

Section I— The Waldorf Advising System Overview **Revised October 2011**

Introduction

This manual has been written and compiled to aid to academic advisors at Waldorf College. Many materials are available, often in more detail, through other campus and off-campus documents, handbooks, web pages and especially the college catalog. This guide is a general advising manual meant to give advisors convenient access to the most important information. It is not meant to be a comprehensive substitute for those original sources. Departments may supplement it with materials specific to their programs. It should be considered a “living document” which can be modified and updated on a regular basis. Many of the pages have been copied with permission from a variety of sources and may be duplicated for distribution to advisees if desired, unless specifically noted otherwise. A special thanks to Vicki Edelnant, Director of the Pathways Center at Wartburg College, for authorizing Waldorf College to use and modify portions of the advising manual she developed for Wartburg College.

Advising is important to both the academic growth of students, and to the retention of students at Waldorf. It is the only structured activity that gives all students a one-on-one interaction with a college faculty member in their major area. “Advisement is the activity most positively correlated with student retention as well as satisfaction. That is, when students are satisfied with the advising process, they tend to be satisfied with the institution” (USAGroup, Noel-Levitz, 1993).

Waldorf Mission Statement

Waldorf College seeks to be an engaging community of learning and faith where relationships are formed and opportunities for learning and service abound. Our mission is to educate the whole person emphasizing integrity and equipping students to succeed and to serve the communities where they live and work.

Goals of Academic Advising

The goals of academic advising at Waldorf College are intended to carry out and support the college’s mission statement. As an institution, the goals of academic advising include helping students:

- Broaden and clarify their life and career goals;
- Interpret institutional requirements and select appropriate courses to complete degree requirements in a timely manner;
- Enhance their awareness of available educational resources;
- Evaluate their progress toward established educational and personal goals;

The following are ways to enhance your effectiveness as an adviser to meet the goals of advising:^{*}

- Consider the advising relationship as an opportunity to teach students.
- Become familiar with students as individuals.
- Recognize differences in skills and needs. Assist students in self-understanding and self-acceptance (clarifying values, understanding abilities, interests, personality, and limitations).
- Begin the advising relationship with a discussion of the broader reasons for advising.
- Assist students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
- Assist students in developing an educational plan (alternative courses of action, alternate career considerations, and selection of courses) consistent with life goals and objectives.

^{*} Based on the developmentally-focused goals for advising programs developed by the National Academic Advising Association (NACADA) in conjunction with the Council for the Advancement of Standards.

- Empower students to make their own decisions. Encourage them to explore their options and gather information before making decisions. Assist students in developing decision-making skills. Assist students in evaluation or reevaluation of progress toward established goals and educational plans.
- Encourage students to become involved with advising, academics, and co-curricular aspects of college life.
- Collaborate with other departments, including student life, to improve advising. Collective efforts do improve advising and contribute to student success. Provide accurate information about institutional policies, procedures, resources, and programs. Make referrals to other institutional or community support services.

Responsibilities of Advisees

Students should:

- Meet his/her academic advisor early in the semester;
- Make and keep appointments with his/her advisor(s);
- Work with the assigned advisor to plan a tentative schedule of courses before registering for classes;
- Consult with his/her advisor before dropping a class, changing majors, transferring to another institution, or withdrawing from the College;
- Meet with his/her advisor for assistance if he/she having academic difficulty;
- Be familiar with the College Catalog and the policies and the procedures of the College;
- Be knowledgeable of degree requirements (core requirements, specific program requirements, and courses required for the major)
- Keep personal records of progress towards graduation;
- Accept responsibility for academic and scheduling decisions;
- Apply to graduate the semester before graduation.

Responsibilities of Advisors

Advisors should:

- Have a thorough understanding of the College Catalog and the Student Handbook;
- Have a complete understanding of the curriculum, institutional requirements, course sequences, and requirements for a major;
- Be familiar with the requirements of the Family Educational Rights and Privacy Act;
- Track each advisee's progress in his/her academic pursuits through sufficient contact and maintaining of records.
- Meet with new advisees during the orientation process each semester;
- Acquaint advisees with the core and departmental education requirements, college regulations, services and opportunities;
- Post office hours and make and keep appointments with advisees;
- Help advisees plan a program of study leading to degree completion;
- Plan and approve semester by semester registration for advisees;
- Assist advisees when they are not achieving in accordance with their abilities;
- Help advisees select personal, educational and career goals based on academic performance;
- Refer advisees to other professional staff and services as needed;
- Provide a friendly respectful environment;
- Forward advisee records to the new advisor when there is a change in advisor

Resources for faculty members

To support effective advising faculty members will be provided with the following:

- **Advising Manual:** All advisors will be given an advising manual that outlines effective advising practices and gives resources to aid in advising.
- **Periodic updates:** Updates of the advising process and the advising manual will be provided at the beginning of each academic year (Faculty Workshop).
- **New Faculty:** New faculty members do not normally advise until their second year of employment. Comprehensive advisor training will be provided prior to the second year of employment. An experienced faculty member will be assigned to the new faculty member to serve as an advising mentor.
- **Advising Undecided Students:** Additional training will be provided for faculty members whose primary advising assignment is with undecided students.
- **Advising Transfers:** Training for faculty members who advise transfers will be provided. It will include giving faculty members yearly updates on articulation agreements with area community colleges.

Coordination of the Advising System

The coordination of the advising system is the responsibility of the office of the Vice President of Academic Affairs. The Registrar's office will manage the assignment of advisees and assist with training. Department chairs will coordinate departmental advising.

Selection of Advisors

As stated in the *Waldorf College Faculty Handbook* advising is part of the faculty load. Being assigned more than 20 advisees results in extra compensation. Faculty members who have less than 10 advisees may be asked to work with undecided students or assist departments where there are large numbers of majors. The Registrar will assign advisees to advisors based on the students' majors. Undecided students will be assigned to faculty members who do not have large numbers of majors. If possible departments will designate one member as a transfer advisor who will be assigned transfer students within the department. If possible departments will also select one member as a co-advisor to work with students who have double majors.

International students who are enrolled in the summer IEP program will be assigned to the ESL director for the first semester of enrollment. Following that semester they will be assigned to a faculty member in their major or an advisor working with undecided students. The ESL director in coordination with the Registrar will arrange a meeting with advisors and new international student advisees before the second semester.

Advising Structure

The Waldorf advising system is designed as a one-to-one faculty to student advising system. Departments or individual advisors may choose to use group advising meetings and/or peer mentors to assist with the advising process.

Expectations

College policies and processes

To fulfill the responsibilities as an advisor faculty members are expected to know and stay current with the policies and processes of advising (see Responsibilities of Advisors). Faculty members will be supported in this process through training opportunities and updates to the advising manual.

Advisors will meet with their advisees for the first time as scheduled during student orientation. These first meetings will be scheduled so that faculty members can invite their advisees into their homes.

Following these initial meetings faculty are encouraged to meet with advisees 2 to 3 times a semester. This can include distribution of grades following midterm and registration. It is required that faculty members meet with advisees to review registration materials and the course of study and sign student registration forms prior to student registration each semester in the Registrar's Office. Advisors should keep notes of the decisions made and have students sign these notes indicating that they understand the ramifications of the decisions made.

Evaluation

Evaluation of advisees and the advising system will be coordinated by the Office of Academic Affairs.

Advisor evaluations

Advisor evaluation forms will be administered for all students during the Spring semester.

System/Program evaluation

Advising Program Evaluation will be the responsibility of the Office of Academic Affairs.

Section II--Relational Aspects of Advising

Communication Skills*

Advisor competency in communication skills is crucial to success with students. While faculty advisors without formal exposure to such skills are most likely to see the need for sessions in this area, professional advisors may also benefit from refreshing such skills.

Rapport Building

Building rapport with advisees is the most important communication skill for effective advising. Development in this area as in all the relational areas discussed here is often best accomplished using role-playing strategies and/or videotapes so that the advisor sees and, if possible, practices the desired behaviors and gets feedback.

Other aspects of rapport building not to be neglected include the physical setting in which the advising takes place, how the advisor greets the student, and how to "focus" on the student during the session given other job pressures and time demands.

Referral Skills

Referral skills are used frequently by advisors. Advisors need to become aware of their own comfort levels as they apply their communication skills to these strategies. The advising administrators should be aware of the campus culture and norms of behavior since faculty and paraprofessional (or peer) advisors can be particularly uncomfortable as they wrestle with the question of when a directive to be used is also a consideration. Often an advisor must actively listen, read body language, and question a student to decide the level of intervention or intrusiveness needed.

For example, initially the advisor may choose to call and make the referral appointment for a student or walk with the student to make the appointment. Other students are capable of more independent follow through and will act on the advisor's suggestion. Another consideration is the level of follow up on the advisee. Different schools have different approaches to referral; likewise different people have different comfort levels. An advising administrator's role is to facilitate the match between advisor comfort level and the institution's expectations. Areas for referral could include the AACE, health services, counseling services, and specific academic offices. But merely knowing the names and hours of operation is not enough to insure that an advisor will make effective referrals to the appropriate office.

Communication Strategies

Communication strategies which often may be used simultaneously include advocacy/intervention strategies, intrusiveness, strategies for challenging the student, problem-solving strategies, and support/encouragement strategies. The section below will describe these communication strategies and offer some suggestions of possible situations in which an advisor might employ them. The advising administrator may want to construct appropriate activities to give advisors practice in modeling the strategies.

