

Walla Walla University

Advising Manual: A guide to the duties of the Academic Adviser.

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These guidelines are based both on the institutional policies of Walla Walla University
and recommendations by the National Academic Advising Association (NACADA).

Advising Manual

Table of Contents

Philosophy & Principles

| | |
|---|----|
| Philosophy of Advising | 3 |
| The Adviser-Student Relationship | 3 |
| Principles of Effective Advising | |
| Becoming More Accessible | 4 |
| Providing Accurate Information | 4 |
| Maintaining a Caring Adviser-Student Relationship | 5 |
| Selecting Courses and Promoting Independent Decision-Making | 5 |
| Advising Limitations | 6 |
| Communicating Effectively with Advisees | 7 |
| Common Communication Pitfalls | 8 |
| Adviser Checklist | 11 |
| Student Responsibilities in the Advising Relationship | 12 |

Special Advising Needs

| | |
|--|----|
| Academic Warning and Probation | 13 |
| Undecided Students | 13 |
| Transfer Students | 14 |
| Advising Tasks by Academic Year | |
| Freshman Year | 15 |
| Sophomore Year | 17 |
| Junior Year | 18 |
| Senior Year | 19 |
| Changing Majors | 20 |
| Changing Minor, Concentration or Bulletin Year | 20 |

Procedures

| | |
|---|----|
| Functions of myWWU Related to Advising | 21 |
| Academic Probation | 22 |
| Registration Process | 23 |
| Checklist for Pre-Registering Advisees | 24 |
| Quarterly Registration Timetable | 25 |
| Adviser Contacts | |
| Autumn Quarter | 26 |
| Winter Quarter | 27 |
| Spring Quarter | 28 |
| Senior Outlines and Graduation Requirements | 29 |

Legal Issues

| | |
|--|----|
| FERPA 101 | 31 |
| How does FERPA affect advisers? | |
| Directory Information | 31 |
| Parents and FERPA | 32 |
| Some Common Questions and Highlights | 32 |

Forms & Resources

| | |
|--|----|
| Forms | |
| Student Forms Available Online | 33 |
| Student Forms Available in the Academic Records office | 33 |
| Common Referrals | 34 |

Philosophy of Advising

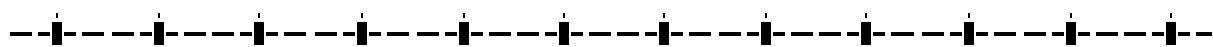
Upholding the vision and philosophy of Walla Walla University as a Seventh-day Adventist institution of higher education, academic advisers seek to help students achieve excellence in thought, promote generosity in service, encourage beauty in expression, and guide students to a deeper faith in God. Advisers will help students pursue an academic discipline suited to the unique gifts with which God has blessed them; while also providing expert advice in scheduling, career planning, and goal setting.

The Adviser-Student Relationship

Advising is a dynamic mentoring relationship between the student and the adviser. Effective advising requires viewing students holistically by getting to know their personalities, academic achievements and capabilities, career and life goals. In considering each individual student's talents and interests, advisers help students to:

- Understand themselves and clarify their life and career goals
- Select courses and other experiences to enrich their educational plans
- Understand institutional requirements and resources available
- Develop decision-making skills

Through the intricate advising process, advisers provide a crucial personal connection between the University and the student. As students explore the world of the University, they often need a role model and a mentor who can guide them as they explore their values, goals, abilities, interests, and limitations. As the University strives to provide the best educational environment for its students, it relies upon the information advisers provide to track struggling students and connect them with the resources they need to succeed.



“Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do...It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought...Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen.”

Education, 17.



Principles of Effective Advising

Effective advisers are **accessible** to their advisees, **provide accurate information** and maintain a **caring** adviser-student relationship. They help students **select courses** while promoting **independent decision-making**.

Becoming More Accessible

Students will feel more comfortable seeking the help and assistance of their academic adviser if they know that the adviser wants to meet with advisees. Advisers that encourage students to meet with them several times during the quarter will have a greater opportunity to mentor the student and provide assistance when the student is facing difficulty. To increase your availability to meet with advisees, please do the following:

- Reserve office hours for advising.
- **Post your office hours** and **encourage your advisees to visit you** whenever they need advice as well as when they schedule appointments with you.
- Set aside enough time for each advisee, especially during the registration periods every quarter.
- **Encourage your advisees to seek help early on in the quarter, when they first notice they are struggling in a class or even when they are ready to apply for graduation.** Make sure they have enough time to ask whatever questions may be lingering in their minds.
- Finally, **plan to meet with each advisee at least once outside of pre-registration appointments.** Check up on them during the quarter to monitor their progress and help with any concerns they may have.

Providing Accurate Information

Many students, especially those in their freshman and sophomore years, rely heavily upon their advisers to assist them in planning their course of study. Therefore it is vitally important for advisers to provide accurate information to students. Advisers must be knowledgeable of the following:

- **Know the academic requirements of your department and of the general studies program thoroughly, as well as the policies, procedures, and programs of the University at large.**
- Be aware of academic deadlines, such as when to add or drop classes, when to turn in a senior outline, etc.
- Understand how to use degree audits and teach students to use them.
- Utilize the Guide to Academic Advising and encourage students to do so.
- Be familiar with the Walla Walla University schedule of classes and show students how to access it.
- Know when to recommend petitions, requests for waivers, placement tests, and non-traditional credit.
- Use your knowledge of specific courses, opportunities available to students (scholarships, new courses, interdisciplinary programs, etc.), and student-specific

information (whether gleaned from an advisee or from myWWU) to provide students with an accurate vision of Walla Walla University and their role here.

- Use your broad knowledge of specific advisees to interpret new information regarding them.
- Become as familiar as possible with the resources available on campus. **When students have special needs, refer them to other places on campus, such as the [Career Center](#), the [TLC](#), [Disability Support Services](#), [Counseling and Testing Services](#), [Student Financial Services](#), and [Campus Health and Wellness](#).** If your advisees ask questions to which you do not know the answers, do your best to find out for them.

Maintaining a Caring Adviser-Student Relationship

As an adviser, your leadership and example plays an integral role in fostering student success at Walla Walla University. When interacting with your advisees, always strive to do the following:

- **Radiate a friendly spirit.**
- Do whatever it takes to learn and remember advisees' names.
- Listen to their concerns. Whether their problems involve academics or just the rough transition to college life, they will be comforted to know that someone cares enough to listen.
- Once you are aware of your advisees' difficulties, do what you can to enable them to conquer and overcome. Question them and challenge them to carefully reason through the decisions they make.
- Be efficient and flexible in the advising process—when advisees see that you can move them efficiently through your office while taking enough time to meet their needs, they will be confident in your ability to advise them wisely.

