



Waldorf University

**Advising Manual
2021-2022 Academic Year**

**Cover Page Revised 2/18/2021
V. Beach**

Table of Contents

Advising Overview	3
Goals of Academic Advising.....	3
Responsibilities of Advisors and Advisees	4
Resources for Faculty Members	6
Coordination of the Advising System.....	7
Organizing Advising Information	10
Registration Procedures and Guidelines	10
Changes in Registration	11
Registration Strategies and Examples.....	11
Special Needs and Academic Probation	12
Advising Students with Disabilities.....	12
Advising Students on Academic Probation.....	13
Advising Students Transferring into Waldorf.....	14
Advising Students Considering Transferring from Waldorf.....	15
Advising International Students	17
Work/Internships for International Students.....	19
Advising and the Law	19
Frequently Asked Questions	20

Overview: Advising Residential Students

Introduction

Advising is important to both the academic growth of students, and to the retention of residential students at Waldorf. It is the only structured activity that gives all students a one-on-one interaction with a faculty member or academic staff with advising responsibilities.

The Waldorf advising system is designed to function most effectively as a one-on-one advisor to advisee system; however, departments and/or advisors may choose to use group advising meetings. Peer mentors may also be asked to assist with the advising process.

This guide is a general advising manual meant to provide convenient access to the most important information, not a comprehensive substitute for any original sources found on Waldorf's website or in document form in different offices. It should be considered a "living document" which can be modified and updated.

Waldorf Mission Statement

Waldorf University seeks to be a lively community of learning and faith where relationships are formed and opportunities for learning and service abound. The college's 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 University are intended to support the college's mission statement. As an institution, the goals of academic advising include helping students do the following successfully:

- Encourage students to explore 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 vocational 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.

^{*} 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.

- 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 purpose for having an advisor.
- Assist students in their consideration of life goals by relating interests, skills, abilities, and values to vocations, 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.
- 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.
- Collaborate with other departments to 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 and Expectations of Advisors

College policies and processes

To fulfill the responsibilities as an advisor, faculty members are expected to stay informed with the policies and processes of advising (see *List of Advisor Responsibilities* below). 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. Following this initial group meeting, faculty are encouraged to meet with advisees two to three 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 a record of the decisions made and have students sign these records indicating that they understand the ramifications of the decisions made.

List of Advisor Responsibilities

Advisors need to carry out their advising work with students by doing the following:

- Post office hours for each semester so students who are not in advisors' classes know when to find them.
- Periodically review the University Catalog and the Student Handbook.

- Have a comprehensive understanding of institutional requirements, curriculum, course sequences, and other requirements for majors for which they are advising students.
- Provide students with information about institutional requirements, curriculum, course sequences, and other requirements for majors for which they are advising them.
- Be familiar with Family Educational Rights and Privacy Act (FERPA) requirements.
- Track students' progress in their programs through regular contact and maintaining of records.
- Meet with new advisees during the orientation process each semester.
- Make and keep appointments with students.
- Help advisees plan programs of study leading to degree completion.
- Approve semester by semester registration for advisees.
- Refer students that need academic or personal assistance to professional staff and services (i.g. AAC/Success Coach/Campus Councilor).
- Biannually, or more frequently, inquire about student's current educational and vocational plans.
- Maintain a professional, respectful relationship with advisees as specified in Employee/Faculty Handbook.
- Forward students' records to new advisors when there is a change in advisors.

List of Responsibilities of Students

As students near the completion of their degree programs, advisors should expect their advisees to take more and more responsibility for the following:

- Make and keep appointments with advisors.
- Create a tentative class schedule for the upcoming semester, before meeting with academic advisor.
- Work with assigned advisors to review a tentative schedule of courses before registering for classes.
- Consult with advisors before dropping a class, changing majors, transferring to another institution, or withdrawing from Waldorf.
- Meet with advisors for assistance when they are having academic difficulty.
- Be familiar with the University Catalog and the policies and the procedures of the University.
- 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 (e.g. fall for spring graduation, spring for fall graduation).

