU: ATTEND A WORKSHOP OFFERED BY ADVISING AND CAREER SERVICES

**OBJECTIVES:** EXPLORE WORKSHOPS OFFERED THROUGH ACS TO SUPPORT CO-CURRICULAR GOALS.

**TASK 1:** ATTEND A WORKSHOP IN ADVISING AND CAREER SERVICES. THEN, PRESENT WHAT YOU LEARNED IN THE WORKSHOP IN A SMALL GROUP DISCUSSION IN CLASS.

---

What is your class standing (year)? Some of you may be freshmen, whereas others may be in your sophomore or even junior year. Now is the time to begin to consider how your studies will support you in your next steps as you move from your undergraduate studies to either graduate studies and/or employment. Even if you are in your first year of study (freshman), you understand already the importance of your GPA and also your class standing, which determines your priority registration date. Although you still may be in the first half of your college career, it is never too early to start looking at how all of your courses and experiences can apply to your future goals.

One resource on campus that will help you to prepare for these goals for your life after graduation is Advising and Career Services (ACS). Through ACS you can participate in workshops about how to apply for internships and scholarships. You can also get help with writing your resume, preparing cover letters for employment applications, and practicing interview skills.

**INSTRUCTIONS:** You will attend a workshop hosted by Advising and Career Services. You should select a workshop that will be helpful to you as you consider the next steps toward moving toward your academic and career goals. Workshops and events range from ones that are major-specific to those that are general and for all students. To review workshops and events, go to the [ACS website](#).

### **STEP 1: PREPARING FOR THE WORKSHOP AND PRESENTATION:**

---

1. Write a proposal for the workshop or event that you would like to attend. Include the following information:
  - b. What is the name of workshop or event?
  - c. What is the time and place of the workshop or event?
  - d. Include a brief explanation about why you have selected the workshop/event.
  - e. Predict how this workshop or event can support you in preparing for your academic goals or career.
2. Upload your proposal to the D2L Activities folder.
  - You must attend this workshop or event as a graded assignment.



## STEP 2: ASSIGNMENT REQUIREMENTS FOR YOUR PRESENTATION:

---

1. 3-5 minutes in length
2. 3-5 PowerPoint slides that highlight what you learned or did at this workshop/event
  - ❖ pamphlets, handouts or other information from your workshop can be gathered to share information with your classmates, but the required information still needs to be included in your PowerPoint slides
3. PowerPoint slides must include:
  - a. title of workshop/event, the presenter's name, and the location of the workshop/event
  - b. why you chose this workshop or function.
  - c. what you learned and how it supports your career goals.
  - d. recommendation to classmates about attending the workshop or not and why
4. Submit your PowerPoint presentation through D2L

## PART 3: OPTIONS FOR PRESENTATION

---

1. Small group presentations of selected activity
2. Post PowerPoint to the discussion board on D2L
  - a. students select a workshop/event that a classmate attended and in a discussion thread explains why they would like to attend that workshop/event in the future



People strolling on a street under a cloudy sky

## ACTIVITY 16: GETTING INVOLVED IN PSU: REQUEST A SYLLABUS

**OBJECTIVES:** PRACTICE APPROPRIATE EMAIL ETIQUETTE BY CONTACTING A PROFESSOR TO REQUEST INFORMATION

### TASK: REQUEST A SYLLABUS FROM A PROFESSOR

---

Sometimes class descriptors in the class schedule or catalog/bulletin give you enough information to determine if you want to take a specific class. Sometimes, however, students are surprised at the types and amount of work assigned in different sections of the same class.

One way to determine if a class you are thinking of taking (or are required to take) is a good fit for you is to ask the professor for the syllabus to the class prior to registration. You may even want to ask two different professors for a syllabus and compare the two syllabi to see which class is the best for you. Not all professors teach the same subject the same way.

#### STEP 1: LOOK ON BANWEB FOR A COURSE YOU WOULD LIKE TO TAKE NEXT TERM.

---

1. Search for classes in your major, degree requirements or general electives.
2. Choose one course.
  - The professor's email is part of the course information.

#### STEP 2: EMAIL THE PROFESSOR OF THE COURSE.

---

1. Review *Activity 19: Email Etiquette*.
2. Politely explain to the professor that you are interested in the class and why (this information should be short).
3. Include the title of the class and the course number.
4. Forward the email to your Pathways instructor. (Do not CC the Pathways instructor.)

#### STEP 4: FOLLOW UP SUMMARY OF THE SYLLABUS (OPTIONAL)

---

This step can be optional or extra credit because professors don't always have the time to respond to general inquiries. If you do receive a response to your request for a syllabus, complete the following analysis in a brief one-page document:

1. Include the name of the class and the professor.
2. Analyze the syllabus: what materials are required, what types and amounts of reading and writing assignments are required? Are there any presentations or group work?
3. Is it helpful for you to know what is on the syllabus before determining your registration for this, or any, course?
4. Submit analysis to D2L Activities folder.

### SECTION 3: COLLABORATIVE LEARNING SUPPORT ACTIVITIES

The following exercises can be used to support the various activities in each of the seminars in the Pathways Program. They include exercises in collaborative learning, including time management, peer learning, role-playing critical incidents, and mindfulness.