* "Relational Aspects of Advising" and "Communication Skills" sections are from the National Academic Advising Association Monograph "Designing an Effective Advisor Training Program"

Advocacy/Intervention Skills

Frequently situations arise where an advisor must decide the degree of advocacy or intervention to employ on the student's behalf. For example, a freshman student shares with her advisor her frustration that her roommate's boyfriend spends the night in their room frequently so that she has no privacy. Her roommate feels that she has the right to continue to have her boyfriend in the room. The student feels she cannot alienate her roommate by asking the residence hall staff to intervene. The result is that her grades are falling. Faced with such a situation, the advisor must decide how to most effectively respond. Knowledge of the residence hall policies, the institutional culture, and of the particular student are important aspects to consider. Choices of action include referring the student to residence hall staff or the dean of students or actually calling those people and discussing the matter on the student's behalf. Still another option is to refer the student to a resource which would help her gain assertion skills to address the matter herself or, if the advisor feels comfortable, to work with the student directly to help her acquire assertion skills.

Another example of a situation involving a degree of advocacy/intervention skills is that of helping a student get into a closed class. The advisor must decide whether to call the faculty member or department head to request that the student be allowed into the closed class or to refer the student to the appropriate person to make the request personally. Considerations included in the decision may be personalities of the student and the people who would grant the request, the history of enrollment pressure in the class, and the immediacy of the student's need. The delicate balance of empowering students to act for themselves while helping them negotiate the institutional bureaucracy is difficult to achieve.

Terry O'Banion's model for academic advising offers one useful paradigm for advisor-student interaction on a long-term basis. Knowledge and application of this paradigm could be useful in making decisions about the kind of advocacy or intervention called for. O'Banion's model of developmental advising advocates following the following steps in priority order:

1. Exploration of life goals
2. Exploration of educational and career goals
3. Selection of an educational combination: essential education + major + complementary components i.e., minors, electives, certification, study abroad, etc.
4. Course choice
5. Scheduling classes

Intrusiveness

Intrusiveness is another strategy that advisors might employ, especially if the advising philosophy of their institution includes a commitment to intrusive action. Intrusive advising is often defined as actions on the part of advisors or advising programs to reach out to students who are in trouble before their problem becomes catastrophic. One example of an action arising out of an intrusive philosophy would be for an advisor to visit with a student whose instructor reports that he or she is missing class, not turning in homework, or earning "Fs on initial tests. Some populations are more likely to benefit from an intrusive philosophy than others; examples might be at-risk students, first generation college students, or freshmen in their initial year of post secondary experience. If an intrusive philosophy is not adopted for an entire population of students, individual students may still benefit from it depending on their circumstances.

Challenging or Confronting the Student

Intrusiveness might also take the form of another strategy: challenging students to achieve more than they might think possible. One situation in which an advisor might challenge students could be that of course selection. The advisor might ask advisees to describe what they expect to learn from the course in terms of career transferable skills. This strategy is particularly useful if students want to take easy courses or courses which focus on skills which they already possess. Another

situation in which the challenging strategy might be appropriate is working with students who are on academic probation or required withdrawal. These students could be asked to take responsibility for their own actions and pinpoint the cause of the problem - working too many hours, not studying, being involved in too many extracurricular activities or in sports. These students could be asked to write out a contract with themselves to address the situation. This contract could be monitored by the advisor.

Problem-Solving Strategies

Problem-solving strategies are also useful ones for an advisor to practice and model for advisees. If students are over reacting to situations, one of the most useful problem-solving strategies is to ask them to describe the worst case scenario, the most awful consequence of the situation they face. Then ask the likelihood of this worst case happening. If students face the worst and have a plan to address it, they can deal better with accompanying anxiety. Students also benefit from advisors modeling how they would approach solving a problem in a rational manner. Situations such as having to decide whether to miss a class to attend a special event or whether to drop a class in which the grade may be lower than desired are examples of opportunities for advisors to model problem-solving strategies.

Supportive/Encouragement Strategies

Sometimes a strategy of support to advisees is appropriate. In such situations as when the student has a chronic or catastrophic illness, suffers the loss of a family member or close friend, is a victim of rape or battering, or is getting a divorce, the advisor might need to merely sit and listen as the advisee expresses feelings of concerns. Even though the advisee in question may be receiving counseling, he or she is still likely to be dealing with the after effects of these life shaking experiences and their effects on his or her academic career. Advisors who are not trained counselors may feel very uncomfortable in these circumstances and would, therefore, benefit from a chance to role play such situations or just express their own feelings of inadequacy or discomfort.

Communication Skills in the Advisor-Advisee Relationship

To assist students in decision-making, the following helping skills are particularly important.

Listening

Listening is the most basic advising skill. The elements of listening behavior include eye contact, body language, verbal responses, and vocal tone. Most helpful to advisees are involved advisors who practice active listening skills. Examples of active listening skills for advisors are as follows:

- Appreciate the emotion behind your advisees' words (voice intonation and body language.)
- Constantly try to check your understanding of what you hear (not hear what you want to hear).
- Do not interrupt your advisees' sentences.
- Fight off external distractions.
- Take notes (do not trust your memory where certain facts and data are important).
- Let your advisees tell their story first.
- Constantly check to see if your advisees want to comment or respond to what you have previously said to them.
- Relax and try not to give advisees the impression you want to jump right in and talk.
- Establish good eye contact.
- Use affirmative head nods.
- Avoid nervous or bored expressions.

- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying).

Paraphrasing

Advisors need to HEAR as well as LISTEN. One way in which advisors can demonstrate that advisees have been heard is by paraphrasing, or restating to advisees what they have said. Along with paraphrasing, advisors need to demonstrate sensitivity to the feelings behind the words by reflecting those feelings back to advisees. Used in combination, paraphrasing and reflecting can ensure more open and caring communication, as well as promote greater understanding between advisors and advisees.

Questioning

Questioning is a third helping skill advisors need in order to facilitate discussions with advisees. Questions can open new areas for discussion, they can help advisees explore concerns, and they can help identify issues in the discussion.

Tips on Making Effective Referrals in Academic Advising**

We in academic advising depend a great deal on faculty and staff in other departments to help us serve our advisees. But we also know the frustration of trying to help students make effective contacts in other departments and seeing our attempts fail. Here is a set of tips on making effective referrals, tips that can result in a higher success rate in this area:

- Inform yourself of campus resources thoroughly, paying particular attention to the names of contact people and the chain of command in various offices. (Ultimately you will develop an invaluable sense of which people in each area are most helpful and responsive.)
- Keep a list of names, offices, and telephone numbers at hand for quick reference.
- When talking with students, pay particular attention to their expressed and implied needs. Often students won't ask to be referred for help, but they very much need referral. For example, they may express anxiety about their financial affairs without asking for assistance; a referral to Financial Aid be called for.
- Do your best to find the right referral. Students may sometimes focus their concerns in an area that is less crucial to their needs than another. For example, students may express anxiety about whether the registrar will let them withdraw from a class late in term. It goes without saying, that you must have a clear idea of college policies and procedures to determine the right referral.
- Students are often uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the people you are sending them to. This task can be crucial in the case of faculty and upper-level administrator referees, since students often find these people intimidating.
- Try to keep the chain of referrals as simple as possible. Often students will have to visit several offices to complete referral procedures. Help students reduce the "runaround" by

** Roundy, Jack (1992, April). Tips on making effective referrals in academic advising. Academic Advising News, 14, No. 2, 2, 10.

finding ways to eliminate steps. Also, work out with students a proper sequence of steps, so that they don't have to backtrack to accomplish their ends.

- Help students draw up agendas for referrals. Have them jot down (or jot down for them) crucial questions and procedures for getting the most of their visits with the people to whom you send them. Make notes about referrals, indicating what the referral was intended to accomplish, so that you can refresh yourself for future interviews.
- Facilitate referrals by telephoning the parties to whom you are sending students while those students are with you. Telephoning can be helpful in two ways: it can help you to be sure that you are sending students to the right people for help, and it can give the opportunity to make an appointment for the students on the spot, which will dramatically improve the contact rate for referrals. In fact, a good strategy for referrals is to make telephone calls and then hand the receiver to your students, encouraging them to set up appointments themselves.
- When you make referrals, jot down notes in your advising files that will remind you to ask students on their next visit about the results of their contacts. If students report that they haven't followed through, find out why not, and discuss the reasons. See if you should make a different referral, or if you need to become more involved in ensuring contact. Don't take the process over from your students, however, since it is their responsibility to see that their needs are met.
- Check your records every so often to get a sense of the referrals you have made. Student development is an ongoing process, and patterns of need and growth can be observed in the sequence of referrals you have made.

Common referrals at Waldorf College

- | | |
|------------------------------|----------|
| • AACE | 585-8209 |
| • Personal Counseling | 585-8164 |
| • Writing Center | 585-8676 |
| • Career Services | 585-8681 |
| • Campus Ministry | 585-8221 |
| • Health Services | 585-8157 |
| • Director of Residence Life | 585-8162 |

Consulting with a Student Who Is Stressed Out

Between trying to maintain grades, activities, social life, and worrying about further education or a career, stress is part of life for college students. It's good practice. Few adults live without stress. College years are a good time to learn to handle it.

Young adult expert Mike Riera tells students that they can handle stress as long as they have balance in their lives. Work for class comes first; remind students they are FULL TIME students! But students need fun and relaxation in their lives, too. That includes a *little* time to goof off. To help check for balance and priorities, Riera suggests students ask themselves three questions:

1. "Are your expectations of yourself and others realistic?"
2. "Are you doing the things that are important to you?"
3. "Do you learn from your mistakes?"

If the answer to any of the above is "no," then that is the starting point. Working on changing the "no" to a "yes" is a good way to bring life into balance.

How to Learn from Your Mistakes^{***}

Sooner or later, everyone makes mistakes. What's important is what comes next. To learn from your mistakes, try the "ReACT" method:

Recognize that you failed. Admit it. This is the first and often most difficult step for many people. It's important to admit failure to yourself and to anyone you may have harmed.

