



Concurrent Enrollment Program Instructor Approval Process

Program Overview

Welcome to the Concurrent Enrollment Program, housed under the Division of Extended Studies, at Boise State University. The CEP allows Boise State University and local high schools to work together to offer university courses to high schools students so they can get an early start on their university career and at a low cost. The program's success is based on the partnership between qualified high school instructors and the various academic departments. The goal is to offer general education courses that can be applied to any degree a student chooses. The program started with a mandate from the State Board of Education in 1998 with Legislative support. Boise State' CEP began 14 years ago, and since then hundreds of students have taken advantage of the opportunity by enrolling in freshman and sophomore-level college courses. Currently 32 high schools offer classes for concurrent credit. The program provides the university an opportunity to play a significant role in the education of top performing students and an opportunity to collaborate with high school teachers. The program encourages campus visits as well as faculty and graduate students to participate as guest lecturers in the high school classrooms.

Program Benefits

- Increased enthusiasm and motivation among students and teachers.
- Provide high school student the opportunity to experience the rigor and intellectual challenge of university classes and earn a letter grade while still in high school.
- Enhances ability and skills to do university work and aids students in gaining confidence for college success.
- Provides an opportunity for university faculty and high school teachers to work together and share methods, ideas and experiences for the benefit of the students.
- Classroom support in the form of textbooks, lab supplies, and access to University resources for students and instructor.
- Professional development opportunities in the subject area provided by academic department faculty liaison.

Instructor Application Process

Application Due Date: Friday, November 8, 2012 for Spring 2013 and Friday, April 12, 2013 for Fall 2013

The Concurrent Enrollment Program at Boise State University invites applications from high school instructors to teach university level courses at their respective high schools. As adjunct faculty, instructors will have the opportunity to teach introductory general education courses, which are applicable towards any degree a student chooses.

Teaching qualifications vary by academic department. The preferred qualification is a master's degree in the field or related field. Teaching experience is especially desirable.

- For math classes the applications are due by **March 22** for the following school year. Please plan to submit sample tests from the beginning, middle and end of the year from a high, middle, and low scoring student. Remove student names. Blank tests may also be submitted. Four classes have been approved to be offered for dual credit: Math 160 Survey of Calculus, Math 170 Calculus I, Math 175 Calculus II, Math 254 Statistics.
- For languages, a bachelor's degree in the language along with a one-on-one interview with the department head will be required.
- For English classes, the department requires an MA in English in or an MA in Curriculum & Instruction or Reading along with appropriate teaching or field experience and/or acceptance and completion of the Boise State University National Writing Project.

The concurrent enrollment coordinator or director will schedule an initial meeting in person or over the phone with the applicant to share program philosophy and general information. The Concurrent Enrollment Program is committed to providing need-based financial assistance to high schools in the form of professional development, textbooks and lab supplies to ensure university equivalency. Applicants are approved by the academic departments at Boise State University.

For Concurrent Enrollment instructors that are approved, there is a classroom visit and a course evaluation done each year.

Required Application Materials

- 1. Letter of introduction noting the class you want to teach, your teaching experience and teaching philosophy.**
- 2. Current vitae (resume).**
- 3. Transcripts (unofficial copies are fine).**
- 4. Course syllabus should include the instructor's contact information, the name of the course being taught for Boise State, textbook used, grading scale, learning objectives and assessment of learning objectives. *The syllabus should also include a note about student conduct, see note below. A sample Boise State syllabus for the class can be provided upon request.**
- 5. One letter of recommendation from a school administrator that verifies support for the concurrent enrollment course/s and teaching qualifications.**

***Student Code of Conduct** – Please note that high school students are held to the same student standards found in the Boise State University Student Code of Conduct <http://www.boisestate.edu/osrr/> Definitions of cheating, plagiarism, and other forms of academic dishonesty as well as policies and procedures for handling such cases are included. Please include the website <http://www.boisestate.edu/osrr/> on your syllabus as part of the information that your students receive.

The review process can take anywhere from two weeks to three months depending on when materials are submitted to the program. It is recommended that materials be submitted a semester before the class is planned to be offered. The review of applicants and their course syllabus is done on an on-going basis. Faculty who review the applications typically do not work during the summer, it is recommended that application be submitted in early spring or mid-August of each year.