Big sky meets the sea

## ACTIVITY 17: MINING A SYLLABUS: TIME MANAGEMENT

**OBJECTIVE:** REVIEW WHEN ASSIGNMENTS ARE DUE TO PRACTICE TIME-MANAGEMENT SKILLS AND BUILD AN UNDERSTANDING ABOUT HOW AND WHY THE COURSE IS STRUCTURED AS IT IS.

**TASK:** FILL IN SYLLABUS INFORMATION FOR ONE OF YOUR CLASSES.

---

It is important to spend time analyzing the syllabus and other information from your courses at the beginning of each term. You may have multiple assignments due in the same week in different classes. Often, academic classes require more reading than English language classes, and the writing assignments are more frequent and often longer. Look at all assignments that have been listed in the syllabus and note their due dates. Also, see if you can find an explanation for why the instructor is giving the assignment. If the instructor doesn't explain the purpose, try to think of what it might be. Knowing *what* is due *when* is an important strategic approach that you can use to ensure the best possible learning outcome (and grade) in each of your classes.

**INSTRUCTIONS:** Select a class and review the course syllabus and calendar. Understanding this information will help you organize your time and effort.

1. What are the assignments and when are they due?
2. Consider why discussions and readings come before writing assignments in most courses.
3. Why do you think you have to do these particular assignments in this order? In other words, predict the purpose of each of these assignments.

### STEP 1: WHAT ARE THE FIRST TWO READING ASSIGNMENTS?

---

TITLE OF READING	DUE DATE	PURPOSE OF ASSIGNMENT
1.	1.	1.

2.

2.

2.

**STEP 2 WHAT ARE THE FIRST TWO WRITING ASSIGNMENTS?**

---

ASSIGNMENT NAME

DUE DATE

FOLLOW-UP / PURPOSE

1.

1.

1.

2.

2.

2.

STEP 3: WHAT **OTHER** MAJOR ASSIGNMENTS ARE REQUIRED (PRESENTATION, DISCUSSION LEADER, GROUP PROJECTS, ETC.)?

---

ASSIGNMENT NAME	DUE DATES	FOLLOW-UP / PURPOSE
1.	1.	1.
2.	2.	2.

STEP 5: FOLLOW UP EXERCISE:

---

1. Complete this activity for each of your classes and put the information on your preferred calendaring system to plan your assignments for the term.
  - Use the calendar on your mobile phone or use your university supported calendar (this is the preferred system so that you can add and upload important academic deadlines via the university website). It is possible to sync your university calendar with your phone calendar.

## ACTIVITY 18: PEER DISCUSSION: LEARNING EXPERIENCES IN AND OUT OF THE CLASSROOM

**OBJECTIVE:** STUDENTS SHARE LEARNING ISSUES THAT HAVE OCCURRED OVER THE PAST WEEK AND LEARN FROM PEERS' EXPERIENCES.

**TASK:** REFLECT AND BUILD ON THE WEEK'S LEARNING EXPERIENCES.

---

One of the most collaborative ways to learn about college expectations, strategies for success, and living independently is from your peers and classmates. The experiences you share can inform others about things that have worked and things that have not worked for you. This is also an opportunity to discuss strategies and approaches to problems, concerns, and situations that confront all students and to learn from each other. Suggested topics include:

1. group work in classes
2. interactions with classmates
3. interactions with professors
4. university classroom culture
5. observations or interactions on campus or in the city
6. questions about cultural norms
7. language challenges
8. other

If you feel comfortable doing so, you can help your classmates by sharing your experiences both in and outside of classes from this week.

### PART 1: BRAINSTORM

---

Either write or just think about your week; include one example of each of the following (remember, this can be for in or out of the classroom), and it will not be collected:

1. something good that has happened this week
2. something challenging that has happened this week
3. something unexpected that has happened this week

### PART 2: DISCUSS

---

In your small group, share 1 or more of your week's experiences, then:

1. Describe how you acted or reacted to the situation.
2. If applicable, could there have been another action or reaction that you could have taken? Ask your group for suggestions or advice.

## ACTIVITY 19: EMAIL ETIQUETTE

**OBJECTIVE:** STUDENTS REVIEW FORMAL EMAIL ETIQUETTE TO REQUEST A MEETING OR A SYLLABUS.

### TASK: REVIEW FORMAL EMAIL ETIQUETTE

---

By now, most students have had to write a formal email to an advisor or instructor, but it is an ongoing concern in higher education that students' emails are just too informal and can even be impolite or rude. When you email any employee at a college or university, a formal email is required; this includes an email to any advisor, professor, instructor, teaching assistant, mentor, tutor, or staff.

#### ALL FORMAL EMAILS INCLUDE THE FOLLOWING:

---

1. Use your official university email account, not a personal account.
2. Be specific, polite, and include a short subject line. For example:
  - a. Do: *Request a Meeting*
  - b. Do: *Request a Syllabus for BA 201*
  - c. No: *I want to meet you!*
  - d. No: *Send me your syllabus.*
3. Use a proper salutation. For example:
  - a. Do: use the name of your advisor or "*Dear Advisor*" if you don't know their name
  - b. Do: *Dear Dr.* (insert last name)
  - c. No: "*hey*" or "*how's it going?*"
  - d. No: send an email with "*Dear Advisor*" if you are contacting a professor. Be sure that their job title actually matches their job.
4. Use professional language. Be brief and specific. For example:
  - a. Do: *I would like to make an appointment with you on Tuesday, May 13 at 2pm to discuss next term's registration.*
  - a. Do: Make an appointment. Use your student ID if requesting an appointment with an advisor.
  - b. Do: Request a syllabus for a class you are thinking of taking next term; include the course section, and if it is online or hybrid, if necessary.
  - c. No: slang, jokes, profanity, text writing, exclamation points, or emojis.
5. Use a proper expression for closing and always include your name:
  - a. Thank you,
  - b. Best,

**EXTENDED INFORMATION:** The website [Phraseum](#) has helpful phrases and structures that you can use when composing an email request.