Analyze what went wrong. If you don't try to figure out what's gone wrong, you are likely to make the same mistake again and again. Whatever the cause of the problem, you need to figure out *exactly* what to do differently next time. Make a *specific* plan.

Change attitudes and actions. If you're going to avoid making the same mistakes, you need to make some changes. You may need to change your attitude. Or it may be your actions that need changing.

Try again. The next time the situation presents itself, you will have another chance to do something different. Hopefully, this time you'll know how to ReACT!

Guidelines for Interacting with the Distressed Student

Introduction

Many colleges and universities are experiencing an increase in the number of distressed or disruptive students on their campuses. As members of our college community, many of you regularly interact with our students both in and out of the classroom. Given this unique position, it is not surprising that you are often the first to notice when a student is distressed or begins to act in a disruptive or threatening manner. These instances leave you in the unique and sometimes difficult position of trying to identify an appropriate and helpful course of action.

The purpose of the attached document is to assist Waldorf faculty, staff, and paraprofessionals by serving as a reference guide for dealing with these unique situations when they arise.

The Distressed Student

College students encounter many stressors and often may seek help from trusted faculty and staff members. Faculty and staff who are seen as caring and trustworthy are in a unique position to offer support to students and to point them in the direction of the assistance they need.

Sources of Student Distress

Students may experience distress as a result of the various concerns they face. While most students successfully cope with the pressures of college life, others need assistance. Some common sources of student distress include:

- Family Problems
- Relationship Problems
- Academic Difficulties
- Alcohol or Drug Problems
- Depression
- Financial Concerns

^{***} Adapted from the 1999 Parent Institute

- Balancing School and Work

Signs a Student may be in Distress

Because students often seek the support or advice of faculty/staff when they are feeling overwhelmed, it is helpful for you to be aware of the signs that a student is in distress. At times, a student may not openly disclose their concern or ask for help, but their behavior or attitude may be noticeably changed. Being cognizant of these distress signals can help you be more in control of situations that may present themselves and to facilitate the helping process for the student. Some common signs of psychological distress include:

- Poor Academic Performance
- Excessive Absences or Tardiness
- Disruptive Behavior
- Changed Pattern of Interacting with Others
- Depressed or Lethargic Mood
- Weight Loss or Gain
- Feelings of Hopelessness or Helplessness
- References to Suicide, Homicide, or Death

Tips for Interacting with and Assisting the Distressed Student

There are no absolutely correct procedures for dealing with a distressed student. Each person has their own style of approaching and responding to others. Listed below are some suggestions for interacting with the distressed student.

- Talk with the student in private if possible to minimize the student's embarrassment
- Express your sincere concern about the student's welfare
- Listen carefully without providing advice or rushing in to help fix the problem
- Reinforce the person for confiding in you
- Empathize and acknowledge their distress
- Normalize by letting the student know that when we are confronted with stressful times, we may need to talk with someone who is seen as trustworthy and helpful
- Be accepting and non-judgmental
- Provide support to the student and consider referring the student to the Counseling and Testing Center

Making a Referral to Counseling Services

When you have determined that a student may benefit from professional counseling, it is typically helpful to talk with the student in a direct manner that demonstrates your concern for the student. Again, reinforce the person for confiding in you, acknowledge their concern, and suggest that they may benefit from talking to someone who is trained to help students who are having difficulties.

- Suggest to the student that he or she may benefit from talking with someone trained to help
- Tell the student about the services available to them at the Counseling Center
- Offer to call the Center for the student while they are in your office
- If a student is skeptical about seeking help, express your acceptance of those feelings
- Encourage the student to be open to reconsidering counseling at a later time

An Example of a Referral

A student comes into your office and begins to describe problems that are interfering with his or her academic work. At a break in the discussion, you might say: "It sounds as though you have been under stress and are having a hard time right now. It may be helpful to talk with someone about this and get some support. I would suggest you see someone at the Academic Achievement Center. If you would like, you could call now from my office to find out more about their services and perhaps schedule an appointment."

Let the student know that help is available on campus, and seeking assistance is a sign of strength and courage rather than a display of weakness. Tell the student as much as possible about services they can receive which are detailed below. Faculty and staff members are in a unique position of facilitating a student's use of counseling services.

Counseling Center Services

Counseling Services are located in the Campus Center, and the phone number is 585-8164. The Center is open from 9 AM to 5 PM Monday through Friday, and its staff provides individual and group counseling. When a student calls, the receptionist will arrange for the student to meet with an individual counselor for the intake appointment as soon as possible. If the student appears to be in need of immediate help, the student may be seen the same day on an emergency basis. During this first intake session, the student will complete some information forms before meeting individually with a counselor. When meeting with the counselor, the student's needs will be assessed, and it will be determined how the student can best be served in the Center. All services at the Counseling and Testing Center are confidential by law. All students are entitled to eight individual sessions.

Consultation is Available

If you decide to help a student at risk, please be aware that Counseling Services staff members are available for consultation. Feel free to contact the Center at 585-8164 to ask for assistance. Center staff members can help with the following:

- Assessing the situation and its seriousness
- Identifying the best way to facilitate the student's use of counseling services
- Clarifying your own concerns and feelings about the student
- Answering questions about how to effectively interact with the student

Important Telephone Numbers

Campus Security (Winnebago Industries)	585-6801 (non emergency)
Forest City Police	585-2113 (emergency)
Counseling Services (Jim Amelsberg)	585-8164
Office of Student Life	585-8161

Section III - Calendar of Advising

When should I see advisees, and what should be discussed?

First Year

Post office hours

Create an advising file for each new advisee

Orientation Advising Meeting (Group/Dept.)-- scheduled as part of opening week activities

- Review academic policies (drop/add dates, courses needed for full-time status and financial aid, etc.)
- Obtain student's local/campus address/phone/email
- Provide your office location, hours, email, phone, and how you should be contacted
- Review course schedule
- Schedule first individual advising meeting
- Overview of academic planning and advising, major, certificates, electives and other options

About the third or fourth week of fall semester (may be individual or group)

- Initial discussion of academic/career goals. Ask them, "What do you hope to do?"; "What will be important to you in your career/life?" (Examples: security, high income, helping people, etc.); "WHY do you want to be a ___ major?"
- Discuss experiences/problems to date
- Encourage (and provide information if needed) time management
- Discuss schedule for the year (and summer sessions if applicable), where they expect to need support; make referrals as appropriate
- Complete student contact notes, initial and have student read and initial at the end of visit

Midterm (individual)--Distribute and discuss midterm grades

November meeting (individual)

- Verification of registration. Review (and adjust if necessary) winter semester schedule
- Review student goals
- Review academic progress at mid-term
- Make recommendations as appropriate (see instructor during office hours, drop courses, go to ACE or Writing Center, see counselor, do interest inventory, etc.)
- Complete student contact notes, initial and have student read and initial at the end of visit

Touch base in January or February

- How did first semester end up?
- Review goals
- Encourage self-assessment as first step in major/career planning
- Outline what student needs to do to prepare for registration
- Complete student contact notes, initial and have student read and initial at the end of visit

March meeting (following midterm)

- Review student progress and goals
- Review grades to date
- Discuss academic probation policies as necessary
- Plan schedule for next year (and summer sessions if applicable)
- Discuss timing and procedures for formally declaring a major
- Review Freshman year experience/concerns
- Distribute and discuss midterm grades

- Complete student contact notes, initial and have student read and initial at the end of visit

Second Year

Meet advisees at registration and midterm grade time. Be available for other meetings as necessary. Post office hours, maintain advising files, distribute and discuss midterm grades.

- Review goals and develop a program of study. Are you happy with major?
- Review degree requirements
- Plan schedule for next year (and summer sessions if applicable)
- Encourage advisees to begin building their resume
- Talk with advisees about learning more about jobs that one might get with this major
- Encourage advisees to seek out complementary co-curricular and work experiences
- Inform advisees about professional organizations and activities

Complete student contact notes, initial and have student read and initial at the end of visit.

Third Year

Meet advisees at registration and midterm grade time. Be available for other meetings as necessary. Post office hours, maintain advising files, distribute and discuss midterm grades.

- Review goals and revise program of study. Are you happy with major?
- Plan schedule for next year (and summer sessions if applicable)
- Encourage the exploration of internship ideas
- Review degree requirements

Complete student contact notes, initial and have student read and initial at the end of visit.

Final Year

Meet advisees at registration and midterm grade time. Be available for other meetings as necessary. Post office hours, maintain advising files, distribute and discuss midterm grades.

- Request a graduation audit
- Assist with graduation application

Complete student contact notes, initial and have student read and initial at the end of visit.

Important Dates to check each year

These dates are listed in the Waldorf College Catalog, on the College Web site, and in the schedule of classes.

- Last days to drop without a “W,” to add, to change between audit and credit, for 7-week and full term courses.
- Last day to withdraw with a “W”
- Deadlines for Incompletes
- Final exam dates

Section IV – Organizing Information on Your Advisees

The following information should be filed for each of the advisees you work with. If one of your advisees changes advisors, please pass their file of information to the new advisor.

Supplied by Registrar

- Application Information Sheet that includes the following:
 - a. ACT scores
 - b. High school GPA and class rank
 - c. Year of graduation
 - d. Home address
 - e. Intended major
 - f. ActivitiesAn example can be found in the “Forms” section (12-1).
- Transcript of courses taken at other colleges and the Registrar’s evaluation of these transcripts. (Forms, 12-2, 12-3)
- Grade sheets for each semester completed

- Advising Notes—example found in “Forms” section (12-15).

- Other correspondence

Section V – Registration Procedures and Guidelines

Registration Procedures

The following are the registration instructions given to students. Note that the faculty advisor must consult with each of their advisees and sign each his/her registration form before he/she will be allowed to registrar. Note that seniors and juniors are given registration opportunities before freshmen and sophomores.

