

Guidelines on Counseling Students Regarding Course Selection

Enacted in the 47th Academic Affairs Meeting on Mar. 25th, 2004.
Amended (Article 7) in the 60th Academic Affairs Meeting on Nov. 1st, 2010
Amended (Article 3) in the 78th Academic Affairs Meeting on Oct. 30th, 2019
Amended (Articles 5 & 8) in the 80th Academic Affairs Meeting on Oct. 28th, 2020

- I. These guidelines are adopted for the purpose of assisting students to select courses so that they may better plan their classes and have better learning outcomes.
- II. Each academic unit (department, college, office or center) should assist students in course selection and students should take their assistance into consideration. Each unit's performance in these matters will be included in the evaluation of the university's overall educational performance.
- III. Each department (graduate institute) shall appoint teachers to assist students in course selection. The teachers may be selected from instructors within the program or other interested instructors. The performance in these matters will be included in the evaluation of the teachers' performance.
- IV. The appointed teacher should understand the physical and psychological qualities, academic capabilities, and graduation requirements of the student they are counseling. They should also be familiar with other relevant academic regulations of the university; course programs, minors, double majors, advanced graduation, credit exemptions, course exemptions, inter-university course selection, and fees.
- V. The following are the areas in which teachers should assist students in their course selection:
 - (1) Number of registered course credits: make recommendations on whether to exceed the upper limit of registered credits or to reduce the number of credits currently selected.
 - (2) Number of registered courses: make recommendations on whether to register for more courses or to drop courses.
 - (3) Compulsory courses and optional courses: make recommendations on the priority of courses.
 - (4) Priority courses: bring regulations to the student's attention regarding priority courses, so that they may avoid blockage.
 - (5) Courses of the same concentration: bring to the students attention regulations on the courses of the same concentration, in order to avoid missing needed courses.
 - (6) Career planning: make recommendations on course selection so as to correspond with students' interests, career goals, further study, ambitions, and etc.
 - (7) Graduation requirements: remind students to fulfill and complete all necessary requirements for graduation.
 - (8) Problem solving: assist students in solving any problems related to course selection.

- VI. Teachers shall assist students in order to avoid any discrepancy stated below:
- (1) Students, who are incapable of, but have selected too many course or too many credit hours in a given semester.
 - (2) Students, who are capable of, but have deliberately selected too few courses or credits, and will be below the minimum credit requirements.
 - (3) Students, who lack interest in learning, and have selected only easy courses.
 - (4) Students, who care too much about the cost of tuition, and have selected too many credits in order to obtain a student loan.
 - (5) Students, who have selected courses based on other peoples' choices.
- VII. Office of Physical Education and Sports, [Office of Student Safety](#), Center for General Education and Center for Teachers' Education can send a representative to assist students in course selection if needed. The representative can be a teacher or administrative personnel, but he/she shall be familiar with the university's regulations on physical education, education for national defense, general education and programs on teacher education. The representative shall be accessible in case of any applicable issue the student faces.
- VIII. The above guidelines shall be implemented after being passed at the Academic Affairs Meeting. [The same applies to the case of any amendments.](#)