## ACTIVITY 20: CRITICAL INCIDENTS: WHAT WOULD A SELF-SUFFICIENT STUDENT DO?

**OBJECTIVE:** STUDENTS DISCUSS AND ROLE-PLAY CRITICAL INCIDENTS RELATED TO LIVING IN A NEW CITY AND ATTENDING UNIVERSITY CLASSES.

**TASKS:** DEVELOP ROLE-PLAY SCENARIOS FOR CRITICAL INCIDENTS AND CULTIVATE ADVICE FOR SITUATIONS IN AND OUT-OF THE CLASSROOM.

---

You are at the beginning of a new venture in which you are learning how to navigate and manage living independently in a new city, and doing so with burgeoning language skills. Both cultural expectations and barriers and language mastery can interfere with effective communication. There may be times when you don't know what questions to ask to get the information that you need, but these interactions will become easier with time and practice.

The following activities are included in the Pathways Program curriculum because these situations are a common occurrence for many Pathways students. The scenarios are based on the experiences of Pathways students, instructors, and advisors. Students who encounter these situations may feel anxious or panicked about what to do/how to respond. For this reason, one of the goals of the Pathways Program is to support students in becoming responsible, self-directed and self-reliable learners as they navigate university life.

### PART 1: PRE-ACTIVITY SURVEY: HAVE YOU EVER...?

---

This is a popular party game in America. One speaker at a time asks the group questions to determine who has had (or not had) certain experiences.

**STEP 1:** To introduce **critical incidents**, either the instructor or a student reads the following questions one at a time to the class. If you've had the experience, stand up. If you haven't had the experience, continue sitting.

- a. Have you ever ridden a city bus in Portland?
- b. Have you ever ridden a city bus in your hometown?
- c. Have you ever rented an apartment in Portland?
- d. Have you ever had an argument with a landlord?
- e. Have you ever had a roommate in Portland?
- f. Have you ever had a roommate in your hometown?
- g. Have you ever had to call the electric company in your hometown?
- h. Have you ever been asked to call the police in your hometown?
- i. Have you ever been asked to call the police while living in Portland?

**STEP 2:** Each student develops a few *Have You Ever....* questions based on their own experiences. Play a quick round or two of the game as a class with the new questions. You will learn a lot about your classmates, and they about you, so be sure to only ask questions that you yourself are willing to answer and that are not private in nature. The information shared in parts 1 and 2 of this activity can be a starting point for discussion, with the goal of increasing awareness of the challenges students face and developing strategies for meeting these challenges. Ultimately, students should consider how the strategies used to meet a particular challenge could be transferred and used to meet a different or new challenge.

### **PART 2: CITY LIVING – CITY LEARNING**

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**STEP 1:** In groups of 2 or 3, discuss a situation that you have had in the city of Portland since you arrived here. Focus on a situation where you were not sure what to do, or a situation where you did not like the outcome. Be sure to include relevant details such as:

- a. What happened?
- b. Who was there?
- c. Where was it?
- d. Was the incident in person or on the phone? Does this matter?
- e. How did it end?

**STEP 2:** Each student writes a brief description of a situation they experienced. This should be a brief paragraph but detailed enough that a classmate in another group will understand the 5 points above. Report only the facts of what happened.

**STEP 3:** Share your group’s situations with another group. Each group makes a list of best practices (i.e., a list of what you think worked well), and a list of suggestions (i.e., what you think might have worked better in this situation). Share your suggestion lists with the group that wrote the situations. As a class, share some of the situations, experiences, best practices, advice, and suggestions.

### **PART 3: CLASSROOM INCIDENTS: A ROLE-PLAY**

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Think of a list of “Have you ever...” questions relating to your experience as a student in the classroom. Then, with a partner, write a role-play (brief dialogue) that re-enacts a scenario that you have experienced and that you wish had gone differently. Develop a list of best practices and suggestions based on these scenarios. Within your group, write a short (1-2 minute) role-play. Each role-play should include:

1. at least 3 people: 1 narrator to give background details of the incident and 2+ group members to act out the situation.
2. information describing the situation
3. questions or advice given by the narrator at the conclusion of the role-play

## EXAMPLE ROLE-PLAY SCRIPT:

---

**Narrator:** *In Week 9, you find out that you have an IELP final exam at the same time as one of your PSU finals. What do you do?*

**Student A:** OMG! I just found out that my BA 101 exam is during my Independent Research Writing exam! What am I going to do? I'm going to fail all of my classes! I have to tell my advisor to fix this!

**Student B:** First of all – calm down. You're not the first student in college to have two final exams scheduled at the same time. Second, your advisor doesn't schedule your final exams.