Resources for Faculty

Counseling Services

Counseling Services are located in the Campus Center and the phone number is 585-8160. Counseling staff provide individual, couple and family counseling. When a student calls, the CIC receptionist will help set up an appointment. If the student appears to be in need of immediate help, the student may be seen the same day on an emergency basis. When meeting with the counselor for the first time, the student's needs will be assessed, and it will be determined how the student can best be served. All services at the Counseling Center are confidential by law. Sessions are free to the student and the number of sessions available are not limited.

If you decide to help a student at risk, please contact 585-8160 to ask for assistance. He 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

Student Athlete Eligibility

As an academic advisor, there are 5 items to keep in mind when creating a schedule for student athletes;

1. Student athletes need to maintain a 2.0 GPA for eligibility each year (Waldorf courses only)
2. Student athletes need to pass (D- or better) 12 credit hours each semester (24 credit hours per year) to maintain eligibility
3. If a student athlete needs to retake a previously passed course, they may need to enroll in additional courses for eligibility
4. If a student athlete adds or drops a class it may affect eligibility
5. Student athletes can retake a failed course at any time. It is encouraged to do so the very next term if possible

If any of these scenarios take place, please consult with the compliance coordinator, registrar, and/or the faculty athletics representative

Associate Director of Athletics for Compliance 641-585-6163
Registrar 641-585-8696
FAR 641-585-8785

Common referrals at Waldorf University

- AAC 585-8209

- Personal Counseling 585-8164
- Waldorf Emergency Hotline 877-270-7333
- Writing Center 585-8676
- Career Services 585-8681
- Campus Ministry 585-8221
- Health Services 585-8157
- Crisis Intervention Service 641-423-0490
 - 24 HR Hotline 800-479-9071
 - Outreach Advocate 515-295-8646
 - Nicole Hamilton 641-585-1050
- Office of Student Life 585-8160
- Director of Resident Life 585-8161
- Campus Security 585-8500
- Forest City Police 585-2113 (dial 911 for emergencies)
- AD of Recruiting & Compliance 585-8163

Coordination of the Advising System

The Office of Academic Affairs is responsible for coordinating the advising system. The Registrar's office manages the assignment of advisees and assists with requested training. Department chairs coordinate departmental advising.

Selection of Advisors

As stated in the *Waldorf Faculty Handbook* advising is part of the faculty load, with full load set at 20 students. Faculty members with fewer than 20 advisees are expected to serve as advisors for undecided students or assist with advising in departments where there are large numbers of majors.

Where possible, departments should designate one advisor to work with transfer students within the department and to serve as co-advisors for students who have double majors.

Assessing and Evaluating Advising: Faculty Handbook Expectations

Evaluation of advisees and the advising system are the responsibility of the Office of Academic Affairs.

To provide feedback to the advisors and to assess their effectiveness, advisor evaluation forms will be administered during the Fall semester for all freshman and for all students during the Spring semester. The Registrar will administer the evaluations during the registration process.

- Indicators used in this evaluation can 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.

Advisor evaluations will be shared with the Rank and Tenure Committee when faculty members are undergoing review for purposes of tenure, promotion or tenure renewal.

Organizing Advising Information

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:
 - ACT scores
 - High school GPA and class rank
 - Year of graduation (expected)
 - Home address
 - Intended major
 - Intended activities
- Transcript of courses taken at other colleges and the Registrar's evaluation of these transcripts.

Collected during meetings with student

- Vocation essay from Critical Inquiry
- Schedules from each semester's registration
- Mid-semester and final grade sheets for each semester completed
- Notes from meetings
- Other correspondence

Registration Procedures and Guidelines

Registration Procedures

What follows is taken from the registration instructions given to students each semester. Note that the faculty advisor must consult with each of their advisees and sign each registration form before the student will be allowed to register. Also note that seniors and juniors are given registration opportunities before freshman and sophomores.