The application materials are sent to the Concurrent Enrollment Program staff first. A letter of support will be added and then sent to the faculty liaison for review of instructor qualifications and course content. The review is an on-going process with back and forth discussion between the faculty and the high school instructor.

Program Contact Information

Concurrent Enrollment Program, Division of Extended Studies, 220 E Parkcenter Blvd, Boise ID, 83706-3940. Materials may be sent in hard copy or via email to the program administrators.

For general questions contact:

Kristi Lakatos, Coordinator, 426-3294 or via email at klakatos@boisestate.edu

Fabiola Juarez-Coca, Director at 426-2281 or via email at fjuarez@boisestate.edu

Britta Ernst, Administrative Assistant II, 426-3750 or via email: BrittaErnst@boisestate.edu

Instructor Information

Concurrent Enrollment and Boise State Academic Departments

- Each academic unit has a designated faculty member who serves as the liaison with the high school teacher, providing guidance for the curriculum to be aligned with the college course. The academic department is expected to include the high school teacher in all departmental events, professional development opportunities, and listservs. The faculty liaison agrees to be an academic resource for the teachers.
- An annual stipend for the high school teacher and university department liaison will be provided. The honorarium is meant to cover the additional duties added on by the teachers, such as handling registration questions, class and grade rosters, scheduling coordinator visits, and requests by academic departments. For Bishop Kelly, Boise and Meridian School Districts the stipend goes toward classroom support and professional development opportunities and given directly to the school district. All other school districts allow the stipend to be paid directly to the CE instructor.
- The high school teachers who are approved to teach for the program receive adjunct faculty status, with a staff ID, access to the Albertson Library and the Center for Teaching and Learning for research, and an email account.
- Teachers are encouraged to set up a campus visit for their students to visit Albertsons Library. To set up a visit contact Kristi Lakatos, CE Coordinator, 426-3294 or klakatos@boisestate.edu. Lunch will be provided to the students to ensure they have plenty of time to do research at the library. Please give yourself as much planning time as possible, and contact Kristi Lakatos to set up your tour.

Professional Development for CE Instructors

Academic department faculties are encouraged to develop professional development opportunities for high school teachers. The cost of professional development is covered by the Concurrent Enrollment Program. Faculty liaisons and high school teachers are encouraged to submit ideas for future professional development opportunities to Fabiola Juarez-Coca, CEP Director, 426-2281 or fjuarez@boisestate.edu.

Concurrent Enrollment Opportunities are in High Demand

Boise State's CE program has been growing each year because students and parents are seeing the collaborative benefits of this program. Concurrent Enrollment targets students who are in their junior or senior year of high school, with a cumulative GPA of 3.0. Students who are younger than 16 years old or are Gifted & Talented may enroll in the class with instructor permission.

High school students receive the same grade for both the university course and the high school course, which is recorded on a Boise State transcript. Students can access their student records any time via www.broncoweb.boisestate.edu. When a class is offered for concurrent enrollment credit in a classroom, the students self-select for enrollment. There may be students in the class who do not take the class for dual credit, however, all students are expected to be doing the same high level university curriculum.

Student Eligibility to Participate

To enroll in a Concurrent Enrollment course, students need to be:

- Have at least a 3.0 GPA (or instructor permission if GPA is close to a 3.0)
- Have approval from their high school administration, and parent/guardian.

List of Courses Offered for Concurrent Enrollment and Instructor Qualifications

ACCT 205 Introduction to Financial Accounting (3 credits) BA in Accounting

Introduction to financial reporting. The primary objective is to make the student aware of the importance of accounting information as a powerful tool in the business decision-making process. Emphasis of the course is on the uses of financial information in making investment and credit decisions rather than the preparation of the information. PRE/COREQ: ITM 104 and 105 or satisfactory completion of computer competency exam covering basic word processing and spreadsheet skills or an alternative instructor-approved course.

ARABIC 101 Elementary Arabic I (4 credits) BA in Arabic or experience with interview

Develops beginning abilities in Modern Standard Arabic in all four language skills: speaking, reading, writing and listening. Offers basic study of grammatical structures and vocabulary in a communicative context.