**Student A:** Oh. You're probably right.

**Student B:** Maybe tell your Pathways advisor, but you should tell both of your professors and see if you can take one of the exams at another time. Or, you could suggest to your professors to take the final exam at the Testing Center at another time.

**Student A:** What's the Testing Center?

**Student B:** It's in UCB, third floor. You should look it up on the PSU website, but I know the professor has to arrange it for you – you can't do this on your own.

**Student A:** Ok, I will. Thanks!

**Narrator:** Did student B give student A good advice? What did student A learn from this incident? What suggestions do you have for student A? What are other scenarios when this same advice would be useful?

## EXAMPLES OF COMMON CRITICAL INCIDENTS THAT STUDENTS EXPERIENCE:

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Choose one of the critical incidents below or use one of your own. Then, create a role-play. Share your role-play with the class.

- a. What do I do if I miss the deadline to complete the IELP-PSU Pre-registration form in Week 7?
- b. What do I do if I have to be absent from class for a medical appointment?

- c. What do I do if I can't meet or connect with my adviser because they are busy and don't have a mutually free time?
- d. During Add/Drop week, what do I do when I feel panicked about my class because I am overwhelmed or not ready for this particular class?
- e. What do I do when I don't understand my professor (they talk too fast, or there are no visual aids/PowerPoints, or they seem to call on me first to answer a question even when I don't have my hand up, etc.)?
- f. What do I do when I don't understand American classroom mannerisms or etiquette (students have an argumentative-debate tone when I thought the class was just having a discussion, or students get up all the time to use the bathroom, or they are eating full meals in the classroom, or they are using their laptop, etc.)?
- g. Sometimes I feel confident when talking to American classmates, but sometimes I am too nervous or shy. What can I do?

Your group can choose another critical incident, but let your instructor know what it is before you start writing.



Path to medieval gate

## ACTIVITY 21: SELF-FULFILLING PROPHECIES

**OBJECTIVE:** REVIEW ATTITUDE AND ITS EFFECTS ON SUCCESS AND TIME-MANAGEMENT STRATEGIES.

**TASK:** READ AN ARTICLE ON SELF-FULFILLING PROPHECIES.

---

Early in the term, perhaps just after attending only the first class, some college students may think they are not ready for the class. They might feel overwhelmed and resistant to new teaching methods, new classmates, and new learning activities. It is not uncommon for international students to experience a new wave of homesickness or culture shock when they enter into university courses, even if a course is in their major or is an eagerly anticipated elective.

**PRE-READING DISCUSSION:** With a partner, discuss the following questions:

1. What is a “self-fulfilling prophecy” in your own words?
2. Do you think you have any?
3. How do you know if you do or not?

**INSTRUCTIONS:** Read the article [Students’ Self-Fulfilling Prophecies: Five Ways to Break the Cycle](#)

**POST-READING DISCUSSION:** With a partner or small group, discuss the following questions:

1. Is a self-fulfilling prophecy usually a negative or positive thought? Can it be switched?
2. Who is the audience for this article? Who else could benefit from this information?
3. What is the purpose of the article?
4. If a friend was using negative self-fulfilling prophecies, which of these strategies might you suggest to help them break their cycle?
5. Do you have any other strategies that you use to help you accomplish tasks that you don’t think you might be capable of, but that you must do?

## SECTION 4: WRITING YOUR EPORTFOLIO

Upon completing many of the activities in this book, it is an appropriate time to stop and reflect on what you have practiced, and also what you may still be on the brink of learning. Reflection writing is a common assignment in college courses, and at Portland State University almost all courses in the department that manages general education offerings, University Studies, require students to create an ePortfolio. Many of the courses use the PebblePad platform because it is university-supported. Other departments on campus, including the School of Business Administration, also use this platform.

An ePortfolio is an electronic collection of learning experiences (courses, papers, projects, etc.) compiled over time that demonstrates academic and personal growth and progress. In the Pathways Introduction Seminar, the purpose of developing an ePortfolio is explored. In that seminar, students create their own ePortfolio. In the Pathways Intermediate Seminar, the ePortfolio is further developed through adding reflections and activities. In the Pathways Final Seminar, students will include their resumes, presentations and other projects and also curate their collection.

The following section can be used in a chronological order throughout the seminars, as the activities begin with Introduction to ePortfolios in the Introduction Seminar and ends with a Final Reflection in the Final Seminar.



Road signs against the clouds

## ACTIVITY 22: INTRODUCTION TO EPORTFOLIOS

**OBJECTIVES:** INTRODUCE REFLECTION AS A LEARNING STRATEGY.

**TASK:** CREATE AN EPORTFOLIO AND PAGE.

---

You will be using an ePortfolio to document your transition from the IELP to PSU. At PSU, several departments use ePortfolios as an instrument for assessing your learning over the course of your academic career. The general education program, University Studies, uses ePortfolios in their Freshman Inquiry courses. Many students continue to build their ePortfolio as a representation of the work they have done and use it when applying for internships or jobs. Portland State University supports PebblePad as its ePortfolio system, but other systems may work just as well.

### PART 1: EXPLORE THE PURPOSE OF EPORTFOLIOS ON PEBBLEPAD.

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Watch the video [About Me and Introduction to PebblePad](#) to learn more about the possibilities and uses of an ePortfolio using PebblePad.