GENERAL REGISTRATION PROCEDURES

Hours of Open Registration – Monday through Friday, 8:00 a.m. – 4:45 p.m.

Incomplete or partial registration forms will not be processed. Please double check your forms before submitting them. Please reach out to your academic advisor and schedule an appointment with them today. Submit your registration regardless of any outstanding balances or holds. Please, separate your forms for each semester.

To assist you with the registration process, you may wish to follow this successful planning sequence:

1. Review the course offerings for the upcoming semester.
2. Use Office of the University Registrar (OUR) Registration form to create a schedule for the upcoming semester. Make sure to include the course number, section and title, credits, faculty name, and times. Do not forget to add your Physical Education courses to your schedule for the 1st half and 2nd half of the semester, should you wish to participate. Make sure to complete ALL of the information needed.
 - o Waldorf University needs to continue to update our Federal reporting of information. As a result, we are asking for some additional information from you regarding address, cell phone, ethnicity, etc. If you could complete this information, it would be extremely helpful. If you have already done this in the past, thank you.
3. Varsity Athletes and Music students – Do not forget to add your sport (if in season) or music activities to your schedule, where applicable.
4. Make an appointment with your Academic Advisor via e-mail, telephone, or social media to discuss schedules. With your Academic Advisor's guidance, finalize your registration. Make sure you and your Academic Advisor e-sign or physically sign the form for approval of the final registration being submitted.
5. Your Academic Advisor will submit your completed and signed final registration form via e-mail or via physical copy to the OUR, pending your registration meeting. The OUR will review the submitted documentation for completeness, course conflicts, closed courses, and any holds on the account. Once verified and approved, it will be processed. Once completed, the OUR will e-mail the registration to you and carbon-copy your academic advisor for their records.

SPECIAL NOTES OF INTEREST:

1. Directed and Independent Study forms may be picked up in the OUR. These courses will not be placed on individual schedules until such time as the proper paperwork has been completed and submitted to the OUR. As reminder, there are fees associated with these courses – Fees are calculated on a per semester credit hour basis. Please see the catalog for more information regarding fee calculations. These courses have submission deadlines, so consult with your instructors now.
2. Individuals wishing to participate in an Over-Load of semester credit hours must understand there are additional fees and requirements associated with the registering of more than 17.5

semester hours in a given semester. Please see the catalog for more information regarding fee calculations.

3. ALL Private Music Lessons should be registered at the time of your normal course registration. Please consult the music advisor or the catalog to make sure you are registering for the correct music lessons based on credit, semester of activity, major, and hours of lesson. Please see the Music Department Chair for details. As a reminder, there are fees associated with all private lessons. Please see the catalog for more information regarding fee calculations.
4. Students participating in Internships opportunities need to include the course number, section and title on your Registration form. Please make sure your academic advisor has signed off on your internship registration and all internship paperwork has been completed for approval.
5. For those wanting to participate in on-line courses, you may wish to review classes at the following link: <https://www.waldorf.edu/academics/term-calendar-online-programs>

As always, should you have any questions regarding the registration process, please speak to your Academic Advisor, any member of the Success Coaching Team in the AAC, or a member of OUR staff. We are always willing to assist you in the process towards your journey towards graduation.

Changes in Registration

- To add or drop a course, a student must obtain a Change-in-Registration form 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, at least 20 minute intervals are recommended, but 15 minutes should suffice if advisees are given instructions on how to prepare before the meeting.
- Maintain an email distribution list of your advisees and contact them to schedule a time for an advising appointment.

Example:

Hi Ubura!

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

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

Dr. Worrick

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

Example:

Dear Sheldon,

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

Dr. Worrick

Academic Accommodations

Learning Disabilities

Students are encouraged to identify any disabilities that may affect their ability to be successful at Waldorf University to a disabilities specialist in the Academic Achievement Center. If a student discloses a disability to an advisor or faculty member, that person shall direct the student to the Academic Achievement Center. In order to provide special classroom accommodations, the disabilities specialist will require 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.