Selecting Courses and Promoting Independent Decision-Making

Before selecting courses, spend time getting to know the student's personality, interests, abilities, and non-academic commitments such as work or volunteering. This will help you and the student select courses that will enrich their educational experience by challenging them without overwhelming them.

Ultimately, students must make academic decisions for themselves and take responsibility for finalizing their plans. Your job as an Adviser is to help them articulate and define their goals, weigh their options, and help them make informed decisions about their academics. **Never make decisions for your advisees.** Some students may be insecure in their decision-making ability and may seek direct answers from you. Listen to them, ask directed questions about their goals, and provide the appropriate resources to help them. **Telling them what to do puts potential blame on you as their adviser if something does not work out as your advisees expect.**

Recognize that each student is at a different stage in their intellectual, social, emotional and spiritual development, and that as they progress through their program their aspirations and intended career paths will change. Continually adjust your approach to meet students where they are, and when necessary help your students resolve dissonance between what they or their parents expected of themselves and what they now feel they are capable of. Always observe for patterns that suggest a student may need help from an outside resource; do not attempt to provide counseling, health or financial advice but rather refer them to the appropriate office.

“I have found the best way to give advice to my children is to find out what they want and then advise them to do it.”

Harry S. Truman

Advising Limitations

While it may seem as though advisers are expected to be super-human in their ability and availability, there are reasonable and healthy **boundaries** that can and should be set in the adviser-student relationship.

Advisers cannot force students to reduce their academic or employment loads. However, **advisers can encourage students to make appropriate changes or contact the appropriate authorities** when it appears that students are having trouble with their current load.

Academic advisers are not expected to handle emotional problems that fall outside the range of normal student behavior. Complex financial, emotional, physical, or personal problems should be referred to appropriate departments. Academic advisers are not psychological counselors. If they become aware of serious problems, the best thing to do is to refer students to offices and people who have training in the appropriate areas.

Advisers, while expected to have enough office time to accommodate their advisees, should not take on so much advising responsibility that it hinders their ability to help each advisee and fulfill the other responsibilities of their positions. If you have questions or concerns about your advising load, please contact the Academic Advising office so we can try to adjust your load.



Communicating Effectively with Advisees

Effective communication is vital to the academic advising process. When students plan their class schedules, they are not merely choosing classes for the following quarter, but are indirectly making decisions that will affect the course of their entire life. Because of the profound influence advising can have on a student's academic and career choices, advisers should keep the following principles in mind, provided by Pennsylvania State University (2014) and adapted from the NACADA Faculty Advising Training Program:

- **Listen carefully** and check your understanding by paraphrasing what advisees have said or by asking a question. Ask yourself whether advisees have asked the right questions. Too often, the correct answer is given by advisers--but the wrong question was asked by students, and communication fails.
- Use **open-ended questions** and similar techniques that enable you to discuss topics with advisees rather than allowing only "yes" or "no" responses.
- **Discuss** with your advisees their backgrounds and experiences, progress on their goals, and future plans. Such a discussion will provide you with helpful information, and it will reflect your concern for advisees as individuals.
- Most communications have both an intellectual and an emotional component. Listen for the **emotional message**. If the emotional part of the message seems to be out of proportion or inconsistent with the intellectual part, you may need to examine this discrepancy before a rational decision can be made.
- Always **keep notes** about what decisions have been made and why. A quick review before seeing students again will help you recall specific details. This is an important way to demonstrate your interest in students as individuals.
- The more effective approaches to academic advising go beyond informing and begin to involve some counseling skills including **helping** and **empowering**.
- **Respect** your advisees as people and show them that you respect them. One way to do this is to make a sincere effort to do an effective job of your advising.
- Encourage **informed decision-making** of your advisees. They are adults, and, more importantly, they must live with their decisions.
- Respecting advisees does not mean that advisers must agree with all of their decisions. The adviser role is to help them make **realistic decisions**. If advisers have reason to believe that students will fail or are making a poor choice, they should honestly discuss this perception with them.
- Know enough to recognize when one of your advisees needs help beyond your capability and know how to make a **referral**.
- **Be available**; you cannot provide even the basics to an advisee if the advisee cannot find you.

Common Communication Pitfalls

No matter who you are communicating with, there is always the potential for misunderstanding. However, your communication will be greatly enhanced if you can avoid these common communication pitfalls, listed by Ford (1998) in Example University Academic Advising Handbook.

THE DONT'S OF ACADEMIC ADVISING

1. **TALKING.** You can't listen while you are talking.
2. **NOT EMPATHIZING WITH THE OTHER PERSON.** Try to put yourself in his/her place so that you can see what he/she is trying to get at.
3. **NOT ASKING QUESTIONS.** [Ask questions] when you don't understand, when you need further clarification when you want him/her to like you, when you want to show that you are listening. But don't ask questions that will embarrass him/her or show him/her up.
4. **GIVING UP TOO SOON.** Don't interrupt the other person; give him/her time to say what he/she has to say.
5. **NOT CONCENTRATING ON WHAT HE/SHE IS SAYING.** Actively focus your attention on his/her words, ideas, and feelings related to the subject.
6. **NOT LOOKING AT THE OTHER PERSON.** His/her face, mouth, eyes, hands, will all help him/her to communicate with you. They will help you concentrate, too. Make him/her feel that you are listening.
7. **SMILING AND GRUNTING INAPPROPRIATELY.** Don't overdo it.
8. **SHOWING YOUR EMOTIONS.** Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.
9. **NOT CONTROLLING YOUR ANGER.** Try not to get angry at what he/she is saying; your anger may prevent you from understanding his/her words or meaning.
10. **USING DISTRACTIONS.** Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.
11. **MISSING THE MAIN POINTS.** Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.