The goal for including development of an ePortfolio in the Pathways Program curriculum is for *you* to create an ePortfolio that represents *you*. You add pages that include a statement of purpose for studying your major as well as a resume and/or CV. Among other items, your ePortfolio will also include reflections about activities in which you have participated and goals that you have as you transition to being a full-time academic student.

### PART 2: WHAT IS PEBBLEPAD AND WHAT ARE WE USING IT FOR IN PATHWAYS?

---

Reflections and responses are used in many different aspects of learning. They may be in a formal essay, the end of a group project, or at different intervals of a long individual project.

Access PebblePad through [myPSU](#):

- Click on *School Tools*
- Click on *PebblePad*
- Click on *Get Creative*
- Click on *Learning Center* (bottom center)
- Watch the short video: *PebblePad in a Nutshell*
- When the video ends, close it and scroll down the page and click on *Reflecting*
- Watch the video “An introduction to reflecting”

**DISCUSSION:** Instructors often think about what students need to attain by the end of a lesson.

1. Do you as a student think about what you need to attain or gain by the end of a lesson?
2. Do you think about how you will apply information that you have learned in class to an assignment?
3. Why should you think about what and how you are learning? What could be the reasons?

### **PART 3: CREATE YOUR OWN EPORTFOLIO ON PEBBLEPAD**

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The PebblePad Learning Center will help you create an ePortfolio, insert pictures and music, create textboxes and show you how to share it with your instructor. Some of this will be done in class, but you can also experiment with this at home.

**INSTRUCTIONS:** Follow your instructor's in-class demonstration to create your ePortfolio.

To work on your ePortfolio outside of class or to refresh your memory about how to use PebblePad, use the resources previously referenced and found within the platform (Get Creative, Learning Center).

1. Create an ePortfolio.
2. Create a page in your ePortfolio. Title the page: *About Me*.
  - a. Insert the title on the banner.
  - b. Put your name in the banner.
3. In a textbox, enter information that you would like to share about yourself. Some examples are your interests, where you are from, your goals for studying in the US, and your goals for after college. This can be anything you would like to share.
4. Share the ePortfolio with your Pathways instructor.
  - Be sure to share for *assessment*.



## ACTIVITY 23: BENEFITS OF AN EPORTFOLIO

**OBJECTIVES:** REVIEW BENEFITS OF AN EPORTFOLIO TO CATALOG ONE'S LEARNING.

**TASK:** REFLECTION ON BENEFITS OF USING AN EPORTFOLIO.

---

You can think of an ePortfolio as a journal, diary, or professional catalog of your learning. In Activity 23, the video in Part 1 was created by University Studies. When you are fully enrolled in academic classes at PSU you will be required to take UNST classes, as they are a required component of your undergraduate degree.

### BENEFITS OF AN EPORTFOLIO

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In small groups, discuss only section 1 of the post *Student Benefits of the Process and the Product* to determine how an ePortfolio can be helpful students as they enter college.

#### DISCUSSION:

1. Which benefits do you think are interesting and why?
2. Do any of these benefits seem inapplicable to you?

### CREATE A PATHWAYS INTRODUCTION SEMINAR PAGE

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Create a Pathways Introduction Seminar page in your ePortfolio. You will be using this page for the rest of the term.

1. Title banner: Pathways Introduction Seminar.
2. Create a new textbox.
3. Title the entry with the activity and insert today's date.
4. List two different benefits for a student's ePortfolio that you find interesting, one for the *process* and one for the *product*. Give a short explanation on why you have chosen each of these benefits.
5. Share the ePortfolio with the instructor.
  - Be sure to share for assessment.

## ACTIVITY 24: STUDENT PERSPECTIVES ON EPORTFOLIOS

**OBJECTIVE:** INTRODUCE NEW PERSPECTIVES ON WHY STUDENTS DEVELOP EPORTFOLIOS.

**TASK:** CONTINUE INVESTIGATING THE USE OF EPORTFOLIOS.

---

There are different reasons that students build ePortfolios.

- ePortfolios are used in UNST and in many majors.
- They support different types of learning styles: visual, auditory and kinetic.
- ePortfolios can be as creative as you are (match your level of creativity).
- They can be used in job applications as a self-introduction and to demonstrate all that you have learned while in school.
- Can you think of other benefits that an ePortfolio can provide?

### BUILDING BACKGROUND KNOWLEDGE:

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Take a few minutes and skim the first 6 paragraphs of the article [Engaging Today's Learners: Students and ePortfolios](#) to gain some background knowledge about the use of ePortfolios.

### SMALL GROUP SUMMARIZING:

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In small groups, look at the section of the post that includes a list of questions from students about the value of ePortfolios. Select one of the questions and find that heading and the response that follows farther down the page. Then, analyze the section to share with your classmates. Be sure to include the following information:

1. Which question did you choose?
2. What are the key points in the response to the question?
3. Do you agree or disagree with the response?

### DISCUSSION:

Share a summary of your analysis with other groups.

EXTENDING YOUR SUMMARY:

---

**STEP 1:** The section entitled “Documenting a Learning Career in a “Cabinet of Curiosities” presents a perspective on how ePortfolios help learners to connect course work and assignments with non-academic pursuits and interactions on a metacognitive level.

1. Do you think that all of your current classes are linked? Explain why or why not.
2. Name two of your current classes and think of 3 ways they might be connected (they can be connected by skills, learning activities, content, and/or themes).
3. Be specific in your responses.