ARABIC 102 Elementary Arabic II (4 credits) BA in Arabic or experience with interview

Continues to develop beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers basic study of grammatical structures and vocabulary in a communicative context. PREREQ: ARABIC 101.

ART 100 Introduction to Art (3 credits) MA Fine Arts

Designed to acquaint the general college student with the aesthetics of painting, sculpture, architecture, and related art forms.

ART 109 Foundations of Drawing (3 credits) MA Fine Arts

Introduction to drawing as a system of visual communication. Development and study of perception, form, and content. Introduction to critique.

ART 212 Drawing I (3 credits) MA Fine Arts

Drawing from observation and imagination. Exploration of form and content. PREREQUISITE: Art 109 Foundations of Drawing

BIOL 100 Concepts of Biology (4 credits) BS Biology or related science, MS in Biology or Kinesiology

An introduction to the fundamental biological principles of cell and molecular biology, genetics, ecology, and evolution. Introduction to organismal diversity, physiology, and morphology.

BIOL 191 General Biology (4 credits) MS in Biology or Botany, Zoology, Biomedical Sciences

Designed for biology and health science majors. The basic characteristics of living systems including the chemical and physical structure of cells, genetics, development, evolution, and ecology. PREREQUISITE: Math 108 Intermediate Algebra

CHEM 101 Essential of Chemistry (4 credits) BS in Chemistry, Master's in general area

The first semester of a sequence course for non-science majors who require only one year of chemistry. Basic concepts of inorganic and organic chemistry.

COMPSCI 119 Introduction to JAVA (2 credits) Department approval

Syntactic and execution characteristics of Java. Translating simple algorithms into Java programs; coding, compiling, finding and correcting errors, and executing the programs. PREREQUISITE: Math 108 Intermediate Algebra

COMPSCI 125 Introduction to Computer Science (4 credits) Department approval

Data and procedure abstraction. Problem solving techniques, recursive algorithms, basic searching and sorting techniques. Introduction to object-based programming. Software development process (specification, design, stepwise refinement). Note: Students with no prior programming experience should consider taking a language course prior to taking this course. PREREQUISITE: MATH 143 College Algebra or 147 Precalculus or satisfactory math placement score.

COMPSCI 225 Introduction to Computer Science II (4 credits) Department approval

Introduction to notions of program correctness and to analysis of time and space requirements. Object-oriented programming, including hierarchies and inheritance. Abstract data types both basic (list, tree, set, and relation) and

derived (queues, stacks, priority, queues, and dictionaries) and their implementation and applications. Concrete data structures (linked lists, binary search trees, hash tables, etc.) PREREQ: COMPSCI 125

ECE 230 Digital Systems (4 credits) Department approval

Number systems, Boolean algebra, logic gates, Karnaugh maps, combinatorial circuits, flip-flops, registers, counters, sequential state-machines and introduction to Hardware Description Languages (HDL). Construction of small digital systems. PREREQ: COMPSCI 117 or COMPSCI 125m COREQ: ECE 230L

ECON 201 Principles of Macroeconomics (3 credits) MA in Economics

Economic principles are used to analyze the aggregate performance of developed economies. Analysis is applied to domestic and international macroeconomic issues. The goals and problems of high employment, price stability, growth, and the balance of payments are analyzed. Monetary, fiscal, and other national policies are discussed.

ECON 202 Principles of Microeconomics (3 credits) MA in Economics

An introduction to microeconomic analysis covering supply and demand, basic market structures, the operation of the price system, and the distribution of income. Provides an introduction to some applied areas of economics such as international, regional, the public sector, and economic development.

ED-CIFS 201 Foundations of Education (3 credits) MA in Education or related area

Social, multicultural, philosophical, and historical perspectives in education; current educational issues; and problems of education. It provides a conceptual framework from which students will learn to reflect upon and question ways of knowing, both individually and as members of a larger community.

ED-CIFS 293 Internship (3 credits) MA in Education or related area

Internship is hands-on experiences where the student works directly with the instructor on the content of their work. This particular internship has as duties: Daily interaction with students in a special education/resource room setting. Students provide support to supervising teachers by assisting in lesson planning, grading, and administering informal assessment. Students are responsible for a small group of students in which they plan and implement daily lessons. Prerequisite is ED-CIFS 201.