To avoid standing in line, registration will be **BY APPOINTMENT ONLY**. Stop by the Registrar's Office or call 8139 to schedule your appointment. **DO NOT EMAIL**.

This would be an appropriate registration sequence:

- Look over the course offerings and using the **WALDORF CLASS SCHEDULE** forms, (Form 12-4) make out a tentative schedule for the semester(s) you plan to enroll in.
- Make an appointment with your faculty advisor to discuss your tentative schedule(s). Finalize your schedule(s) on the **REGISTRATION** form(s) [Form 12-5] and obtain the signature of your faculty advisor. **YOU NEED TO COMPLETE A SEPARATE REGISTRATION FORM FOR EACH SEMESTER YOU PLAN TO BE ENROLLED.**
- Call the Registrar's Office (8139) for an appointment to register.
- Present your completed and signed **REGISTRATION** form(s) to the Registrar's Office at your appointment time and receive the computer printout of your registration.

Special Notes

Instructions regarding filling out the registration form and information about specific courses for the semester are included at the bottom of the "Procedures & Guidelines" form. (Form 12-6) Information regarding Independent and Directed Study (Forms 12-8 & 12-9), including fee information, is also listed in the Special Notes section. Review this section with your advisee each semester as course offerings change each semester.

Changes in Registration

To add or drop a course, a student must obtain a Change-in-Registration form (Form 12-7) from the Registrar's Office and secure the signatures of his/her advisor and the instructor of the course. Courses dropped during the first two weeks of the semester will not appear on the student's record. A student who withdraws from a course after the first two weeks of classes will receive a grade of W (Withdrawal). Students have until the end of the ninth week (two weeks after mid-semester) to withdraw from a full semester course or the middle of the fourth week for a half-semester course. **Courses dropped without following these procedures or after the stated deadlines are recorded as F grades.**

Registration Strategies and Examples

The following is a list of strategies for scheduling advising conferences during registration:

- Place a sign up sheet on your office door with your open times for the week.

Example:

Dr. Waldorf : Advising Appointments

Monday, April 4

9:00 a.m.
9:30
10:00
10:30
3:30 p.m.
4:00

Tuesday, April 5

9:00 a.m.
9:30
10:30
11:00
11:30
5:00 p.m.
5:30
6:30
Etc.

- Maintain an email list of your advisees and send emails to students to notify them to schedule a time for an advising appointment.

Example:

Hi Vickie!

I hope you are having an excellent semester at Waldorf. I am your advisor and need to meet with you before Registration begins. I am open between 9 and 11:00 a.m. on MWF and between 1 and 4:30 p.m. on TTh. Let me know when you can meet with me.

Remember that before we meet you should plan a tentative schedule. Registration packets are available in the Registrar's Office and at the switchboard in the Campus Center. Make sure you consider the college core requirements and your major requirements as you plan your schedule.

Dr. Waldorf

- Send follow-up emails to students who still need to schedule a time for an advising appointment.

Example:

Dear Vickie,

This is just a reminder that you need to meet with me before you register for classes for next semester. My schedule of open times is on my office door. Please let me know if you cannot find an open time that fits your schedule.

Dr. Waldorf

Scheduling Guidelines by Departments (to be gathered from faculty members)

Section VI – Academic Majors, Internships, and Careers

Discussing Possibilities with Students

Students often feel pressured to declare an academic major. Some are pressured by family members or peers. Others experience anxiety from the *perception* that all their peers have already chosen majors, and they fear the possibility of lagging behind. Sometimes the decision for selecting a major is based on either very little information or misinformation. This may account for the national statistics indicating that roughly 70% of students change majors at least once. Advisers can help students make an informed, individualized choice by discussing possible majors and careers with them, recommending web resources, or referring them to the Career Center for career counseling and further exploration of academic majors and careers.

Waldorf's Career Center is available to assist students with exploring academic majors and careers, as well as facilitate a variety of other career planning initiatives. Career Center staff have found that most students prefer one-on-one career counseling, as opposed to independently exploring careers using assessment instruments. Staff emphasize that it's common for students to be undecided about their academic majors, and it's common for students to change majors. Often students have ideas about multiple academic majors and careers that interest them, but they're uncertain about which one to choose. To begin the discussion for exploring academic majors with "undecided" students, advisers may find the following discussion points useful.

- Have you thought about some different careers or majors that sound interesting to you? If so, which ones? What is attractive to you about those majors? (Apply the student's interests, skills, and expectations to the majors/careers being considered, objectively discussing what the student may like and/or dislike about each possibility.)
- What are your interests and hobbies?
- Which classes have you enjoyed most in college (or high school)? What was it about those classes that you liked?
- What's important to you and what do you value, in terms of the career you choose (e.g., advancement and achievement, recognition, variety vs. predictable routine, flexibility of work hours for work/family balance, compensation, outdoor/indoor work environment, etc.)?
- Whom do you want to be your "clients?" Whom do you want to serve (e.g., children, adolescents, adults, professionals, people in need, specific industries, etc.)?
- Have you thought about where you'd like to live when you graduate (e.g., specific locations, urban vs. rural, the U.S. vs. internationally, etc.)?
- If you're considering changing your major, what is it about your current major that you don't like? What are you looking for that's different from your current major?

Students may stop by the Career Center in the lower level of Salvesson Hall, or appointments may be scheduled by calling ext. 8682 or emailing careers@waldorf.edu. The Career Center's aim is to help them feel less overwhelmed and reduce their anxiety by discussing their interests, skills, and values, providing career options that may be a strong fit for them, and developing a step-by-step action plan for the student to identify the academic major and possible career choices that best match his or her criteria.

Assessment Instruments

Additionally, the Career Center has assessment instruments for use among students who don't know where to begin with the discussion of interests, values, and skills. It is strongly recommended that assessment instruments be used only as a supplement to career counseling, as a basis for discussion.

Many theorists who work in academic advising and career planning advocate a trait and factor approach, by which students assess their interests, abilities, values, personality, and work opportunities, then match those characteristics to a field of study and/or a career. The primary instrument used by Waldorf's Career Center is the Self-Directed Search, a questionnaire developed by Dr. John Holland, a renowned theorist

in the field of career planning. This instrument is user-friendly and can be assessed “in house” by the Career Center Director.

Web Resources

The Career Center’s web site (<http://www.waldorf.edu/Residential/Current-Students/Career-Center>) provides students with information regarding: the exploration of academic majors and careers, internships, job search resources, interviews, upcoming career events, and graduate school.

Because “undecided” students are often already overwhelmed by the daunting decision of choosing a major, the Career Center has found it most helpful to direct them to the two most popular resources that other students have found helpful, rather than providing them with a plethora of resources, which may make the process even more overwhelming. The following two resources are recognized among the career planning profession, they’re user-friendly, and they require very little time to complete. Links to these resources can be found at <http://www.waldorf.edu/Residential/Current-Students/Career-Center> .

- The Occupational Outlook Handbook – Developed by the Bureau of Labor Statistics, a division of the U.S. Department of Labor, this is a user-friendly site that provides detailed information about numerous occupations. Students can search or browse occupational fields or titles to find the following information: significant points about that specific occupation, nature of the work, working conditions, employment rates, required qualifications and advancement opportunities, job outlook, earnings, and related occupations.
- O*Net’s Occupational Information Network – This is a reputable resource for exploring occupations and performing a “skills search” assessment. With the skills search, the student places checkmarks beside his or her primary skills, and the computer will then provide a list of occupational matches tailored to the student’s individual skills combination. The skills search requires less than five minutes to complete and is also user-friendly.

Completing Internships

Waldorf College is unique in that it’s one of the few colleges that requires an internship for every student* prior to graduation with a bachelor’s degree. Internships are short-term work experiences that relate to the student’s academic major and/or career goals, providing each student with valuable, hands-on work experience in his or her field of interest. It’s a great way to “try out” a career with just a short-term commitment, and internships are one of the best resume-builders, providing students with the work experience needed to land a great job upon graduation.

Applying

Career Center staff partner with students in helping them obtain internships that match their career interests. However, it is ultimately the student’s responsibility to take the initiative in applying for internships. Internship search links and interview tips can be found at <http://www.waldorf.edu/Residential/Current-Students/Career-Center> Additionally, Career Center staff may have professional contacts with employers that match the student’s criteria, and students are encouraged to utilize their own contacts as well. Networking continues to be the #1 way to obtain employment.

Students should initiate frequent contact with the Career Center to provide updates on their internship search status.

Internship Requirements

To qualify for academic credit, the internship must relate to the student’s career goals and/or academic major.

* For some academic majors, students may substitute a research thesis for the internship requirement.

The student must complete a minimum of 25 hours at the internship for every academic credit earned. The number of required credits varies across academic majors. For more information, refer to the college catalog's section on the academic major in question, or contact the Career Center.

The student must submit the following internship forms to the Career Center before the internship can be graded. These forms are found on the Career Center's web site, <http://www.waldorf.edu/Residential/Current-Students/Career-Center> Learning Agreement – signed by the student, internship supervisor, and academic adviser and submitted to the Career Center *before* beginning the internship (Form 12-16)

- Supervisor Evaluation – a one-page evaluation completed by the internship supervisor at the conclusion of the internship (Form 12-16a)
- Student Evaluation – a brief evaluation completed by the student at the conclusion of the internship (Form 12-16b)

Grading

Internships for most academic majors are graded on a pass/fail basis. (Contact the Career Center or refer to the college catalog for more information.) After the student submits the Learning Agreement, Supervisor Evaluation, and Student Evaluation to the Career Center, Career Center staff review the forms for all the required signatures and determine if the average rating on the Supervisor Evaluation is a minimum of “3” (i.e., “met expectations”), in which case the internship would receive a grade of pass. If the average Supervisor Evaluation rating is below a “3,” Career Center staff will consult with the student's academic adviser to determine if the internship will be awarded a pass or fail.