**STEP 2:** Think about how all of your current classes “work” together. You have met with your academic advisors to discuss your course plan for next term. How do the courses you are considering taking in your next term of study work together?

**FOR EXAMPLE:** *All of my classes are 100 Level courses because I am a freshman. All of these classes are setting definitions of terms and theories that I will need to apply later in college.*

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

Share your answers with your group.

## ACTIVITY 25: ACTIVITIES AT PORTLAND STATE UNIVERSITY

**OBJECTIVE:** COLLECT INFORMATION ABOUT ACTIVITIES SPONSORED BY PSU.

**TASK:** REFLECT ON THE INFORMATION YOU AND YOUR GROUP HAVE GATHERED

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Now that you have researched activities at PSU and have started to attend some of them, you can catalog your photos and experiences in your ePortfolio. Remember, your choice of events should be based on your needs, interests, and/or schedule.

### FOR YOUR REFLECTION:

---

On the page in your ePortfolio, you will create a new text box and reflect on activities that are available to you at PSU. In the text box, follow the guide below to develop your reflection:

1. Create a new textbox on your page within the ePortfolio.
2. Include title and insert today's date.
3. Include answers to the following questions:
  - a. What is the name of the event?
  - b. What is the purpose of this event?
  - c. What is the value of this event for you? Is this something that you are interested in getting involved in to meet people? Is this activity something that you are interested in getting involved in to support your future goals, e.g., applying for an internship, scholarship, or job?
4. Why you want to go to this event:
  - a. To volunteer?
  - b. To meet people with similar interests as you?
  - c. To try something new?
  - d. Other?
5. Chose an event that a classmate shared. What is the title of the event? Why would you want/not want to attend this event? Be specific.
6. Add a picture or screenshot of the event announcement or of your presentation.
7. Share the ePortfolio with the instructor.
  - Be sure to share for assessment.

## ACTIVITY 26: REFLECTION ON YOUR STATEMENT OF PURPOSE

**OBJECTIVE:** DEFINE ACTIVITIES THAT YOU HAVE DONE AND ARE DOING THIS TERM TO PREPARE FOR YOUR EDUCATIONAL AND VOCATIONAL GOALS.

**TASK:** COMPLETE YOUR REFLECTION AND LINK YOUR STATEMENT OF PURPOSE TO YOUR EPORTFOLIO.

---

During the Pathways Intermediate and Final Seminars, students are investigating opportunities available to them while they are enrolled in courses. Some of these opportunities are extra-curricular (e.g., sports, dance, social clubs, etc.) and some are academic (e.g., enrolling in ESL courses, becoming a tutor or a mentor). Any activity or work you do outside of your course schedule can also help to “open doors” to new opportunities during and after college. These new opportunities could be applying for an internship or scholarship, preparing for graduate school or applying for a job. There are resources on campus whose sole purpose is to support you as you transition from undergraduate studies to graduate school or your career.

### FOR YOUR REFLECTION:

---

On the page in your ePortfolio, create a new text box and reflect on the actions you are taking now to prepare for your educational and professional goals. In your text box, include the following:

1. Title: Statement of Purpose
2. Current week and today’s date
3. What are your co-curricular goals while you are in college?
4. What are you doing now (this term) to prepare for these next steps?
5. What are your plans for your co-curricular goals next term? If you don’t have any plans this term or next, why not? Explain your answer.
6. Link your completed Statement of Purpose to your ePortfolio.
7. Share the ePortfolio with your Pathways instructor.
  - Be sure to share for assessment.

## ACTIVITY 27: REFLECTION ON SELF-FULFILLING PROPHECIES

**OBJECTIVE:** REFLECT ON DIFFERENT STRATEGIES THAT CAN BE USED IN BALANCING GOALS AND INTERNAL DIALOGUES.

**TASK:** EPORTFOLIO REFLECTION ON SELF-FULFILLING PROPHECIES.

---

Use information from *Students' Self-Fulfilling Prophecies: Five Ways to Break the Cycle* and notes from your small group discussion to reflect on different strategies that can be used to balance goals and internal dialogues.

### FOR YOUR REFLECTION:

---

On your page in your ePortfolio, create a new text box and reflect on self-fulfilling prophecies. In a new content box, use the following guide to develop your reflection:

1. Title: Self-Fulfilling Prophecies, current week and today's date
2. Reflection content: Would you use any of these strategies to break a cycle of self-fulfilling prophecies about your own schoolwork? You may discuss more than one strategy, but be specific.
  - a. If yes, explain which one you would use and why.
  - b. If no, explain why wouldn't use one of these strategies to change your situation.  
Is there another strategy instead?
3. Share the ePortfolio with your Pathways instructor.
  - Be sure to share for Assessment.



Corridor above the street

## ACTIVITY 28: REFLECTION ON PARTICIPATING IN MAJOR ACTIVITIES

**OBJECTIVES:** LEARN ABOUT DIFFERENT ACTIVITIES IN YOUR MAJOR AND REFLECT ON THE PRESENTATIONS OF YOUR GROUP MEMBERS.

**TASK:** CATALOG INFORMATION GAINED FROM THE WORKSHOPS AND PRESENTATIONS.

---

Some international students might think that once they start taking courses in their major they will be fully integrated into their department, but that isn't always true. It takes time and effort to fully understand how course work and major activities frame and support your integration.