ED-ECS 221 Foundations of Professional Practices (3 credits) MA in Education or related area

Principles and practices of early childhood education/early childhood special education. Developmentally appropriate practices in the teaching/learning process of young children with and without special needs, in natural learning environments. Weekly classroom field work required.

ED-ECS 222 Family and Community Relations (2 credits) MA in Education or related area

Partnering with families of young children, both typically and atypically developing. Family systems theory, roles and functions of special service colleagues and community resources.

ENGL 101 Introduction to College Writing (3 credits) MA in English, Curriculum & Instruction with an emphasis in Reading with significant writing pedagogy, Composition & Rhetoric, or English Education

Introduction to critical reading and to writing processes, including invention, revision, and editing. Emphasis on writing thoughtful explorations of readings, observations, ideas, and experiences; developing the author's voice and inventiveness; editing for style and conventions of standard usage.

ENGR 100 Energy for Society (4 credits) BS in Science, Chemistry, Engineering, Physics

A general interest course having no prerequisite. A basic understanding of energy and how it has been put to use is developed to promote a better understanding of our present technological society with its energy, environmental, social, and political problems. Alternative as well as conventional energy solutions are considered.

ENGR 120 Introduction to Engineering (3 credits) BS in Engineering, MA in Engineering, Professional Experience in Industry or Willing to take courses to get approved.

Critical thinking design-oriented engineering experiences that introduce the professions of civil, electrical/computer, mechanical and materials science and engineering. Professional skill development including teamwork, computer based tools, oral and written communication and advisement. PREREQUISITE: Math 147 and Math 144.

ENVSTD 121 Introduction to Environmental Studies (3 credits) BS in Science or Social Studies

Introduction to the interdisciplinary nature of environmental concepts and issues. Integrates scientific, socio-political, and humanistic approaches to the understanding of nature and of how humans interact with the rest of nature. Includes a service learning component.

FRENCH 101 Elementary French I (4 credits) BA in French and interview

Develops beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers basic study of grammatical structures and vocabulary in a communicative context. Introduces students to Francophone cultures. Students who have had more than one year of high school French may not enroll in FRENCH 101 for credit except by PERM/INST.

FRENCH 102 Elementary French II (4 credits) BA in French and interview

Continues to develop beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers basic study of grammatical structures and vocabulary in a communicative context. Introduces students to Francophone cultures. PREREQ:FRENCH 101 or equivalent as determined by placement exam.

GEOS 100 Fundamentals of Geology (4 credits) BS in Geology or related science

An introduction to the principles of physical and historical geology. Topics include weathering, erosion, glaciation, volcanism, earthquakes, rocks, minerals, maps, and the origin of the earth and its physical and biological development. Open to all students except those with previous credit in geology, or earth science majors and those non-science majors who plan an eight-hour sequence in geology. Field trips required.

GERMAN 101 Elementary German I (4 credits) BA in German and interview

Develops beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers basic study of grammatical structures and vocabulary in communicative context. Introduces students to Germanic cultures.

GERMAN 102 Elementary German II (4 credits) BA in German and interview

Continues to develop beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers basic study of grammatical structures and vocabulary in a communicative context. Introduces students to Germanic cultures. PREREQUISITE: German 101 or Permission of Instructor

HIST 100 Themes in World History (3 credits) MA in History

Uses a major theme in history to introduce methods of historical interpretation and explore issues, developments and trends across time and place. Theme varies by instructor.

HISTORY 111 United States History (3 credits) MA in History, Political Science

First semester consisting of history of American civilization from Pre-Columbian days to 1877 with emphasis given to the development of the Union and expansion.

HISTORY 112 United States History (3 credits) MA in History, Political Science

Second semester consisting of a survey of the significant factors influencing American development from the Civil War to present, including the growth of American business and the emergence of the nation to a world power.

HLTHST 101 Medical Terminology (3 credits) BS in Nursing, Department approval

Introduction to Greek and Latin prefixes, suffixes, combining forms and roots used in medical terminology, as well as the study of anatomical, physiological, and pathological terms, clinical procedures, abbreviations, and lab tests according to systems of the body. Medical terminology is treated as a medical language and clinical application is stressed.