In the rare case that a student fails the internship, the student must secure and complete another qualifying internship in order to meet the internship requirement for graduation.

Considering Graduate School

The adviser will assist interested students in reviewing graduate programs and may recommend specific programs that complement the student's career interests.

Additionally, the Career Center's web site, <http://www.waldorf.edu/Residential/Current-Students/Career-Center> provides a timeline for exploring graduate schools and completing the application process, as well as an application checklist and information about entrance exams.

Be sure to encourage students to submit all applications and take all required entrance exams *well in advance* of the graduate schools' deadlines. The greatest factor in forcing students to delay graduate school enrollment is procrastination in completing all application requirements and, subsequently, failure to meet the schools' application deadlines.

Performing the Job Search

Career Center staff partner with students in assisting them with the job search process. Career Center staff become acquainted with students and make recommendations for job possibilities that match students' individual criteria. However, it is ultimately the student's responsibility to take the initiative in applying for jobs. Job search links and interview tips can be found at <http://www.waldorf.edu/Residential/Current-Students/Career-Center> Additionally, Career Center staff may have contacts with employers that match the student's criteria, and students are encouraged to utilize their own contacts as well. Networking continues to be the #1 way to obtain employment.

Students should initiate frequent contact with the Career Center to provide updates on their job search status. The Career Center has placement initiatives to help students obtain jobs that match their career interests or secure continuing education or graduate school enrollment.

Section VII—Students with Special Needs & Academic Probation

Advising Students with Disabilities

Notice of Program Accessibility (from the College Catalog):

“Waldorf College is committed to providing all of its students, faculty, staff, and visitors with equal access to its programs, events, and facilities. To this end, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1991, the College is making modifications to its buildings and grounds in such reasonable manner as to provide access for the disabled and stands ready to supply to students and faculty, including those with limiting visual or hearing impairments, such auxiliary aids, modifications in classroom locations, and/or adjustment of classroom techniques and practices as will allow equal access to the regular program and degree objectives offered by the College. Requests for information or for modifications beyond those already completed or for assistance to accommodate individual needs should be made to the Vice President of Student Life, Waldorf College, Forest City, IA 50436. Telephone 641-585-8161” (p. 37).

Learning Disabilities

Students are encouraged to identify any learning disabilities that may affect their ability to be successful at Waldorf College. In order to provide special classroom accommodations, Waldorf requires a copy of an evaluation by a licensed psychologist or learning specialist who has been trained and licensed to evaluate learning disabilities. This evaluation should include the tests given, scores received, a suggested course of action for the individual student, and recommendations for the classroom. The evaluation should have taken place within three years of its submission to Waldorf.

Learning Disabilities Program (LDP)

This program is provided for a limited number of students with diagnosed learning disabilities. The LDP at Waldorf College is learning strategies based. Students are accepted as individuals with the potential to succeed in college. Special fees are charged to participants in this program. Students seeking to enroll in the LDP should inform the Admission Office and AACE office prior to enrollment and registration. Although this is an optional program for students with learning disabilities, it is recommended for at least students’ freshman and sophomore years.

Appropriate Accommodations

By law, the College is required to provide accommodations for those students who have documentation of their learning disabilities. This documentation includes either an IEP (Individualized Education Plan) from high school or a Section 504 Plan. Students having this documentation may or may not be in our Learning Disabilities Program. However, if the AACE has the student’s documentation on file, examples of some appropriate accommodations include (but are not limited to) the following: extended testing time, quiet place for testing (i.e. in the AACE), note-takers, books on tape, tests read orally, extra time with tutors, etc.

Course Syllabi

Faculty are encouraged to include the following statement in course syllabi:

Special Needs:

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations by contacting the Director of the AACE (Academic Achievement Center), via email or calling 585-8209.

Americans with Disabilities Act
<http://www.usdoj.gov/crt/ada/cguide.htm#anchor62335>

Guide to Disabilities Rights Law
<http://www.usdoj.gov/crt/ada/cguide.htm>

Advising Students on Academic Probation

Minimal Progress

The Registrar reviews the academic progress of all students at the end of all, Winter, and Spring Semesters. Full-time students must earn the minimum cumulative grade point average and minimum cumulative credits listed below to continue enrollment:

	Cumulative GPA	Credits*
End of First Semester	1.80	12
End of Second Semester	1.90	24
End of Third Semester	1.95	36
End of Fourth Semester	2.00	48
End of Fifth Semester	2.00	60
End of Sixth Semester	2.00	72
End of Seventh Semester	2.00	84
End of Eighth Semester	2.00	96
End of Ninth Semester	2.00	108
End of Tenth Semester	2.00	120

*Credits pertain to successfully completed courses which apply toward the degree. Successful completion is defined as earning a grade of A, B, C, or D. Grades of F, W, I, or AU do not constitute successful completion. Developmental studies (DEV) courses with a course number below 100 do NOT apply toward graduation.

Full-time students who have not met the conditions for normal progress will be placed on probation for the following semester. If a student has less than a 1.00 GPA and less than 10 credits after the first semester, the student will be dismissed from the college. All students on probation must take part in the Academic Support Program. If the student does not attain the minimum grade point average or the minimum cumulative credits by the end of the probationary semester, the student will be dismissed from the college. The student may apply for re-admission after one semester absence from the college.

A part-time student (carrying less than 12 semester credits in a semester) shall be placed on probation if, at the end of any semester, he or she has a cumulative grade point average less than 2.00 after attempting a total of 10 hours or more as a part-time student. During the next 16 attempted hours, if students do not successfully complete at least 12 semester hours toward graduation with a GPA of 2.00 for all attempted courses, they are dismissed from the college.

Students on Academic Probation / Dismissal

A notification letter of academic probation or academic dismissal is sent to the student by the Registrar who serves as Chair of the Admissions & Academic Progress Committee. A copy is also sent to parents (if Buckley is a yes), to the AACE and to the academic advisor.

Students on probation must take part in the Academic Support program. They must meet with the Academic Progress Committee during the first two weeks of the semester where they receive the terms of their probation. Probation students must enroll in DEV 103, On Course for Success, must attend tutoring and help sessions, are encouraged to retake courses in which they received grades below C-, and are given the target GPA they must achieve in their probationary semester to earn their way off of probation.

Students who are dismissed after the probation semester may appeal their dismissal via a letter to the Academic Dean. The Dean confers with the Committee, AACE staff, and the student's professors before making his decision. Students whose appeal is granted must adhere to the same terms as the students on probation.

Students who are dismissed may apply for re-admission after a one semester absence from the college. A letter stating specific reasons for seeking re-admission and stating some evidence of ability to succeed must be submitted to the Academic Progress Committee.

If it is apparent that a student is not profiting from attendance, the Vice President of Academic Affairs may dismiss a student without any waiting period.

Advising Students for Success

Section VIII of the Advising Manual discusses areas with which students may need help and provides helpful tips and strategies on the following topics:

- Study Skills
- General Study Tips
- Time Management
- Note-taking
- Reading Strategies
- Concentration & Listening
- Memory Techniques
- Test-taking
- Stress Management

Advising Students Transferring into Waldorf

Credits from other accredited institutions of higher learning will be evaluated according to the nature and quality of work presented as judged by the Registrar. Students who have earned an Associate of Arts degree from an accredited community college will have their degree considered for meeting all core requirements with the exception of Religion 103 and an upper division religion course. Up to 16 vocational-technical credits will be accepted if a student has completed the Associate in Arts degree. Generally, liberal arts courses comparable to Waldorf courses and successfully completed with grades of C- or better will be considered for transfer to be included toward graduation. Up to 8 vocational-technical credits will be accepted if a student has an AAS degree, an AS degree, an ASB degree, or no degree. Students must have at least 32 Waldorf credit hours for an AA, and at least 40 Waldorf credit hours for a BA/BS degree, excluding internships and student teaching. Student teaching and at least one internship must be done through Waldorf College. Grade points earned at other institutions are generally not included in computing the grade point average at Waldorf and are not used in computing academic honors.

Advisors will be given a copy of the transfer course evaluation which lists courses taken, the Waldorf equivalent and credits. If the transfer student has earned an AA degree, that will also be noted on the evaluation.

Advising Students Considering Transferring from Waldorf**

Undoubtedly you will encounter some students who are considering leaving Waldorf. The following pages provide some suggestions of how you might respond to such situations.

** Suggestions formulated by faculty of Lynchburg College, Lynchburg, VA, 2/1996. Shared by Academic Advising, Augustana College, Rock Island.

General Suggestions

Never be negative or dismissive. Refusing to talk about transfer to saying you won't help can do more harm than good. On the other hand, don't treat the decision as a "done deal". Reframe it as a difficult choice. Your job is to help students consider their options so as to make the best decision. Remember that considering transfer is a common and natural part of students' experience, and that not all transfer is bad for the student or for the institution. We estimate that about two-thirds of the students who consider transfer don't actually follow through. The most common times for students to consider transfer are after Thanksgiving when they have gone home and re-connected with high school buddies whom they miss and in February when the weather is grey and everybody's sick. You will not want to use all the suggestions here with every student. While you want to take the student seriously, you don't want to be overly helpful with the process. First year students, especially, can be very changeable, being adamant about transfer one minute and passionate about staying the next. The approaches and responses here have been used successfully by advisors and staff with students who chose to stay.