### FOR YOUR REFLECTION:

---

On your page in your ePortfolio, create a new text box and reflect on some major department activities. In a new content box, use the following guide to develop your reflection:

1. Title: Major Activity Presentations
2. Current Week and today's date
3. Reflection content: What was the name of the activity you attended, and why did you choose it? What was the most important thing you learned while you attended this activity? Should everyone in your major attend this activity? Does this activity happen every term or only this term? What information do you think wasn't necessary for you at this time, and is there any information that you think will be helpful in the future?
4. Summarize a classmate's presentation from today. Would you attend this activity in the future? Explain why or why not.
5. Link your presentation PowerPoint to your page.
6. Share the ePortfolio with your Pathways instructor.
  - Be sure to share for assessment.

## ACTIVITY 29: REFLECTION ON ACADEMIC AND CAREER ADVISING ACTIVITIES

**OBJECTIVES:** LEARN ABOUT CAREER WORKSHOPS AT ACS AND FROM YOUR CLASSMATES.

**TASK:** CATALOG INFORMATION GAINED FROM THE WORKSHOPS AND PRESENTATIONS.

You are ready to register for your PSU classes for next term and are ready to tackle the rigors of the college classroom, while at the same time keeping in mind your future goals.

As students enter their sophomore and junior years of college, many students are thinking about internships. Students who are seniors may be thinking about employment and/or graduate school. These goals might seem far away and it may seem like you have plenty of time to prepare for life after college, but it is never too early to start planning and preparing for how you will reach these goals!

### FOR YOUR REFLECTION:

On your page in your ePortfolio, create a new text box and reflect on workshops and activities offered through ACS. In a new content box, use the following guide to develop your reflection:

1. Title: ACS Presentation, include today's date.
2. What was the name of the workshop you attended and why did you choose it?
3. What was the most important thing you learned in your research?
4. Who should attend this workshop?
5. What information do you think wasn't necessary for you at this time, and is there any information that you think will be helpful in the future?
6. Summarize a classmate's presentation from today. Would you attend this workshop in the future? Explain why or why not.
7. Link your presentation PowerPoint to your Pathways Final Seminar page.
8. Share the ePortfolio with the instructor.
  - Be sure to share for assessment.



## ACTIVITY 30: MIDTERM REFLECTION FOR INTERMEDIATE SEMINAR

**OBJECTIVE:** ANALYZE GRADES IN YOUR CLASSES THIS TERM. DETERMINE TIME-MANAGEMENT STRATEGIES FOR THE REST OF THE TERM.

**TASK:** REFLECT ON YOUR PERFORMANCE AND EFFORT AT THIS POINT IN THE TERM.

---

Midterm is a typical time for instructors to assign a formal evaluation of your work. It helps professors determine if students understand what has happened in the first half of the term, and also to evaluate how the course should proceed for the remainder of the term.

This week you will write a reflection about your midterm progress. Some of you have made appointments with your academic advisors and some of you have talked with your advisors already about which classes you should take in next term. You have also been completing midterm exams in IELP classes.

### FOR YOUR REFLECTION:

---

On the page in your ePortfolio, create a new text box to reflect on your academic performance this term. In your text box, use the following guide to develop your reflection:

1. Title: Midterm Reflection
2. Current week and today's date
3. You are now at the midpoint of the term. Choose 2 of your current classes: What is happening in these classes that is easy and manageable? What is happening in these classes that you weren't expecting or that are difficult to manage? Explain your answers.
4. Are you satisfied with your grades in this Pathways seminar and in your other classes? Why or why not?
5. Are you prepared to enroll in academic classes? How do you know? Why or why not? Explain in detail.
6. What are you doing now to balance your time for schoolwork and life outside of school?
7. What are some strategies you can apply to help you finish the term successfully?
8. Share the ePortfolio with your Pathways instructor.
  - Be sure to share for assessment.

## ACTIVITY 31: MIDTERM REFLECTION FOR FINAL SEMINAR

**OBJECTIVE:** ANALYZE GRADES IN YOUR CLASSES THIS TERM. DETERMINE TIME-MANAGEMENT STRATEGIES FOR THE REST OF THE TERM AND ACADEMIC READINESS FOR NEXT TERM.

**TASK:** REFLECT ON YOUR PERFORMANCE AND EFFORT AT THIS POINT IN THE TERM.

---

This week you will write a reflection about your midterm progress. Some of you are taking IELP classes only, whereas others are taking your first academic classes. Some of you are in the middle of your second term of being enrolled in academic classes. Most students are taking midterm exams at this time. Next week, you will begin the registration process for your full time enrollment in academic classes in the next term of study. Are you ready?

1. What is your current term combined GPA in your PSU and IELP courses? Look on D2L for your current percentages in classes to determine your letter grade, then use a [calculator](#) to determine your current term GPA.
  - a. Current Term GPA: \_\_\_\_\_
2. Your current percentage in Final Pathways Seminar as noted in D2L: \_\_\_\_\_
  - a. If you have any missing grades in this class, you can turn your assignments in late for a **70% grade**. Any missing work must be received by Week 9 class time.