Appropriate Accommodations

By law, the University is required to provide reasonable accommodations for those students who have documentation of their disabilities. This documentation can be an IEP (Individualized Education Plan) or 504 Plan from high school or a medical provider's diagnosis/recommendations. Examples of some appropriate accommodations include (but are not limited to) the following: extended testing time, quiet place for testing (i.e. in the AAC), note-takers, books on tape, tests read orally, extra time with tutors, etc.

Course Syllabi

Faculty are required to include the following information in course syllabi:

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 Academic Achievement Center 641-585-8209 or AAC@waldorf.edu. Students may also visit <https://waldorfcollege.wufoo.com/forms/aac-initial-accommodation-request/>.

Additional Information

ADA.gov

Advising Students on Academic Probation

Minimal Progress

The Registrar reviews the academic progress of all students at the end of all, Fall, 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. Grades of I or IP will convert to an F after the time allotted to finish the work has passed (check with Registrar's Office for specific timelines). 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 university. 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 university. The student may apply for re-admission after one semester absence from the university.

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 university.

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 they have permission, check with Registrar), to the AAC and to the academic advisor.

Students on probation must take part in the Academic Support program. Probation students must enroll in DEV 103, On Course for Success, are encouraged to retake courses in which they received grades below C- (typically done in the registrar's office when the student has been placed on academic warning), 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 Progress Committee. The committee confers with AAC 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 university. 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 for Academic Affairs may dismiss a student without any waiting period.

Advising Students Transferring into Waldorf

- Familiarize yourself with the Transfer Credit Residential Program portion (page 11) of the Waldorf University Catalog. This is where you will find the current policies in regards to transfer credits and requirements. Should there be further questions, please refer to the Office of the Registrar.
- Discuss your department and program requirements with the student.
- The Office of the Registrar will provide Advisors a copy of the transfer course evaluation which lists courses taken, the Waldorf equivalent, and credits earned. 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. Please follow the necessary steps to work with these students:

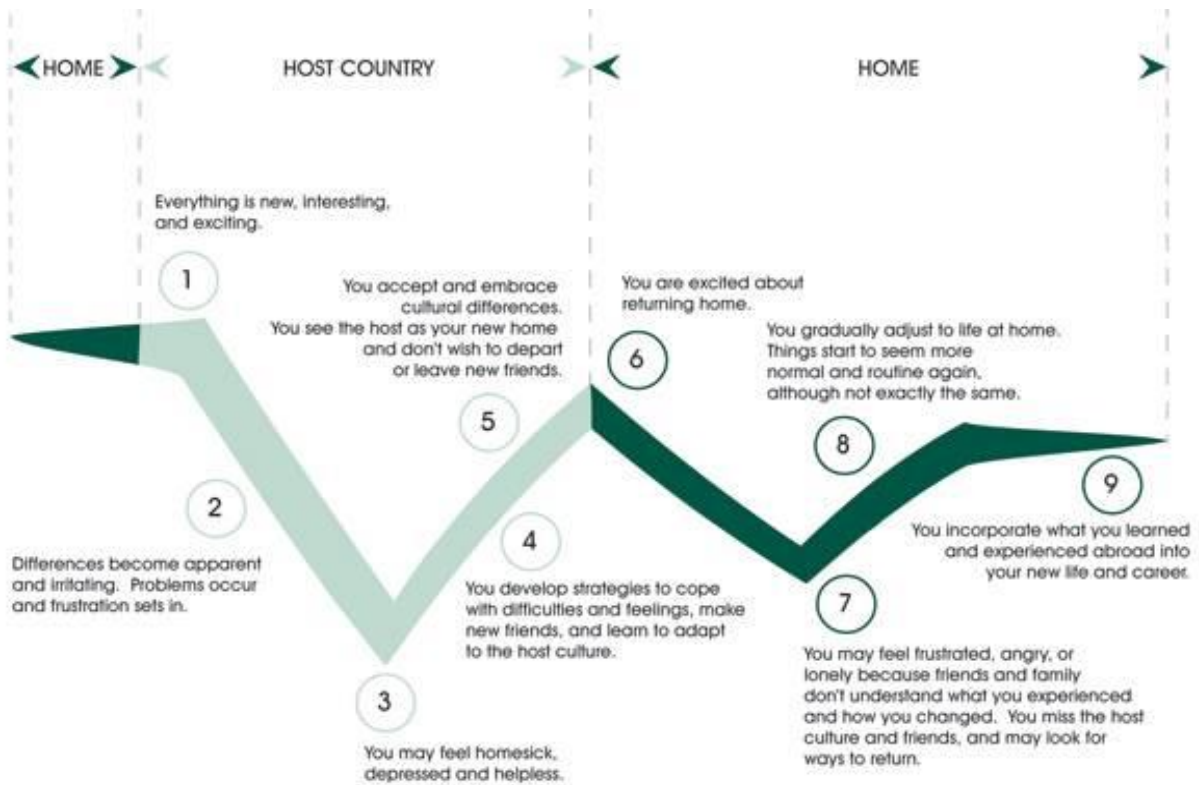
- Direct students to the necessary resources to assist with their decision. This should include visits to: the Office of Student Retention, Career Services, Financial Aid, the Office of the Registrar, and Student Life.
 - Reminder: It is not the job of the advisor to ask the student for any further information, or to persuade them to stay. Student should be given the tools to make their own educational decisions.
- Remind them of the necessary 2.5 GPA needed to transfer.