Students Who Enter Planning to Transfer

If you speak with a new student who plans to transfer, learn where they plan to go and why. Ask them what they hope to gain at their target institution. Point out that they will lose some opportunities when they leave. Have them find out from the upper-class students what classes and instructors are the ones they shouldn't miss while they're here. If possible, help them to sign up for those classes, even if it means they will be taking fewer required classes and more electives (while keeping a schedule that will lead to graduation). Help them explore possibilities in student government, and activities like theatre or music. Especially if they plan to transfer to a large institution, they may lose the opportunity to be actively involved at a decision-making level in student groups as first-year students. Remind them that they will probably need a 2.5 grade point average to transfer, so must exceed the minimum standards for achievement. Letters of recommendation will also be helpful, so they should get to know you or another instructor or staff member well. Mid-semester transfer is a really bad idea in terms of adjustment. Check in with them from time to time to make sure they are actively exploring possibilities while they're here. If they transfer, they will do so after having a really good experience at Waldorf. And they may become so engaged by following the above plan that they decide to stay.

Students Who Are Considering Transfer

Find out how set their plans are. Do they have another specific college in mind? Have them think in terms of what they will gain and what they will lose by transferring. You could recommend that students who are torn about transfer spend a week pretending that they have made up their mind to go. What will they miss? Have them report back. Then spend a week pretending that they have made up their mind to stay. How does that feel?

When you explore their areas of dissatisfaction, ask them how they plan to avoid these disappointments at another institution. For instance, if they had trouble making friends here, remind them that this could be a problem at another college as well and ask what they plan to do differently. Suggest they practice this technique here.

You may find that they don't know about a service we offer. For instance, they plan to transfer to someplace where they can get career guidance or personal counseling. In that case, don't just tell them that the service is available here. Make an appointment to meet them at the place where the service is offered on our campus. If they say they would like to get involved with an activity or choose a major that you know we offer, make sure someone from that area of interest contacts the student. Sometimes finances are a problem because of a change in family circumstances. Financial aid is always happy to work with such people. Walk them over to the office.

Especially with first-year students, you may find transfer is being considered to bring them closer to a romantic partner. Ask if the partner has visited our campus. Make suggestions, if appropriate, for fun local things to do during a visit. Suggest that the partner might consider transfer as well.

If they are actively exploring other colleges, make sure they visit during the first part of a week and attend a class. Ask them how their admissions visit here was and if there are any questions they wish they had asked here. If they feel that our admissions staff presented a rosier picture of life than the real situation, remind them that admissions at their transfer choice will do the same.

A Second-Hand Transfer Report

Sometimes you will hear from a second party that one of your students or advisees is planning to transfer. Saying, "I heard from someone else that you are planning to transfer" can be awkward for you if you feel you are betraying a confidence. Instead, go out of your way to ask the student how things are going this year and what plans they are making for next year. On the other hand, depending on the circumstances, you may feel comfortable expressing your concern, saying something like, "I heard from one of your instructors you are planning to transfer. Are you unhappy with anything that I could help you with? You really are a valued member of the community here."

Students Who Leave

Students who leave don't always leave forever. Every year we have a few readmitted students who transferred and returned. Also, students can leave having appreciated and valued their time here, or they can leave angry. If a student whom you know and like leaves, please send that person a short note or card wishing them all the best with their future plans. Ask them to come by and visit if they are back on campus (many students who transfer come back to visit friends). Your contact may cause the student to reconsider the decision to leave. Even if the decision is final, your contact may cause them to speak well of us to their friends at home.

Advising International Students*

Advising international students presents some unique challenges. The following information may be helpful when you are advising new international students who have just arrived. Please know that some aspects also apply to returning and continuing students as well.

Jet Lag

Jet lag is a problem for several days after a long, continuous trip that involves changing several time zones. One may be present in body, but far away mentally. Scheduling a follow-up visit a week or two later may be helpful to clarify some things discussed right away. Don't take a smile and a nod to ensure the student's understanding. This may represent a cultural difference, which dictates a smile and a nod, or it may be that s/he is simply still "adrift" due to jet lag. For new international students, everything may be challenging.

Culture Shock

Culture shock is very real. Many who have experienced this will look back on that time as a very difficult period. It is characterized as a time in which one's home values and ways of knowing, doing, and being are challenged.

* Information provided by Ann Aalgaard, Director of English as a Second Language Program; Sue Hadley, International Admission Coordinator & Designated School Official; and Anna Marie Mitchell, International Student Advisor

Generally three stages are noted:

1. The “honeymoon” stage is when everything is new and exciting, and perhaps unbelievable or bewildering. Everything is “fine” and one may be over confident.
2. The “crisis” stage is identified as a time of disintegration and confusion as the individual confronts new values, lifestyles, and behaviors with meanings quite foreign to his or her experience. There are many irritations. One may be highly critical of everything and everyone in the new environment. Depression, loneliness, and frustration are characteristic. One often panics or overreacts.

It is not at all uncommon for someone to have a “double dip” of culture shock, perhaps a few weeks or months into the experience and then again much later. In other words, this second stage and adjustment may take much longer than one might expect. It is not a standard number of weeks or months after arrival.

3. The student will generally learn to function more comfortably and begin acculturation in the “old timer” stage as one who knows how to function comfortably in either culture.

Common Challenges

- **Language:** Despite being proficient in English, accent, intonation, slang, and common abbreviations or local references are puzzling.
- **Homesickness:** For many this will be the first time they have lived so far away from strong family support systems. Extended family may have been very involved in the everyday life and decisions made. However, they may not have been used to seeking support outside the family.
- **Independence:** Others very frequently identify Americans as being so very independent. International students may not have had all the choices or responsibilities such as phone bills, credit cards or checking accounts, financial budgeting, or having choices in their program of study.
- **U.S. Higher Education Systems:** A liberal arts education may be most unfamiliar. Students and their families may not understand having electives or extra-curricular activities. They may feel that they do not want to waste time or money on these. They're anxious to pursue their major courses and graduate as quickly as possible or move on to a university graduate program. Please help students understand the value of general education and electives or exploratory options and identifying an appropriate major.

Pressures from family expectations for success are heavy. Students may be here with the support, hope, and honor of the entire family on the line. They know it is costing family (and possibly extended family) a lot and may want to hurry up by taking an overload. Help students understand that it is wise to take a moderate academic load and get used to the program, our institution, and the expectations. Taking too heavy a schedule may truly be self-defeating and cause academic problems to be faced later.

Please realize that a student may come to see you with an “academic” problem, but really have other things on his or her mind. Some approach matters directly, but others prefer a comfortable exchange of conversation on less important matters before focusing on the real matter at hand. A question about how things are going with a roommate, or an activity, may lead to other needs. Social adjustments as students desire to make new friends in the new culture may add to problems. Sometimes it is a loss of social status from their home environment that they experience. Another difficulty may be in the understanding of what it means to be “friends” in the U.S. Americans are often described by internationals as being “friendly” but not as “friends”. American friendships seem to be shallow and superficial when compared to life-long friendships that are a long-term relationship that is a “real” and sustaining one. Perhaps you can refer the student to another resource on campus for information and

support. The International Programs Office, Counseling Office, Vice President of Student Life, and the International Admission Coordinator are all ready to be of assistance.

TOEFL Guidelines

All international students seeking admission to Waldorf College must submit scores from the Test of English as a Foreign Language (TOEFL). An ACT or SAT score may be used in place of the TOEFL. Institutional TOEFL testing and other testing may also be given after the student has enrolled.

Interpretation of the TOEFL Score:

677	Highest possible score
600	Very strong score
550 or above	Required for Lutheran Leader Scholarship
530 or above	Placed in English 101
500 or above	Regular admission to Waldorf. Placed in English 100 with score between 500 – 529
450 – 499	Conditional admission. Required to enroll in English 100A, Academic Reading and Writing, and/or English 100C, Academic Listening and Speaking. Encouraged/recommended to take summer Intensive English Program
423 – 449	Conditional admission granted only with Summer Intensive English Program taken first

Helpful Suggestions for Registration

- Make an appointment for advisees to come in again after the first week of classes to touch base with them and continue reassuring and building a relationship.
- Explain the liberal arts system as often as necessary. Students tend to check and recheck on unfamiliar forms.
- Help students understand the requirements for graduation such as “electives versus requirements”, GPA, and cumulative GPA.
- International students must maintain a minimum of 12 credits each semester to maintain their full-time student visa. If at any time a student needs to drop below 12 credits, s/he MUST see Sue Hadley, the International Admission Coordinator, for approval first.
- Please help students keep in mind prerequisites for all areas of their programs of study. Courses that expect a previous knowledge of our culture and a lot of reading may be difficult for some international students.
- Continually clarify the student’s understanding of what you tell them. Ask them to repeat back to you the information so you know it has been understood.

Work/Internships for International Students

Most of Waldorf College’s international students have an F-1 (full-time academic student) visa. They are tracked each semester in a U.S. national system called SEVIS. There are U.S. government regulations for F-1 work. The only job/work that they can do off-campus is one where they receive academic credit, such as an internship. The Designated School Official (DSO) must approve the job in SEVIS before they can start an internship. See regulations below.

1. F-1 students can work off-campus only with DSO authorization.
 - Non-paying internships do not require DSO authorization.
 - Paying internships do require DSO authorization on a new I-20.
2. Only the following training/employment programs are available. (Student must be in status to be eligible.)

Curricular Practical Training (CPT)

- Must be an integral part of established curriculum, such as internships.
- Must be directly related to student's major area of study.
- May be part-time (20 hrs. or less) or full-time (over 20 hrs.)
- Student must have completed at least one full academic year of full-time study to be eligible.
- Must be offered a position before authorization, know start and end date.
- Must have internship registered with the Registrar and paperwork approved by the Career Center before seeing the DSO and before starting internship.
- Must have signed authorization from DSO on updated SEVIS I-20 before work begins.