ITM 104 Operating Systems and Word Processing Topics (1 credit) Department approval

Introduces computer and technology concepts and develops skills using current home/office and Internet productivity software. Basic functions of the operating system, basic to intermediate word-processing skills, introduction to hardware, software, Internet and networking concepts for use in the workplace, educational settings, and the home.

ITM 105 Spreadsheet Topics (1 credit) Department approval

Basic to intermediate spreadsheet skills development, hardware, software, Internet and networking concept materials for use in the workplace, educational settings, and the home. PREREQ: ITM 104 or successful completion of a placement exam for ITM 104.

ITM 106 Database Topics (1 credit) Department approval

Basic to intermediate database skills development, hardware, software, Internet and networking concept materials for use in the workplace, educational settings, and the home. PREREQ: ITM 104 and ITM 105 or successful completion of a placement exam for ITM 104 and ITM 105.

ITM 225 Introduction to Programming (3 credits) BS in CS or CIS

Introduction to object-oriented programming, rapid development tools, and object-oriented design principles. Includes essential programming concepts of sequence, selection, iteration, arrays and string manipulation, testing and program documentation.

ITM 315 Database Systems (3 credits) BS in CS or CIS, Department approval

Introduction to design, development and administration issues of relational databases and DBMS, and their applications to real-business problems. Special emphasis on SQL, logical data design techniques, XML, and rapid prototyping of end user business applications.

JAPANESE 101 Elementary Japanese I (4 credits) BA in Japanese and interview

Develops beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers basic study of grammatical structures and vocabulary in a communicative context. The course also introduces Katakana, Hiragana, and a limited number of Chinese characters.

KINES 140 Personal Health (3 credits) LAT certification and KINES 445 (Secondary School Health Methods and Administration)

Covers nutrition, diseases, health needs, services, drugs, family living, and personality structure and development. Enhances student adjustment toward effective functioning in a changing environment.

KINES 220 Introduction to Athletic Injuries (3 credits) LAT certification

A survey course introducing the principles of care and prevention of sport induced injury. Emphasis will be on identification and differentiation of minor and major trauma related to sports participation. A prerequisite for admission to the Athletic Training Education Program.

LATIN 211 Elementary Classical Latin Language and Literature (4 credits) BA, experience teaching and interview

An intensive introduction to the basic vocabulary, grammar and syntax of classical Latin with emphasis on comprehension of the nominal declension and verbal conjugation forms of the language; and a survey of Roman republican literature with illustrative reading passages excerpted from the ancient authors. Recommended: HIST 302 Ancient Rome.

LATIN 212 Advanced Classical Latin Languages and Literature (4 credits) BA, experience teaching and interview

Second semester of the intensive introduction to the study of classical Latin with emphasis on comprehension of the advanced grammatical forms and syntactical patterns of the language; and a survey of Roman imperial literature with translations and analysis of extended historical and literary texts from the ancient authors. PREREQ: LATIN 211, or a year of high school Latin.

LEAD 101 Foundations of Leadership (3 credits) BS/A in any are, experience teaching leadership.

Basic leadership theory, historical paradigms, and concepts. Personal leadership development through the exploration of leadership identity, values, and ethics; understanding of others through multicultural appreciation; and fostering active citizenship through community-based projects.

MATH 160 Survey of Calculus (4 credits) BA/S in Math, Masters in General Area, teaching experience

Survey of the essentials of calculus, intended mainly for students in business and social sciences; emphasis on applications to such areas. Basic concepts and computational techniques for functions, derivatives, and integrals, with

emphasis on polynomial, rational, exponential and logarithmic functions. Very brief introduction to calculus of functions of several variables. Math 160 cannot be taken for credit after Math 170. PREREQUISITE: Math 143 College Algebra.

MATH 170 Calculus I (4 credits) MS in Math

Definitions of limit, derivative and integral. Computation of the derivative, including logarithmic, exponential and trigonometric functions. Applications of the derivative, approximations, optimization, mean value theorem. Fundamental Theorem of Calculus, brief introduction to applications of the integral and to computations of antiderivatives. Intended for students engineering, mathematics and sciences.