12. **REACTING TO THE PERSON.** Don't let your reactions to the person influence your interpretation of what he/she says. His/her ideas may be good even if you don't like him/her as a person or the way he/she looks.
13. **NOT SHARING RESPONSIBILITY FOR COMMUNICATION.** Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don't, ask for clarification.
14. **ARGUING MENTALLY.** When you are trying to understand the other person, it is a handicap to argue with him/her mentally as he/she is speaking. This sets up a barrier between you and the speaker.
15. **NOT USING THE DIFFERENCE IN RATE.** You can listen faster than he/she can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what he/she is going to say, thinking back over what he/she has said, evaluating his/her development, etc. Rate difference: Speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.
16. **NOT LISTENING FOR WHAT IS NOT SAID.** Sometimes you can learn just as much by determining what the other person leaves out or avoids in his/her talking as you can by listening to what he/she says.
17. **NOT LISTENING TO HOW SOMETHING IS SAID.** We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he/she says is so many words.
18. **ANTAGONIZING THE SPEAKER.** You may cause the other person to conceal his/her ideas, emotions, and attitudes by antagonizing him/her in any of a number of ways: Arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him/her. Ask for feedback on your behavior.
19. **NOT LISTENING FOR THE STUDENT'S PERSONALITY.** One of the best ways to find out information about a person is to listen to him/her talk. As he/she talks, you can begin to find out what he/she likes and dislikes, what his/her motivations are, what his/her value system is, what he/she thinks about everything and anything that makes him/her tick.
20. **JUMPING TO ASSUMPTIONS.** They can get you into trouble in trying to understand the other person. Don't assume that he/she uses words in the same way you do; that he/she didn't say what he/she meant; that he/she is avoiding looking you in the eyes because he/she is telling a lie; that he/she is trying to embarrass you by looking you in the eye; that he/she is distorting the truth because what he/she says doesn't agree with what you think; that he/she is lying because he/she has interpreted the facts differently from you; that he/she is unethical

because he/she is trying to win you over to his/her point of view; that he/she is angry because he/she is enthusiastic in presenting his/her views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.

21. **CLASSIFYING THE SPEAKER.** It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he/she says into what makes sense coming from that type of person. He/she is a Republican. Therefore, our perceptions of what he/she says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.
22. **MAKING HASTY JUDGMENTS.** Wait until all the facts are in before making any judgments.
23. **NOT ALLOWING RECOGNITION OF YOUR OWN PREJUDICE.** Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these prejudgments.
24. **NOT IDENTIFYING TYPE OF REASONS.** Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he/she hears it.
25. **NOT EVALUATING FACTS AND EVIDENCE.** As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument.

Ford, J. (1998). The don'ts of academic advising. In *Example University Academic Advising Handbook* (24-26). Retrieved from http://www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/Example_Univ_Handbook.pdf

Becoming a good listener is challenging and takes practice. However, by taking the time to carefully listen to your advisees, you will streamline the advising process and reduce frustration both for yourself and your advisees. For more information on practicing good communication skills, see Schilling's (2010) steps for [effective listening](#).

Schilling, D. (2012). *10 steps to effective listening*. Retrieved from
<http://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/>

Adviser Checklist

Availability

- Schedule regular office hours.
- Check voice mail and e-mail regularly.
- Be available during registration times.
- Be flexible! (Within reason, make time for students who stop by for immediate help.)
- Let my advisees know when and where they can reach me.
- Take initiative in reaching my advisees when it's time for them to register.

Information

- Check the [online class schedule](#) to stay current with class availability.
- Keep up-to-date bulletins (I may need copies of more than one bulletin year for efficiency in advising students under different bulletin years). **Bulletins are also available [online](#).**
- Be informed about the latest career opportunities for students in my department.
- Explain WWU requirements and policies to my advisees.
- Keep my advisees updated with new information of interest to them in their programs.
- Encourage my advisees to plan their courses for more than one quarter in advance.
- Obtain general knowledge about other majors in order to properly advise students exploring several options.
- Understand course requirements, particularly in [general studies](#) and my department.
- Prepare well for each appointment with each advisee.
- Alert my advisees to course prerequisites.
- Explore alternate solutions to advisee problems.
- Be aware of advisees' past academic records and accomplishments.
- Provide resources for advisees who have poor grades, study habits, and test skills.
- Discuss graduation requirements with my advisees when they are ready to submit their Senior Outlines.

Caring Adviser-Student Relationship

- Explain to my advisees what I can do for them—and what I can't.
- Treat my advisees with respect, regardless of age, race, sex, and religious preference.
- Get to know my advisees beyond their academic identities.
- Encourage my advisees.
- Be the kind of person my advisees can respect.
- When I believe my advisees set unreasonable goals, explore their goals with them.
- Respect their right to make their own decisions.
- Help my advisees sort through their frustrations and uncertainties related to school.
- Focus on advisees' potential—not their limitations.
- Explore the obstacles my advisees need to overcome.
- Challenge my advisees to higher academic performance.
- Help my advisees make the difficult transition from high school to college.
- Remember what it is like to be an undergraduate student.
- Work effectively with advisees whose value systems differ from mine.
- Deal with problems creatively, not repetitively.

Student Responsibilities in the Advising Relationship

Students will come to you at varying stages of development. As they learn to handle the responsibilities of adulthood, you are their academic coach.

General Responsibilities

- ✓ Developing and clarifying values and goals.
- ✓ Becoming familiar with campus resources.
- ✓ Being familiar with the bulletin.
- ✓ Understanding the class schedule.
- ✓ Monitoring personal progress toward a degree.
- ✓ Following departmental and school requirements.
- ✓ Knowing university policies, procedures, and requirements.
- ✓ Keeping copies of schedule transactions, including registration records and withdrawal forms, and other relevant academic records.
- ✓ Seeking out-of-class activities relevant to major.
- ✓ Abiding by published deadlines.
- ✓ Meeting course pre-requisites.
- ✓ Registering and obtaining appropriate signatures on forms.
- ✓ Providing official transcripts of course work taken at other institutions to Enrollment Services.

Advisement Responsibilities

- ✓ Making final academic decisions and accepting responsibility for them.
- ✓ Knowing their advisers.
- ✓ Discussing their long-range goals and possible job opportunities with advisers.
- ✓ Discussing choice of major with advisers.
- ✓ Asking intelligent questions about degree programs.
- ✓ Informing advisers about schedule and major changes, academic problems, etc.
- ✓ Making regular appointments with advisers and seeking help when needed.
- ✓ Preparing in advance for meetings with advisers, including having possible course options outlined for registration advising.
- ✓ Keeping advising appointments and being on time.
- ✓ Following through on referrals.

Students should seek an adviser when

- they need to discuss academic progress
- they need to select and register for classes
- they need to add and drop classes (within legal deadlines)
- they wish to audit a course
- they consider career options
- they need to finalize senior outlines

Special Advising Needs

While the number of advisees assigned to each adviser varies with the number of students with declared majors for each school or department, most advisers will have advisees of all classifications (freshman, sophomore, junior, senior) as well as students of all levels (Academic Warning, Academic Probation, Honor students.) Some may be certain of their major and academic plans, while others may be unsure if they are in the right major or undecided altogether. The needs of transfer students are also distinct from those of students who came to WWU as freshmen. Advisers should be aware of the special needs of these particular groups when students approach you for advisement.