Section VIII - Advising Students for Success

Study Skills

Students may be referred to the Academic Achievement Center (AACE) for assistance with developing study skills. The course “Strategies for Success” (DEV 102) has been designed to assist students with their study habits in college. The course covers such areas as time management, note-taking tips, reading comprehension and test-taking strategies. This is a 1-credit course usually offered in the fall.

General Study tips

- Set goals. Ask yourself, are my actions consistent with my goals?
- Have a regular study place that is quiet and has appropriate materials.
- Avoid going to class unprepared, but ALWAYS go to class on time.
- Study in short sessions—one hour then a SHORT (5-10 minutes) break.
- Take notes! Review lecture notes before and after class for 10 minutes.
- Sit near the front. Plan to participate. Ask questions until you understand.
- Study difficult subjects or subjects you are less interested in first.
- Use study groups limited to 3 or 4 students; group members are assigned topics to present to the group.
- Be assertive about protecting your time.
- Avoid cramming.
- Concentrate on one thing at a time.
- Remember perfection is often not necessary.
- Break large tasks into “chunks” which are less overwhelming.
- Get help quickly when it’s needed. Talk to your professor; see a tutor, or go to the AACE.

Time Management

In a research study done by Britton and Tesser (1994) reported in the Teaching Professor, three factors connected self-reported time-management practices by students with academic achievement:

- Short-range planning: Includes daily time for planning, setting and honoring priorities, making daily “to do” lists
- Long-range planning: Includes setting goals for the term, regular review of notes (not just before a test), working ahead
- Internal locus of control: Includes student feeling in control of his/her time, avoiding over-commitment, and using time constructively.

Encourage your advisees to consider using the following time-management techniques:

- Use a planner or daily calendar. Make a schedule and stick to it. Schedule regular study time.
- Obey the alarm clock.
- Plan to attend EVERY class!
- Do scheduling for the term, the week, the day, and by the assignment.
- Plan to follow the studying rule of thumb: study 2 hours for every hour in class.
- Plan a one-hour weekly review for each class.
- Use “to do” lists.
- Prioritize items; avoid putting off harder or less pleasant items.
- Include time for things that are important to you: for friends, exercise, stress relief, etc.
- Learn to say “no” to commitments not important to you.
- Set realistic goals. Things usually take twice as long as you expect!
- Get off the phone! Turn off the TV!
- Use daylight hours for studying as much as possible. Resist naps.
- Carry “pocket” work—make use of time when waiting for something.

- Plan rewards for completing tasks and only reward yourself if you get them done.
- The minute you notice yourself procrastinating, start the task!
- Trade time, don't steal it. When unexpected events arise during time planned for study, decide right away where you can find the time to make up the study missed and adjust your schedule.

Note-taking

Tips for taking good notes:

- Attend all lectures
- Keep notes legible and organized (or rewrite if necessary)
- Label notes with date and heading
- Key in on emphasized or signal words (such as words that signal examples, time, addition, cause/effect, enumerated points, repeated items, contrast, summary, explicit directions ("remember this"))
- Copy visuals
- Use abbreviations
- Review notes completely the day of the class

Reading Strategies

Advisers may wish to discuss with students using various reading strategies for various purposes:

- surveying
- skimming
- scanning
- phrase reading.

The most widely used reading strategy is SQ3R (sometimes SQ4R), and active reading strategy. It is not an easy way to study, but it is effective at helping students gain genuine comprehension and retention of what they read.

SQ3 (or 4) R

- Survey
Take a minute or two (not more), to survey the whole assignment, to find out what it is about as a whole. Look for summaries.
- Question
Ask yourself questions based on the text, using boldface headings, such as, in Geology, "Types of Rocks", and turning them into active, questioning, sentences such as, "What are the types of rocks?" Additional sources of questions are charts and graphs.
- Read
Read actively with questions in mind. Attempt to answer these questions and to organize the material. Read only to the end of each headed section.
- Recite
Ask yourself the questions you have made up. Answer them without referring back to the text. If you cannot, review the material and try again.
- Review
Review each headed section (or logical "chunk") briefly as you complete it. Review again later. Understanding and memory are increased each time you review.
- Respond
Connect what you have read to your previous knowledge. Do you agree with the author? Is what you have read consistent with what you have learned in the past?

Common errors students make in using the SQ3-4R method:

- Failing to turn topic headings into questions
- Taking notes from the book in too much detail
- Failing to use note for review. Put ideas in your own words and USE your notes. Look over your notes after one week, two weeks and again before exams.

- Depending on underlining. If not combined with SQ4R, you postpone understanding.
- Believing SQ4R takes too much time. If you practice, you it will save you time in the long run. You will not have to spend time rereading.
- Using SQ4R too rigidly and mechanically.

Concentration & Listening

Effective listeners:

- Prepare to listen *before* class
- Demonstrate active listening *in* class; ask questions
- Use complementary activities *outside* class (Study aids such as extra readings, study guides and outlines, old tests)
- Work to overcome internal and external distracters
- Keep an open mind and avoid hasty judgments
- Judge content, not delivery
- Are flexible note-takers
- Listen for patterns of organization (such as cause/effect, chronology, problem/solution, etc.)
- Try to find areas of interest between presentation and the student's goals and objectives
- Recognize that listening takes effort; they work at listening

Memory - 20 Techniques*

Short-term memory can be lost in 20 seconds. Half of what is heard is forgotten in 20 minutes. Recitation is the most powerful memory technique.

Organize it

- Learn from the general to the specific.
- Make it meaningful.
- Create associations
- Learn it once, actively
- Relax
- Create pictures
- Recite and repeat
- Write it down
- Reduce interference (turn off TV, do one task at a time)
- Use daylight

Use your brain

- Over-learn (learn more than you intended)
- Escape short-term memory trap (review soon after hearing to move ideas from short to long-term memory)
- Distribute learning over time
- Be aware of attitudes (we remember what we find interesting or relevant)
- Choose what not to store in your memory
- Combine memory techniques.

Recall it

- Remember something else. Brainstorming is a memory jog; remember related information. Notice when you do remember. Build on those techniques.
- Use it before you lose it. To remember, review, read it, write it, speak it, listen to it, apply it.

* Adapted from David B. Ellis, *Becoming a Master Student*, 7th edition. 1994, Houghton Mifflin Co. Reported in Health Pathways, Vol. 16, No. 4.

- Remember, you never forget. Adopt an attitude that says, “I never forget. I may have difficulty recalling, but I never really forget it. All I have to do is find where I stored it.”

Test-taking

Preparing for the exam

- Intellectual preparation
 1. Identify your weak areas
 2. Design a study schedule
 3. Organize your notes
 4. Find out about the exam
 5. Study effectively; use active techniques; review
 6. Group study (if well prepared)
 7. Alternate review periods with practice exams
- Psychological preparation
 1. Be well rested
 2. Don't cram
 3. Accept the fact that you won't know everything
 4. Control your test anxiety; practice relaxation techniques; exercise
 5. Develop a positive attitude toward the exam

Taking the exam

- Getting ready
 1. Arrive early
 2. Avoid distractions
 3. Silently rehearse information
 4. Breathe deep; calm down
 5. Listen carefully for additional information or instructions
 6. Ask questions for clarification
- During the exam
 1. Manage time wisely
 2. Read directions
 3. Attempt every question
 4. Actively reason through each question
 5. Reconsider difficult items
- After the exam
 1. Discuss with group to catch mistakes, hear others' reasoning
 2. Review missed questions
 3. Analyze test performance
 4. Analyze test-taking strategies

Multiple choice questions

- Read directions carefully
- Answering questions
 1. Read stem and all options
 2. Consider for a few seconds
 3. Answer or mark for reconsideration
- Use true-false strategy
- Eliminate “non-course” related options
- Attend to negatives and absolutes
- Attend to cue-using strategies
 1. Illogical option

2. Stem-option association - resemblance between word or phrase in the item and a word or phrase in one of the options
3. Length of correct options - Correct option is significantly longer than other options
4. Grammatical inconsistency - Verb number or tense disagreement; articles (a, an, the)
5. Specific determiners - Use of the word “always” or “never” in the distracters
6. Oppositeness of responses - Use of diametrically opposite statement as distracters
7. Similar options - Use of distracters that are very similar in meaning
8. Convergence - Use of options that have multiple factors in common
9. Foolish options
10. Numbers in the middle range - Highest and lowest numbers in a list are usually incorrect
11. Item give-away - The correct answer to the item is revealed in another test item

True-false questions

- Attend to qualifiers (especially absolute modifiers).
- Check each part of the statement
- Be cautious in interpreting the negative
- Think “true.”
- Questions that state reasons tend to be false.

Matching questions (complete steps in order)

- Read directions and scan both columns
- Fill in all matches you know for sure
- Use common sense and hunches
- Guess

Essay questions

- Plan before you answer
 1. Make notes on back or in margin
 2. Read directions carefully
 3. Read all questions
 4. Jot cues alongside each question
 5. Plan time
 6. Begin with easiest question
- Strategies for answering essay questions
 1. Understand the question; pay attention to the verbs
 2. Organize your answer
 3. Strive for a complete answer
 4. Use facts, logic, supporting evidence
 5. Be concise
 6. Write carefully; proofread
 7. Be sincere and natural
 8. Remember ideas emphasized in class
 9. Monitor time
- Matters of style
 1. Be neat
 2. Use ink
 3. Write on one side of each sheet
 4. Leave generous margins
 5. Leave space between answers

Stress Management

Stress is a normal part of life and can result from both positive and negative and internal and external events and can trigger both physiological and psychological responses. There are healthy and unhealthy ways of coping with stress. Techniques for coping with stress include:

- Progressive relaxation
- Meditation
- Biofeedback
- Restructuring perception of events; attitude adjustment
- Maintaining physical health (good diet, enough sleep, exercise)
- Social support
- Time management (plan ahead, expect tasks to take longer than you think, plan “down” time, and learn your limits).