Students Who Leave

- Students who leave don't always leave forever. Every year we have a few readmitted students who transferred and returned.
- Even if the decision is final, the goal is for the student to speak positively about their Waldorf experience.

Advising International Students

Advising international students presents some unique challenges. The following information may be helpful when you are advising international students.



(Global Experiences, 2020)

Jet Lag

Jet lag is a problem for several days after a long, continuous trip that involves changing several time zones. Students may be present in body, but far away mentally. Go slow and check comprehension those first couple weeks.

Culture Shock

One of the main challenges that international students will face at Waldorf will be learning to function in a completely new culture. This can sometimes seem overwhelming to students. What was exciting and new one day, may seem frustrating and exhausting later. This frustration and distress is called culture shock.

Culture shock is an inevitable part of living abroad. While the details, symptoms, and timing of each person's experience will be different, the experience of culture shock and adaptation has a shared pattern. It is important to see quickly that this pattern has both highs and lows and that the highs normally outnumber the lows. The frustrations that may come with culture shock are temporary.

Language

All international students have proven a university level proficiency in English. However, this may be the first time they are fully immersed in the language or interacting with native speakers. Things such as accent, intonation, slang, common abbreviations and local/cultural references are often puzzling. Especially in the first semester, check for comprehension and encourage questions. Things like tiredness, stress, sickness etc. may cause language ability to temporarily degrade. Nervousness using English during a timed activity or with using language in a new topic may make students hesitate to speak even if they know the language.

Homesickness

For many, this will be the first time they have lived so far away from home. Give space for students to talk about their own experiences. Offer support where you can. One thing that can help keep students from getting too homesick is for them to make connections on campus. Encourage students to get involved on campus or in activities. You can also encourage the student to seek out the counselor, or you can fill out a Warrior Care form if further support is needed.

Independence

International students may not have had control over the choices or responsibilities in their life before Waldorf. Responsibilities such as phone bills, medical care, bank accounts, financial budgeting, or even having choices in their program of study can be new. So many choices and responsibilities can seem overwhelming at first. Have patience with students who may be struggling with what may seem to Americans as basic tasks.

U.S. Higher Education Systems

A liberal arts education may be 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 one 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.