Academic Warning and Probation

Advisees on academic warning or probation should receive early and careful attention, and their academic progress must be monitored with the utmost care. During the first week of the quarter, review your advisees' grades and determine if any are on academic warning or probation. Contact these students by the end of the first week to develop a plan for academic success.

Undecided Students

Undecided students present a unique set of challenges to academic advisers. According to Nelson, Alexander, Martin and Cunningham (2012) of NACADA, undecided students are a diverse group who all lack a declared major, but whose reasons for being undecided can vary greatly. Common reasons for being undecided include:

- Lack of understanding of how a specific major will help them reach their career goals
- Lack of understanding of their own interests and the many career opportunities available to them
- Numerous interests and inability to commit to a specific plan

Nelson et al. (2012) further stated that:

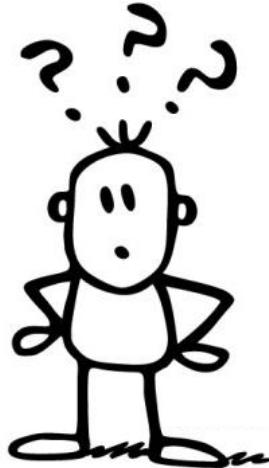
Undecided students need to be encouraged to think of their choices in the context of a strategy that will provide them with the professional opportunities they desire. By thinking more in terms of a long-term strategy than an immediate choice, undecided students can overcome obstacles that may slow or muddle their decision-making strategies.

Advisers need to help undecided students clarify their options. Advisers can accomplish this in a number of ways:

- Refer students to the Career Center and/or Counseling and Testing Services for help in understanding their interests and possible career opportunities
- Encourage students to talk with professionals in the areas that interest them
- Recommend introductory classes in specific majors that may interest undecided students

Remind students that it is ok to be undecided for a while as they do the necessary research to find a career and suitable major. Students shouldn't feel pressured to make a decision too quickly because that could keep them from looking at other options that might be a better fit. It may take several quarters to find a major that is a good fit for the student's long range goals (Nelson et al., 2012).

When setting up a schedule of classes for an undecided student, look for courses that will apply to many of the majors that the student is considering. This will allow the student to explore more options while they continue taking courses needed for a degree. It is helpful to use the [Advisement Guidebook](#) as you help the student select classes.



If a student is considering a professional program such as engineering, nursing or a medical area, they should begin taking some of the science and math courses required for those majors or they will delay the possibility of graduation by one or two years. In most cases, the courses needed for a professional program can be used in many other majors.

Nelson, D. B., Alexander, R. A., Martin, H. E., & Cunningham, B. L. (2012). *Academic and career advising for undecided, exploring, and major-changing students*. Manhattan, KS: NACADA.

Transfer Students

Students transfer from institution to institution for many reasons. When students transfer to WWU it is generally for a specific major, a desire to study in a Christian environment, the geographical location, or because they feel that WWU fits their social needs. Many transfer students come from community colleges where they have focused primarily on general education classes, and possibly some classes for their major. When advising a transfer student, it is very important that the adviser understand the student's long term goals and career plans; not just the major that the student wants to complete. Understanding the student's long term goals will help the adviser recommend classes and campus involvement that will help the student reach those goals.

When advising a transfer student, be sure to use the Advisement Report in myWWU to determine what requirements still need to be met. If there are questions about how a course has been articulated, check with the transcript evaluator in the Academic Records office. If the student or adviser feels that a course has been evaluated incorrectly, the student should supply the course syllabus to the appropriate department so the course content can be reviewed. If the department determines that a course should be articulated differently, the department must send a written explanation of the change to the transcript evaluator.

Transfer students need to follow the protocol for enrolling in upper division classes and they must also meet the prerequisite requirements for all courses. For some students this may delay the graduation process, but will improve the student's learning and academic success.

Student Advising Needs by Academic Year

Each academic year a student attends a university presents a unique set of educational tasks and advising challenges. When advising students, consider their stage in their educational path and help them to prepare for the next stage. Below are tables that have been modified from those provided by Gordon & Habley (2000) in Academic Advising: A Comprehensive Handbook, pp. 88-96. These tables list the educational tasks of each educational level, and how the adviser can best assist the student with each task.

| Freshman Year | | |
|--|--|---|
| Themes | Needs or Educational Tasks | Advising Services |
| Become familiar with academic life and utilizing resources | 1. Become familiar with university resources | Introduce students to available resources on campus, including: <ul style="list-style-type: none"> • Academic Advising • Career Center • Teaching Learning Center • Disability Support Services • Counseling and Testing Services • Student Financial Services |
| | 2. Determine possible eligibility for financial assistance and/or scholarships. | Connect students with Student Financial Services for information about aid and scholarships for which they may be eligible. |
| Set goals | 3. Become acquainted with the University's mission, academic leaders (faculty, department chairs, deans) in major programs or interests. | Help students understand their goals in relationship to the aims of the University. Explore opportunities for students to obtain personal meaning of the University's mission statement. Introduce yourself to new freshmen during departmental functions at JumpStart, and get acquainted with students during your first adviser meeting with them. |
| | 4. Learn to adjust class schedule both before and after quarter has begun. | Contact each advisee for an advising appointment to help them pre-register for the following quarter. Teach students to use their degree audit in myWWU, and how to view the WWU Schedule of Classes at classopen.wallawalla.edu . Inform students of <u>academic deadlines</u> , and refer them to the Academic Records office for assistance in changing their registration after classes have begun. |