MATH 175 Calculus II (4 credits) MS in Math

A continuation of Math 170. Applications of the integral, symbolic and numerical techniques of integration. Sequences and series, with an emphasis on power series and approximations, convergence and error bounds. Separable differential equations. Parametric curves in the plane and polar coordinates. Includes use of mathematical software such as Maple or Mathematica. PREREQUISITE: Math 170.

MATH 187 Discrete and Foundational Mathematics (4 credits) MS in Math

An introduction to the language and methods of reasoning used throughout mathematics and computer science, and to selected topics in discrete mathematics. Propositional and predicate logic; elementary set theory; introduction to proof techniques including mathematical induction; functions and relations; and basic principles of elementary number theory, combinational enumeration, and graph theory. PREREQUISITE: Math 143 College Algebra, Math 147 Precalculus or satisfactory placement score.

MATH 254 Applied Statistics with Computers (4 credits) MS in Math

Pre-calculus treatment of descriptive statistics, confidence intervals, hypothesis testing, regression, and correlation. Selected topics from probability theory. Emphasis on concepts and applications to a wide variety of disciplines. Use of computer statistics packages to handle computations. Carries no credit after Math 360 or Math 361.

PHYS 101 Introduction to Physics (4 credits) BS in Physics or related science, Dept approval

A broad survey of basic physics concepts and principals including motion, energy, electricity, magnetism, light, relativity, atoms, fission, and fusion. Some examples will be related to social applications. Some basic algebra is included.

POLS 101 American National Government (3 credits) BA in Political Science or MA in Curriculum and Instruction or Political Science or related field

Institutions and processes of the American political system, emphasizing social, ideological, and constitutional background.

POLS 102 State and Local Government (3 credits) BA in Political Science or MA in Political Science, or Curriculum and Instruction, or related field

Institutions and processes of state local government, with emphasis on the changing nature of federalism, the role of political participation, and the variation among the state polities and subnational political economies.

POLS 231 International Relations (3 credits) BA in Political Science or MA in Curriculum and Instruction or Political Science or related field, Department approval

The nature of relations among nations with particular reference to contemporary international issues. Analysis of the causes of war and efforts to promote peace. Study of national sovereignty and its relation to international cooperation.

PSYC 101 General Psychology (3 credits) BA in Psychology, MA in Psychology, Sociology, related social studies field

Provides the basis for understanding psychological science. Topics considered may include: scientific method, biopsychology, consciousness, sensation, perception, development, learning, cognitive processes, motivation, emotion, health psychology, personality, individual differences, social psychology, psychopathology, and psychotherapy.

SOC 101 Introduction to Sociology (3 credits) Department approval

An introduction to groups, organizations, and societies, and their impact on human behavior. Emphasis is on sociological perspectives, concepts, methods, and applications in areas such as organization, socialization, inequality, institutions, intergroup relations, change, etc.

SPANISH 101 Elementary Spanish (4 credits) BA in Spanish or related teaching experience with interview

Develops beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers a basic study of grammatical structures and vocabulary in communicative context. Introduces students to Hispanic culture. Students who successfully complete this course may not receive credit for Spanish 111 or Spanish 112.

SPANISH 102 Elementary Spanish II (4 credits) BA in Spanish or related teaching experience with interview

Continues to develop beginning abilities in all four language skills: speaking, reading, writing, and listening. Offers a basic study of grammatical structures and vocabulary in communicative context. Introduces students to Hispanic culture. PREREQ: Spanish 101.

SPANISH 201 Intermediate Spanish I (4 credits) BA in Spanish or related teaching experience with interview

Intended to further develop all four languages skills: speaking, reading, writing, and listening. Intensive review of fundamentals of structure and vocabulary in a communicative context. Topics for conversation, reading, and writing focus on Hispanic cultures. Course conducted in Spanish. PREREQ: SPANISH 102.

SPANISH 202 Intermediate Spanish II (4 credits) BA in Spanish or related teaching experience with interview

Intended to further develop all four languages skills: speaking, reading, writing, and listening. Intensive review of fundamentals of structure and vocabulary in a communicative context. Topics for conversation, reading, and writing focus on Hispanic cultures. Course conducted in Spanish. PREREQ: SPANISH 201.

UNIV 100 High School to College Prep (1 credit) BA/S in any field and teaching experience

Students will develop life skills and attitudes needed to achieve educational and personal goals. Exploration of university resources, services, and policies.