### FOR YOUR REFLECTION:

---

On the page in your ePortfolio, you will create a new text box and reflect on your performance this term. In your text box, use the following guide to develop your reflection:

1. Title: Midterm Reflection – Week 6, Today’s date
2. You are now at the midpoint of the term. Choose 2 of your current classes: What is happening in these classes that is easy and manageable? What is happening in these classes that you weren’t expecting or that are difficult to manage? Explain.
3. Are you satisfied with your grades in this Pathways seminar and in your other classes? Why or why not?
4. Are you ready for full-time academic classes? How do you know? Do you think your current grades at this point reflect your ability and effort in your studies? Why or why not? Explain in detail.
5. What are you doing now to balance your time for schoolwork and life outside of school?
6. What are some strategies you can apply to help you finish the term successfully?
7. Share the ePortfolio with your Pathways Instructor.
  - Be sure to share for assessment.

## ACTIVITY 32: LAST DAY REVIEW FOR INTRODUCTION SEMINAR

**OBJECTIVES:** LEARN ABOUT INTERMEDIATE AND FINAL PATHWAY SEMINARS; UPDATE ACADEMIC PLAN.

**TASK:** REFLECT ON PEER SHARE AND LEARN AND GOALS FOR NEXT TERM.

---

This term has been a full one. In Pathways Introduction Seminar, you have learned about your admission type and class standing and the importance of GPA in your academic transcript. You have met an academic advisor in your major and learned about degree requirements. You have researched classes through Banweb and selected the two that you are most interested in taking. In addition, you have learned how to research and create your class schedule and register for academic classes.

### FOR YOUR REFLECTION:

---

On the page in your ePortfolio, create a new text box and reflect on your performance this term. In your text box, use the following guide to develop your reflection:

1. Create a new textbox on your page.
2. Title: End of Term Reflection, today's date.
3. Include answers to the following questions to develop your reflection:
  - a. What did you already know about being a full-time academic student at PSU before you started in the Pathways Program?
  - b. Did you learn anything new through the Peer Share and Learn in Week 9? Explain.
4. Think about your classes this term:
  - a. What did you learn in core IELP classes that was important for your language and academic skills development? In Pathways Introduction Seminar?
  - b. What will you do to be successful next term in the Pathways Seminar and in your core classes (IELP and PSU)?
5. Share the ePortfolio with your Pathways instructor.
  - Be sure to share for assessment.

## ACTIVITY 33: LAST DAY REVIEW FOR INTERMEDIATE SEMINAR

**OBJECTIVES:** CONCLUDING THOUGHTS ON INTERMEDIATE SEMINAR.

**TASK1:** COMPLETE THE LAST REFLECTION OF THE TERM.

---

Each student in the Pathways Program is on a different path now. Some students are still in all IELP classes this term and some students are completing their first term enrolled in one or two academic classes. Reflecting on the academic and co-curricular experiences you have had this term will help you to transition from being a full-time IELP student to being a full-time PSU student. You have now completed your second term of investigating courses you would like to take, academic planning and registering for PSU classes to support the completion of your undergraduate degree.

### FOR YOUR REFLECTION:

---

On your page in your ePortfolio, create a new text box and reflect on your performance this term. In a new content box, use the following guide to develop your reflection:

1. Title: Pathways Intermediate Seminar Final Day and include today's date
2. What was the most important activity that we did in this seminar this term? Why was this important to you? Explain in detail.
3. What was the least important activity this term for you? Why do you think it was included in this class? Though this activity was possibly not beneficial to you, who do you think it would benefit, why and when?
4. What do you want to continue to do next term that you started this term? This can be anything that you have started during this term.
5. Share the ePortfolio with your Pathways instructor.
  - Be sure to share for assessment.



Bridge across a river

## ACTIVITY 34: LAST DAY REVIEW FOR FINAL SEMINAR

**OBJECTIVES:** REFLECT ON EXPERIENCE IN THE PATHWAYS PROGRAM.

**TASK:** POST FINAL EPORTFOLIO REFLECTION.

---

One of the goals of the Pathways Program is to prepare students to actively participate in their education at PSU. Personal, academic and professional growth are aspects of a well-rounded educational experience, with experiences outside of course work having equal importance to experiences in the classroom. This is especially true for international students.

This is the last activity of the term, and the last day of the Pathways Program. Congratulations! You have covered a significant breadth and depth of material in the last 2 (or 3) terms:

- researched and registered for academic classes
- managed your course schedule
- met with your major academic advisor multiple times
- contacted a professor to research prospective courses
- practiced time-management strategies to balance IELP and academic courses
- participated in campus workshops and events
- investigated options for co-curricular goals
- defined your educational and career goals
- created an ePortfolio for reflecting on and curating your work
- actively participated in planning your academic career

**FOR YOUR REFLECTION:**

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On your page in your ePortfolio, create a new text box and reflect on your performance this term. In a new content box, use the following guide to develop your reflection:

1. Title: Pathways Final Seminar Final Day Reflection and include today's date.
2. Were the classes in the Pathways Program supportive as you have transitioned from the IELP to PSU?
3. Do you think the Pathways Program has "opened more doors" for you than if you had made this transition on your own?
4. Consider all of the Pathways Seminars that you took. What activities in the Pathways Program were the most beneficial for you to prepare you for being a full-time PSU student?
5. What were the most and least beneficial activities for you this term in the Pathways Final Seminar?
6. Share the ePortfolio with the instructor.
  - Be sure to share for assessment.