| | | |
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| Make commitments | <p>5. Understand University and major requirements:</p> <ol style="list-style-type: none"> General education Credit hours Residence Major courses Prerequisites for admission to graduate or professional school | <p>Introduce students to degree requirements including major, minor, general studies and elective requirements.</p> <p>Help students who aim to pursue graduate or professional degrees plan to meet the prerequisites of those programs.</p> |
| Understand policies | <p>6. Understand the University's policies and academic options, for example:</p> <ol style="list-style-type: none"> Academic warning and probation Changing majors Challenging classes Advanced placement credit Transfer credit Independent study credit Study abroad Honors courses | <p>Inform students that changes to their major, minor, or concentration can be made at the Academic Advising office.</p> <p>Where appropriate, refer students to CLEP testing, challenge examinations, and check that they are not enrolled in courses for which they have AP or transfer credit.</p> <p>If students are interested in going abroad either through ACA or as a student missionary, begin discussing how to integrate this into their academic plans.</p> |
| Setting expectations and responsibilities | <p>7. Develop accurate expectations of time and effort required to make successful academic progress, and timely graduation:</p> <ol style="list-style-type: none"> Time management Study skills and habits Graduation plan | <p>Regularly monitor students' academic progress and make appropriate referrals.</p> <p>Discuss effectiveness of students' study habits, and help make adjustments as necessary.</p> <p>Refer students who are undecided on their academic plans or who are considering alternative plans to the Academic Advising office.</p> |
| | <p>8. Evaluate whether major and career choices match interests and abilities:</p> <ol style="list-style-type: none"> Identify interests Assess abilities Explore major/career options | <p>Discuss students' academic and career interests.</p> <p>Refer students to the Career Center for career testing as appropriate.</p> |
| | <p>9. Assume responsibility for own educational progress.</p> | <p>Teach students to seek out University resources to aid them in academic, financial, and career planning.</p> <p>Foster independent decision-making skills.</p> |
| | <p>10. Learn how to associate with professors both in and out of class.</p> | <p>Help students learn how to approach professors for extra assistance with a class.</p> |

| Sophomore Year | | |
|--|--|--|
| Themes | Needs or Educational Tasks | Advising Services |
| Crystallize academic plans | 1. Determine academic path and expectations. | Establish contact with each sophomore student. Explore with students their academic direction, and monitor student academic progress. |
| Development through student experience | 2. Develop accurate expectations for selected major. | Continue to help students explore degree requirements, and provide assistance with making adjustments to major concentration or minor according to intended career path. |
| Integrate with campus life | 3. Explore career opportunities within major. | <p>Direct students to sources of information on careers that interest them.</p> <p>Encourage students to speak with their professors and make professional contacts, and share your own guidance and experience.</p> <p>Share information regarding internships and other service-learning experiential opportunities.</p> |
| Reflection | 4. Make well-defined education plans with up-to-date information on major and University requirements. 5. Pre-register for 3 quarters of the junior year. | <p>Reinforce using degree audits, help students begin to plan for their upper-division courses, and ensure that students who wish to participate in ACA or serve as an SM are able to do so.</p> <p>Ensure that students who wish to apply to graduate or professional schools are meeting the required pre-requisites.</p> <p>Encourage students to develop an academic plan for degree completion.</p> |

| Junior Year | | |
|--|--|---|
| Themes | Needs or Educational Tasks | Advising and Career Services |
| Integrate academic plans with career plans | 1. Become acquainted with two or three faculty members in major field for academic or career planning and counseling and for future letters of recommendation. | Post your office hours, encourage students to visit you and continue to monitor academic progress. Faculty-student interaction must be fostered, particularly at this academic level. |
| Clarification | 2. Clarify career goals and test career choice. | Encourage students to review career literature related to major. Connect students with opportunities for internships, research projects, career-related volunteering activities, or other career-related experiences. |
| | 3. Achieve intellectual competence in chosen field and confidence in professional ability. | Suggest major elective courses and research projects related to the student's career interest. |
| | 4. If contemplating graduate school, consider institution-specific graduate program requirements and scholarships. | Encourage students to compile a list of schools they wish to apply for, and review those institutions' bulletins. Provide information on graduate aid available and sources for scholarship applications. Encourage students to take the GRE, MCAT, LSAT, or other graduate/professional school admission test. |
| | 5. Determine academic standing. | Encourage students to thoughtfully evaluate their own academic progress. Identify areas of weakness and develop a plan for improvement. Begin discussing graduation requirements and senior outlines. |

| Senior Year | | |
|---|--|---|
| Themes | Needs or Educational Tasks | Advising and Career Services |
| Preparing for transition to work or graduate school | 1. Prepare for employment opportunities: <ol style="list-style-type: none"> Prepare resume Develop interviewing skills Work with Career Center for interviews, contacts, etc. Identify and pursue potential career opportunities | Refer students to the Career Center for assistance with resume preparation and interviewing skills. Encourage students to obtain letters of recommendation from faculty and professional contacts. |
| | 2. Prepare for graduate/professional opportunities: <ol style="list-style-type: none"> Take entrance exams (GMAT, GRE, LSAT, MCAT) if not already done Assess different schools and programs to match abilities, financial commitment, and geographical preference. Understand and complete application procedures. Select graduate school to attend from offers received. | Ensure students have taken necessary graduate/professional entrance exams (GRE, MCAT, etc.) Help students confirm their choices of graduate/professional schools and complete the application process. Write letters of recommendation where applicable. Help students decide which graduate school to attend based on program, finances, geographical location, and other pertinent factors. |
| | 3. Fulfill major, general, and university requirements for graduation. | Work with each student to fill out and submit a Senior Outline to the Academic Records office during Fall quarter. |
| | 4. Meet graduation deadlines. | Advise students of graduation status, and ensure they are aware of academic deadlines and the process for revising their Senior Outline. |

Gordon, V. N., & Habley, W. R. (2000). *Academic advising: A comprehensive handbook*. San Francisco, CA: Jossey-Bass Inc.

Changing Majors

Students that are considering changing majors should meet with an academic adviser to discuss their reasons for changing majors. The student should meet with his or her current adviser or the adviser of the new major and the Director of Academic Advising to discuss their reasons for changing majors. The student should consider his or her long range goals and how the major change will impact those goals. In some situations the student should also work with the Director of the Career Center to determine the “best fit” major before actually changing majors.

The form for changing majors is available in the Academic Advising office and the Academic Records office.

Changing Minor, Concentration, or Bulletin Year

Students that wish to change their minor, concentration, or bulletin year should alert their academic adviser of their plans and also meet with the Director of Academic Advising. The form for changing minor, concentration and/or bulletin year is the same as the form for changing majors, and is available in the Academic Advising office and the Academic Records office.

Functions of myWWU Related to Advising

By logging into myWWU and signing into the Advisor Center, you may access the following information about your advisees:

- Advisee name
- Addresses- campus and home
- Phone numbers
- Email addresses- campus and home
- Class schedule
- Weekly class schedule
- Holds (aka Service Indicators)
- To Do items (aka checklist items)
- Enrollment dates
- Advisor name and contact
- Advisee shopping cart (classes the advisee wants to take)
- Advisee planner (classes the advisee wants to take later)
- List of classes student has taken (Course History)
- Run a degree audit
- See photos of students
- Term grades
- Emergency Contacts
- Student Groups
- Other names
- Transfer Course Credits
- Exam Credits
- GPA- term and cumulative
- High school information
- Clear advise to enroll in classes for term

To learn more about using the advising features of myWWU, see the [Advisor Center Guide](#) created by Information Services.