Section IX--Advising and the Law*

FERPA Summary

In 1974 congress passed the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. FERPA allows students access to their educational records and limits the ability of others to access those records, except as authorized by law. The student may request suppression of demographic information. Students have the right to inspect their education records, with certain exceptions. If a student believes these records to be inaccurate, s/he may request an amendment and, if denied, s/he has the right to a hearing and to place a letter of disagreement in her/his file if the outcome of that hearing is negative. A student is eligible under FERPA to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605, if s/he believes Waldorf College failed to comply with the requirements of the Act. The College may provide grades and access to student education records to parents who certify that the students are financially dependent, as defined in Section 152 of the 1986 Internal Revenue Code.

Educators may release information under the following circumstances:

- If the student is a dependent (as indicated above)
- Under court subpoena
- If a student has signed a release
- As part of an audit by the state
- If the health and safety of the student or others is at stake
- If the college faculty member or official has a legitimate interest
- Victims of violent crimes may be told the results of disciplinary proceedings
- For purposes of awarding financial aid

“FERPA has sometimes been misinterpreted by faculty who assume it means that you cannot say anything bad about a student without consent, but the law actually forbids ANY discussion of a student with others outside the college or university . . . FERPA prohibits you from nominating a student for an award (because your nomination would be based on your knowledge about the student’s educational record) without the student’s prior written consent” (“Advisors Beware: Recommendations May Violate Privacy Act,” *Society for Personality and Social Psychology*, Vol. 9, No. 2, fall, 1994). This may also apply to recommendations—verbal or written. Therefore, ask students for written permission to release information, keep a record of date, time, and circumstances of the request. Note when, to whom, and what information was released and for what purpose.

For a full text of the FERPA law, see <http://www.deltabravo.net/custody/ferpa.htm>

The Higher Education Reauthorization Act

This act allowing release of information to parents regarding alcohol and substance abuse was passed in 1998. Section 952 reads:

ALCOHOL OR DRUG POSSESSION DISCLOSURE.

Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) is amended by adding at the end the following:

(i) DRUG AND ALCOHOL VIOLATION DISCLOSURES

- (1) IN GENERAL- Nothing in this Act or the Higher Education Act of 1965 shall be construed to prohibit an institution of higher education from disclosing, to a parent or legal

* This section has been used with the permission of Vicki Edelnant, Director of the Pathways Center at Wartburg College, from the Wartburg Advisor Manual, 2005

guardian of a student, information regarding any violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's education records, if:

(A) the student is under the age of 21; and

(B) the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

(2) STATE LAW REGARDING DISCLOSURE- Nothing in paragraph (1) shall be construed to supersede any provision of State law that prohibits an institution of higher education from making the disclosure described in subsection (a).

Section X: Assessing Advising

Faculty Handbook Expectations

According to the *Waldorf College Faculty Handbook* section 3.2.2.2, "All full-time faculty members are to be assigned student advisees whom they counsel concerning choice of courses, relating courses and program to career and life goals, and coping with academic and other problems. To meet these responsibilities, faculty members must be accessible to their advisees, establish good rapport with them, understand curricular requirements and know the best course sequences for various majors and minors."

Process

Advisor: To provide feedback to the advisors and to assess their effectiveness, advisor evaluation forms will be administered during the Spring semester for all students. The Registrar will administer the evaluations during the registration process. The current advisor student evaluation form is found in the "Forms" section, 12-17.

System: The advising program evaluation is the responsibility of the Office of Academic Affairs. Indicators that can be used in this evaluation include graduation rates, persistence rates, time to graduate rates, placement data and advisee satisfaction ratings. Data to be considered in this evaluation will include a review of the advisor evaluations and may include Registrar's reports, Career Center reports, and Alumni Surveys.

Section XI—Frequently Asked Questions

FAQ's About the Core Curriculum

How is it determined for which level of English Composition a student should enroll?

Students who have a score of 14 or below on the English ACT test are automatically in English 100. Students who score between 18 and 24 are automatically in English 101. Students who have been accepted into the Honors Program are automatically eligible for English 106. Bob Alsop will also determine if a student not accepted into the Honors Program with a score of 25 and higher can be placed in English 106. Students who have scores of 15, 16, and 17 are placed in either 100 or 101 by the Registrar with the English Department looking at diagnostic essays to determine if the original placement was correct.

Can a student enroll in English 102 before completing English 101?

No. Student must pass English 101 before enrolling in English 102.

All students must complete REL 103 Introduction to Biblical Literature but are there any specific requirements for the remaining two Religion courses that are required?

Students may elect any of the remaining Religion courses as long as one of them is a 300+ level course. It is permissible for both of the courses to be 300+ level.

Before each registration period it seems that a rumor arises that HUM 120 Artistic Expression is no longer required

The course is required.

Does MTH 100 Basic College Mathematics count as the core requirement Math course?

No, it does not. To meet the core requirement, a student must pass Math 101 or any higher numbered course. The 4 credit Math 100 course will count toward the total credits needed for graduation.

A history course is required of every student but which ones are recommended?

For the History requirement, students seem to be most comfortable with the 100 and 200 level US and World History courses but a student could fulfill this requirement with an upper level course.

Do the remaining two courses for the Behavioral/Social Science requirement have to be selected from two different disciplines?

The remaining two courses can not be a history course but must be from the disciplines of Psychology, Sociology, Political Science, Geography, and Economics. A student may complete both of these courses from the same discipline although a variety would be encouraged.

Can a student take the same Physical Education activity more than once?

No, there must be completion of two different activities. The recommendation would be for one to be an aerobic activity and one to be a lifetime sport activity.

Does First Aid, Coaching Anatomy, etc. count as one of the activity requirements?

No, only those activity courses numbered PED 101 – 120 count.

If a student participates in a varsity sport, does that replace the Physical Education activity requirement?

No, the athlete must still complete both of the activities. The credit given for varsity athletics and cheerleading are used as electives.

My advisee has a physical disability/ailment that limits physical activity. Can the Physical Education requirement be waived?

Register the student for PED 120 Exploring Fitness. The Physical Education professors work individually with the student to fulfill this requirement. This course can be taken twice or for one credit for these students.

Do non-traditional students have to complete the Physical Education activities?

Yes they do unless there is a physical limitation.

How often can one course be counted to fulfill the core requirements?

One course can be used to fulfill two core requirements. For example, REL 206 World Religions is a Religion course, a Writing designated course, and a Global designated course but can fulfill only two requirements – the student and advisor would need to determine which two and then make certain that the third requirement was fulfilled with another course.

If a student receives a grade of D+, D, or D- in a core requirement course, will it still meet that requirement?

Yes, it will unless that course is also a course required for the student's major. A student must always complete a course in the major with a grade of C- or above.

Other FAQ's

What happens when a student retakes a course?

The highest grade is used. The lowest grade remains on the transcript with attempted credits at 0.00 and noted by an asterisk.

What happens when a student fails the same course twice and then passes it on the third try?

Only one of the failing grades is replaced, the other remains on the transcript.

Can a student take an on-line course at another college and transfer it back to Waldorf?

Yes, at this time no other ruling has been made by the faculty. On most transcripts it is difficult to determine if a course is taken on-line.

How long does a student have to complete an incomplete grade?

Incomplete grades are to be completed by the mid-point of the following semester.

Does a student have to take choir, band, theatre, varsity athletics for credit?

No, those can be audited. The student receives no credit and a grade of AU which is not figured into the grade point average. Student should check with the director or coach.

Do voice, instrumental, and piano lessons count when figuring the maximum number of credits (17.5) taken for a semester?

The voice and piano classes do but the private lessons do not. A student taking 18.5 credits which includes a 1 credit private voice lesson would not have to pay an overload fee.

If roads are bad/closed due to winter weather, is a commuter student still expected to come for class?

The student needs to contact his/her professors that day and let individual professors determine how to handle this situation.

If a student wants to add an Evening class to his/her schedule, how does that affect billing?

There are four 10 week terms in the Evening Program. Term One courses are added to the Fall Semester. Term Two courses are added to the Spring Semester. Term Three and Four courses are added to the Summer Semester.

Section XII—Forms

Many of these forms are available on the network/internet at on BamBam
\\Bambam\AdvisingForms\Advising Form Documents

Registrar Forms

- Application Information Sheet..... 12-1
- Transcript Evaluation Form (sample)..... 12-2
- Sample Transcript..... 12-3
- Class Schedule..... 12-4
- Registration Form..... 12-5
- Registration Procedures (sample)..... 12-6
- Change in Registration..... 12-7
- Independent Study Application..... 12-8
- Directed Study Application..... 12-9
- BA/BS Degree Requirements..... 12-10
- Core Requirements Check-off..... 12-11
- Grade Change Form..... 12-12
- Buckley Form..... 12-13
- Change of Advisor..... 12-14

Other Forms

- Student Contact Notes..... 12-15
- Internship Learning Agreement..... 12-16
 - Supervisor Evaluation..... 12-16a
 - Student Evaluation..... 12-16b
- Advisor Evaluation..... 12-17
- Admission & Financial Information Sheet..... 12-18
- Academic Program Outline (sample)..... 12-19
- Student Guide Checklist (sample; for Ed students)..... 12-20
- Business Core Requirements (sample)..... 12-21
- Communication Core Requirements (sample)..... 12-22

Section XIII – Sources

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Other resources consulted:

- National Academic Advising Association (NACADA) web site (www.nacada.ksu.edu/index.htm)
- Waldorf College ACT student satisfaction survey, 2001-2002, 2002-2003
- Advising Mission Statements prepared by Waldorf Faculty members at the Fall 2003 Faculty Workshop.