Registration Requirements and Recommendations

- International students must maintain a minimum of 12 credits each fall and spring semester to maintain their student visa. Of those 12 credits at least 9 of those credits

must be in-person instruction (as opposed to online coursework). If at any time students need to drop below 12 credits or have less than 9 credits of in-person instruction, they **must** see the Director of International Student Services for approval first. Approval can be given for documented health reasons or for the last semester before graduation. However, government approval must be sought before the change is made.

- Consider making an appointment for advisees to come in again after the first week or two of classes. Students may have academic questions that they are nervous to ask in class or may need adjustments to their schedules and be unsure of how or if they are able to make those changes.
- The American Educational System is entirely foreign to them. Make sure that you are giving extra emphasis on how to navigate that system (pre-requisites, what is required, what electives are, how GPAs are calculated, etc.)
- Courses that expect a previous knowledge of our culture or a lot of reading/writing may be difficult for some international students.

Work/Internships for International Students

While international students are allowed to work on campus, any off campus work must have government approval before it can begin. The student must have the Director of International Student Services (ISS) approve the job on the student's immigration record, and show proof of that authorization on their I-20 document **before** they can start an internship.

Other things to know about internship requirements:

- The student must be in good standing with immigration in order to seek approval.
- The job must be an integral part of established curriculum, such as internships, and be directly related to student's major area of study.
- Approval is needed for off campus work, despite whether or not it is a paid position.
- Students may only work part time (20 hours or less) while school is in session.
- Students may work full time during summer break or winter break, if they seek approval for full time authorization to work from the Director of ISS.
- Student must have completed at least one full academic year of full-time study to be eligible.
- Some authorizations require that students have the job offer and beginning and end dates before applying.
- Must have internship registered with the Registrar and paperwork approved by their Advisor before getting approval.

Advising and the Law

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 forbids any discussion of a student's academic history, whether good news or bad, with anyone who is not authorized to hear that information by the student or who has an academic need to see the information. For example, FERPA prohibits faculty from nominating students for an external award without the student's knowledge and written consent. 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.

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 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).

Additional information about Waldorf College and FERPA compliance, a separate handout is available. For a full text of the FERPA law, check the website for the USDE.

Frequently Asked Questions

During registration for the first semester, how is it determined whether a student should enroll in ENG 120 or can enroll in HON/ENG 106?

Students who score between 18 and 24 on the ACT (or have an equivalent score on the SAT) should enroll in English 120. Students who have already been accepted into the Honors Program are automatically eligible for HON/ENG 106. Dr. Suzi Falck-Yi should be consulted if a student with a score of 25 or higher asks to be placed in HON/ENG 106. Students admitted through the Admissions Committee with scores of 15, 16, or 17 will be enrolled in ENG 120, but will meet in a section designed to provide extra support for students likely to struggle with academic writing.

Can a student enroll in English 121 before completing English 120?

No. Students must pass English 120 with at least a C before enrolling in English 121.

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

Students may elect any of the remaining Religion courses as long as the course is a 200/2000+ level course.

A history course is required of every student but are any recommended for non-history majors?

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

The two courses can be from the disciplines of Psychology, Sociology, Political Science, Geography, and Economics. A student may meet this requirement by taking two courses from the same discipline, although a variety should be encouraged.

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

No, there must be completion of two different activities or two different levels of the same activity (e.g. *beginning* and *intermediate*). A good recommendation would be one aerobic activity and one lifetime sport activity.

Do courses like First Aid and Coaching Anatomy count as physical activity requirements?

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

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

No, the athlete must meet the requirement with other activities; the credit given for varsity athletics count 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, unless there is a physical limitation (see reference to PED 120 above).

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 required course, will it still meet that requirement?

It will, but only if it is a core requirement. To count for a degree, a course in the major must be completed with a grade of C- or above.

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 a course at another college and transfer it back to Waldorf for credit?

Yes.

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. Students should check with directors or coaches before registering for audit.

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, are commuter students still required to come to campus for class?

Different faculty have different policies about weather-related absences. Students should contact professors via email or telephone about the absence.