Academic Probation

When an advisee is on academic probation, your job as an adviser becomes more involved. Below are the probation requirements for students, of which you should be aware in order to provide the best possible advising service.

Students on academic probation must meet the following stipulations:

- ✓ limit credit hours to 13 per quarter;
- ✓ meet with academic adviser twice per month;
- ✓ meet with the director of Academic Advising;
- ✓ enroll in no independent study or correspondence courses during the duration of probation;
- ✓ refrain from all extracurricular activity that would require absence from class, and from serving as an officer in any student organization; and
- ✓ obtain a quarter grade point average of 2.3 or higher—the overall goal is to achieve and maintain a cumulative GPA of 2.0 or higher.

Because we as an institution strive to help students on probation succeed, **we ask each teacher to provide progress reports both at the third and sixth week** of each quarter. **Copies of these reports are emailed to the students, the appropriate residence hall deans, and the advisers** to keep all parties informed for good decision-making and advising. For more details on academic probation, see the [WWU bulletin](#).

A limited number of students are accepted to the University on academic probation, generally with a high school GPA between 2.3 and 2.5. These students must fulfill all the requirements of academic probation, and in addition must enroll in the study skills class GNRL 100, Principles of Systematic Study.



“Many apparently unpromising youth are richly endowed with talents that are put to no use. Their faculties lie hidden because of a lack of discernment on the part of their educators. In many a boy or girl outwardly as unattractive as a rough-hewn stone, may be found precious material that will stand the test of heat and storm and pressure. The true educator, keeping in view what his pupils may become, will recognize the value of the material upon which he is working. He will take a personal interest in each pupil and will seek to develop all his powers. However imperfect, every effort to conform to right principles will be encouraged.”

Education, 232.

Registration Process

All new freshman and transfer students register for their first quarter in residence through the Academic Advising office. New students may not register online, even after they have had their initial schedule worked out with an adviser. However, if you have contact with one of your incoming advisees, you may set up their preliminary schedule and forward it to the Academic Advising office for pre-registration. **The director will check the scheduled classes against math and English placement information.** All other registration steps may be completed on myWWU.



When new students arrive on campus, they will come to you to finalize their registration. You will need to give them final clearance on myWWU, showing that they have spoken with you and that you have approved their schedules. Students who did not pre-register during the summer will come to you without a schedule of classes. They will need you to help them plan their schedules and give them adviser clearance so that they can finalize registration.

All continuing students must get clearance from their advisers before registering online. Freshmen and sophomores may register for one quarter at a time; juniors and seniors may register for three quarters at a time. As much as possible, encourage all students to plan for more than one quarter in advance to be certain they meet bulletin requirements for their degrees. Check the [WWU Schedule of Classes](#) to find classes that are open.

Take care to ensure that students have taken the **proper pre-requisites** for all the courses for which they plan to register, by checking both their placement information in myWWU and previous college credits. These pre-requisites have been put in place for good reasons and should not be disregarded. Also note that only students who have completed **45 credit hours**, have finished **English 121 and 122**, and have finished or are concurrently enrolled in **English 223** and their **general studies math** requirement may take **upper division courses**.

Please review your advisees' classes with them before they register—don't just clear them and send them on their way. Part of your responsibility is to make sure students are following the academic policies of Walla Walla University. Another part of your function is to get to know the students and make sure their scheduled classes fit their academic strengths. Your knowledge of the requirements of the institution and specific courses will give them much-needed guidance as they plan for graduation.

Checklist for Pre-Registering Advisees

_____ **Send advisees an email encouraging them to set up an appointment to plan classes for the next term.**

- Use the email function in Advisor Center to contact all advisees. This is accessible by selecting Main menu>Self Service>Advisor Center> My Advisees

_____ **Check placement info.** There are two ways to do this:

- Select Main menu>Self Service>Advisor Center> My Advisees then select the high school tab, OR
- Check Adviser Docs (located under Adviser Shortcuts on the sign-in page of myWWU.)

_____ **Make note of any entrance deficiencies or remedial courses a student must take based on the student's placement info.** Schedule these before choosing any other classes.

_____ **Review student's academic record.**

- Go to Main menu>Self Service>Advisor Center> My Advisees, then select degree audit.

_____ When scheduling courses, **use the suggested program outline developed by your department/school or the Advisement Guidebook.** Check the online class schedule to determine when classes are available at <https://classopen.wallawalla.edu/>

_____ **Schedule classes in the following order:**

- Entrance deficiency or required remedial course (if applicable)
- Major courses
- General studies courses
- Elective/special interest courses if time and credits are available

_____ **Ensure students have met pre-requisites for selected courses, and upper-division requirements prior to enrolling in upper division courses.**

- Encourage students to complete the College Writing sequence and the general studies math requirement early in their academic careers.

_____ **Review schedule to ensure it is balanced and meets the student's needs.**

- In general, courses should not exceed 16 credits, including incomplete courses from previous quarters. Loads exceeding 16 credits must be carefully arranged on an individual basis. Contact the Director of Academic Advising if you have concerns about a student's course load.

_____ **Develop a tentative course schedule for the following quarter/s.**

- If needed, adjust schedule of courses when planning yearlong schedule.

_____ **Encourage student to put course plan in "My Planner" on myWWU.**

Quarterly Registration Timetable

5 days before Deadline for Financial Clearance. Classes dropped if Financial Clearance not completed by 4:00 pm.

Day 4 Last day to withdraw from a class with a 100% refund.
Last day to register, add or drop a class without a change fee or late fee.
*Late registration fee \$75
*Change fee \$25
Last day to change classes on myWWU.

Day 10 Financial aid applied. Courses dropped before this date do not apply toward financial aid totals.
Last day to drop a class with a 75% refund.
Last day to drop a class and have the class removed from the educational record.
Last day to add a class or change to audit.

Week 4 (end) Last day to drop a class with a 50% refund.

Week 8 (Tues.) Last day to drop a class.

For more specific registration-related deadlines, see the [WWU academic calendar](#).



Adviser Contacts

While one goal of the adviser/advisee relationship is to encourage student-initiated contacts, a minimum number of adviser-initiated contacts are expected. The following tables list the expected number of contacts and advising tasks for each quarter.

Autumn Quarter Advising Schedule



| | |
|----------------------------|---|
| Week 1 (Thurs.) | Meet with all new advisees before Thursday of the first week of the quarter, prior to the deadline to drop a class for a 100% refund . Meet with all returning advisees by the end of the second week of the quarter, prior to the last date to add a class. The advisor's responsibilities during the first meeting include getting acquainted and setting expectations. <ul style="list-style-type: none"> ❖ Some, but not all, of your new advisees will meet with you during JumpStart week. For those that do not attend JumpStart, schedule an appointment for them to meet with you. |
| Week 3-4 | Monitor your email for progress reports . Contact all advisees that receive progress reports. Help them set up a plan to improve in whatever area is of concern. |
| By Midterm | Contact advisees for a general information advisement session during the quarter. Discuss academic progress, education/career goals, and special needs. This meeting should be a separate meeting from the student's pre-registration appointment. |
| Week 5-7 | Send an email to all advisees that need to register for winter quarter . Meet with all advisees prior to opening of registration for winter quarter. <ul style="list-style-type: none"> ❖ All junior and senior students should be registered for the whole year. Review their registration and academic plan for rest of the year. ❖ Help freshmen and sophomore students plan for winter quarter. After meeting with advisees, be sure to clear students for "Class enrollment." |
| Week 6-7 | Watch for emailed progress reports . Contact all advisees that receive a progress report and meet with the student. <ul style="list-style-type: none"> ❖ If student is failing a class, discuss options including withdrawal from the class. |

Winter Quarter Advising Schedule



| | |
|-------------------|---|
| Week 1 | <p>Review advisees' grades from autumn quarter.</p> <p>Contact all advisees on academic probation or warning and set up regularly scheduled appointments to monitor their progress during the quarter.</p> |
| Week 1-2 | Contact all advisees prior to the last day to add a class to determine if a student has any academic concerns, or needs to make adjustments to the schedule of courses. |
| Week 3-4 | Monitor your email for progress reports . Contact all advisees that receive progress reports. Help them set up a plan to improve in whatever area is of concern. |
| By Midterm | Contact advisees to discuss academic progress, educational/career goals, special needs, etc. This meeting should be a separate meeting from the student's pre-registration appointment. |
| Week 5-7 | <p>Send an email to advisees that need to register for spring quarter. Meet with advisees prior to opening of registration for spring quarter. Review the academic calendar for registration dates.</p> <ul style="list-style-type: none"> ❖ Help freshman and sophomore students plan for spring quarter. After meeting with each advisee, be sure to clear the student for "Class enrollment." |
| Week 6-7 | <p>Watch for emailed progress reports. Contact all advisees that receive a progress report and meet with the student.</p> <ul style="list-style-type: none"> ❖ If student is failing a class, discuss options including withdrawal from the class. |

Spring Quarter Advising Schedule



| | |
|-------------------|---|
| Week 1 | <p>Review advisees' grades from winter quarter.</p> <p>Contact all advisees on academic probation or warning and set up regularly scheduled appointments to monitor their progress during the quarter.</p> |
| Week 1-2 | Contact all advisees prior to the last day to add a class to determine if a student has any academic concerns, or needs to make adjustments to the schedule of courses. |
| Week 3-4 | Monitor your email for progress reports . Contact all advisees that receive progress reports. Help them set up a plan to improve in whatever area is of concern. |
| By Midterm | Contact advisees to discuss academic progress, educational/career goals, special needs, etc. This meeting should be a separate meeting from the student's pre-registration appointment. |
| Week 5-7 | <p>Send an email to advisees that need to register for autumn quarter. Meet with advisees prior to opening of registration for autumn quarter. Review the academic calendar for registration dates.</p> <ul style="list-style-type: none"> ❖ Juniors and seniors should plan classes for all of the following academic year. Freshmen and sophomores should also plan for the following academic year even though they can only register for autumn quarter. ❖ After meeting with each advisee, clear the student for "Class enrollment." ❖ Encourage students to enter academic plan in MyWWU > Student Center Classic > My Planner and Shopping Cart. ❖ Encourage students to consider summer Internship or Cooperative Education experience related to major or career goals |
| Week 6-7 | <p>Watch for emailed progress reports. Contact all advisees that receive a progress report and meet with the student.</p> <ul style="list-style-type: none"> ❖ If student is failing a class, discuss options including withdrawal from the class. |

Senior Outlines and Graduation Requirements

When your advisees are approaching degree completion, be sure that they have submitted a senior outline. Senior outlines are due no later than one week after the beginning of the first quarter of the senior year. Forms are available in the Academic Records office. A \$100 late fee will be charged to students who submit a senior outline after the deadline.

As you complete senior outlines with your advisees, please ensure that your advisees are informed of and will meet the following graduation requirements:

General studies requirements:

See General Studies section of bulletin for specifics.

84 hours for B.A. degrees

72 hours for B.B.A., B.S., or B.S.W. degrees

B.Mus. and B.S.E. degrees (see degree requirements)

32 hours for A.S. degrees

Total hours required:

192 quarter hours for bachelor's degrees (exception: 200 for the B.S.E. degree)

96 credits must be from four-year colleges or universities

96 quarter hours for associate degrees

237 quarter hours for second degree (or for two degrees)

Upper-division credits:

60 quarter hours required for bachelor's degrees including:

a minimum of 21 quarter hours in the major

a minimum of 3 quarter hours in the minor

Transfer credits:

Transcripts for all off-campus credits need to be on file in the Academic Records office by the 10th day of Spring quarter in order to be eligible to participate in June commencement exercises.

Before taking courses off-campus it is advisable to check with your academic adviser and the Records office to be sure the credits satisfy requirements needed.

Residency requirements:

At least 40 of last 45 credits must be on campus.

25% of major credits (including 9 upper-division) must be on campus

25% of minor credits (including 3 upper-division) must be on campus

Foreign language requirement:

The B.A. degree requires 8-12 credits of one foreign language.

Minimum acceptable grade in major or minor:

No grade lower than a C- (1.70) is acceptable in a major or minor.

Exceptions:

Nursing and Education major minimum = C (2.00)

Engineering (see B.S.E. section of the bulletin)

GPA requirements:

Major or minor GPA: minimum of 2.00 in each major/minor.

Cumulative GPA: minimum of 2.00.

Exceptions: Education majors, 2.75; Nursing majors, 2.75.

Comprehensive exams:

A comprehensive exam is required for most majors. See departmental adviser or the counseling center for specific requirement.

Application for Degree (Senior Outline):

File form with the Academic Records office three quarters before graduation.

Form must be approved by the Records office before you are eligible to graduate.

If you have questions about senior outlines or are uncertain of an advisee's eligibility to graduate, please contact the Registrar in the Academic Records office.



FERPA 101

FERPA (Family Educational Rights and Privacy Act, 1974) is a federal law that protects students by giving them five rights:

1. the right to inspect and review education records,
2. the right to seek the amendment of education records,
3. the right to consent to the disclosure of education records,
4. the right to obtain a copy of the school's student records policy, and
5. the right to file a complaint with the FERPA Office in Washington, D.C.



How does FERPA affect advisers?

You likely have quite a lot of confidential information in your work area, such as graded papers and student information displayed on your computer screen. Therefore, the regulations of FERPA are relevant in most of your daily activities. Because we have more access to restricted information than ever through myWWU and online advisee documents, the consequences of how you handle, or mishandle, student information are significant. What student information can you disclose and to whom, under FERPA?

Directory Information

Directory information can be released without written consent of the student. At WWU, directory information is defined as a student's:

- ◆ name
- ◆ date of birth
- ◆ telephone number
- ◆ class standing
- ◆ previous schools attended
- ◆ major field of study

You may release non-directory information to officials or faculty of the University who have a legitimate educational interest in the information (in other words, they *need* to know to fulfill official duties), to parents of students *who have signed information release forms*, and to appropriate parties in connection with an emergency when the immediate health or safety of the student is threatened.

The policies of Walla Walla University as they pertain to student records and FERPA are available on the [Academic Records web site](#). These policies include general institutional guidelines, specific guidelines for faculty and staff, and procedures for the disclosure of educational records.

Parents and FERPA

At the post-secondary level, **parents have no inherent rights to inspect their students' educational records**—the right to inspect is limited solely to students. At WWU, information from students' records may be released to parents ONLY with the written consent of students.

Some Common Questions and Highlights

Q: May I include non-directory information in letters of recommendation for students?

A: **ONLY** if the student provides written permission for the individual writing the letter of recommendation to release such information.

Q: Can student grades be posted by student ID number or name?

A: NO! To do so would require the written permission of each student before an instructor could post the grades. Even with the permission of all students involved, this is not recommended.

- ◆ In general, for the safety of students, do not release any address information to off-campus inquiries.
- ◆ Check students' directory restrictions *before* you answer any questions.
- ◆ Students may release any information by providing a signed release.
- ◆ Information viewed on your computer screen must be treated with the same confidentiality as paper records. Be sure to clear your computer screen or log off whenever it will be unattended.
- ◆ If there is any question in your mind regarding requests for information, it is always better to err on the conservative side and call the office that maintains that portion of the education record to ask for guidance.

“I have two rules for life. The first is never tell everything you know.”
Unknown

Forms

As students come to you for academic advising, you will need to be aware of the various options available to them through specialized forms. These things can be confusing to students and advisers alike! Below is a list of the forms available. If you have any questions about their uses, contact the Academic Records office.

Student Forms Available Online

- [3 Quarter Class Schedule Planning Sheet](#)
- [Academic Transcript Request](#)
- [Appeal for Re-admission](#)
- [Change of Registration](#)
- [Diploma Replacement Request](#)
- [Enrollment Verification Request](#)
- [Examination Change Request](#)
- [Incomplete Agreement](#)
- [Incomplete Extension Request](#)
- [Late Add Request](#)
- [Late Drop Request](#)
- [Name Change Request](#)
- [Petition to Academic Standards Committee](#)
- [Petition to Graduate Standards Committee/Graduate Council](#)
- [Specialized Study Application](#)
- [Transfer Course Approval Request](#)
- [Tuition Refund Request](#)
- [Whitman Reciprocal Program Request to Participate](#)

Student Forms Available in the Academic Records office or in rack outside the Records office

- Academic Transcript Request
- Application for Specialized Study
- Change of Address*
- Change of Major/Minor/Adviser (also available in the Advising office)*
- Change of Registration
- Extension/Removal of Incomplete
- Late Add Request
- Late Drop Request
- Time Conflict Clearance Permit
- Transfer Course Approval Request
- Tuition Refund Request
- Verification of Enrollment

*Not available online

*“A teacher affects eternity; he can
never tell where his influence stops.”*
Henry B. Adams

Common Referrals

Academic Advising

Adviser assignments, change major, minor, concentration, or bulletin year; adjust class schedule. Also provides special assistance for undecided students and students on academic probation.

Betty Duncan
Canaday Technology Center, 311
ext. 2132

Campus Health Services

Wanda Nelson
Meske Hall
ext. 2425

Campus Ministries

Paddy McCoy
Chaplain's Office
ext. 2343

Career Center

Offers career testing and counseling, Career Development and Exploration course, assistance with cooperative education and internships, as well as some interview and resume services.

David Lindstrom
Kretschmar Hall, 217
ext. 2664

Counseling and Testing Services

Confidential personal counseling and testing services (excluding career testing), including CLEP, language placement, and English placement exams. Also refer students here for senior exit exam information.

Marilyn LaCombe
Meske Hall
ext. 2147

Disability Support Services (DSS)

Disability and special learning services.
Sue Huett
Village Hall, lower level
ext. 2366

Freshman Mentor Program

Jennifer Carter
Canaday Technology Center, 310
ext. 2715

Residence Hall Deans*Foreman and Conard Halls*

Heidi Intermuehle, Christie Lang

front desk ext. 2531

Sittner and Meske Halls

Jon Nickell, Scott Rae

front desk ext. 2111

Head Residence Hall Dean

Kristen Taylor, ext. 2539

Student Financial Services

Cassie Ragenovich

Canaday Technology Center, 310

ext. 2815

Teaching and Learning Center (TLC)

Tutoring and special learning services.

Kristy Guldhammer, ext. 2313

Village Hall, lower level

Transfer Credit Evaluation

Nancy Davis

Canaday Technology Center, 311

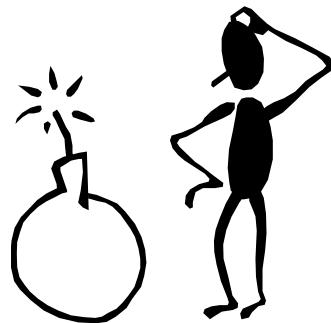
ext. 2360

VA Coordinator

Tricia McCoy

Canaday Technology Center, 311

ext. 2811



“Many receive advice, only the wise profit from it.”

Harper Lee
