

FACULTY ADVISOR HANDBOOK 2010-2012

GUSTAVUS 

GUSTAVUS ADOLPHUS COLLEGE

MAKE YOUR LIFE **COUNT**™

STATEMENT OF PURPOSE

This handbook is meant to help you in your role as advisor, realizing that your department has additional specific major and graduate program information. (The Career Center also has graduate and professional school program information as well as GRE and other admission exam information.)

This handbook is meant to be used alongside the following resources:

1. **ESSENTIAL: *Academic Bulletin* (or College Catalog), especially the Academic Calendar for important dates (withdraw deadlines, etc.) on inside cover. Requirements for Graduation, and Academic Information and Policies – online. If you would like a hard copy version, call the Registrar's Office at 7495.**
2. *Pathways* – a four-year planner, questions to ask by year, campus resources for self-discovery and for investigating possible major interests (available from the Career Center)
3. *The Health Professions Advising Guide* (available-Career Center's website)
4. *Pre-Law Guide* online
5. Gustavus Fellowships Office– Rhodes, Truman, Fulbright, etc. online information
6. Advising Center website
7. Parents' Website
8. Faculty Development Offerings through the Kendall Center.

Together with you and your colleagues, the Advising Center (7027), the Career Center (7586), and the Registrar's Office (7495) are ready to help with questions of the moment, just a phone call away.

This handbook is also available online on the Advising Center website.

FACULTY ADVISOR HANDBOOK

Gustavus Adolphus College

St. Peter, MN 56082

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Advising Center

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Ninth Edition

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ADVISING PROGRAM

Intentions

We say in our college mission statement that we intend for our students to gain a “mastery of a particular area of study” while developing along the way a liberal arts context with an “interdisciplinary and international perspective.” We are clear about fostering the “development of values as an integral part of intellectual growth” and promoting “the open exchange of ideas and the independent pursuit of learning.” Finally, we say the “purpose of a Gustavus education is to help students attain their full potential as persons, to develop in them a capacity and passion for lifelong learning and to prepare them for fulfilling lives of leadership and service in society.” (*Academic Bulletin 2010-11 p. 2*)

What needs to happen in the day-to-day experience with our students in order for these mission goals to be met? Do our students know our mission?

How do you describe a liberal arts education to a high school student (first-semester student)? How do you translate from the Strategic Plan’s statement on liberal arts to your advisees?

Certainly the building of an academic foundation happens with you in the classroom, lab, rehearsal hall, studio, in the field; lessons, research, on retreats and at conferences, and other academic experiences outside the classroom. **Time with you is central.**

In the broadest sense, you are being present with them as they go through an incredible time in their lives, present in your own ways, your own style, with your own level of commitment, present for their wonderful achievements as well as their failures, mistakes, and confusion. In an ideal world, in addition to the official relationship, advising is in the air and water, an attitude, the way you are with all students in and out of the classroom or office.

Some think of advising as a natural extension of teaching, an awareness of how your official advisees as well as your regular students’ thinking is developing, how they’re maturing as students, how they are growing in what they are able to bring to your teaching. **Advising conversations, beyond thinking with students about registration for courses, are meant to help students understand the process they’re going through, the transitions and transformations, the changes of mind, times for resetting goals. They are meant to help students integrate curricular and co-curricular commitments in meaningful ways, to help develop academic skills, and to help students come to an understanding of what it means to be committed to a discipline, what it means to become a member of this academic community. Advising conversations help a student understand what’s happening, how courses tie together, how individual, separate pieces of knowledge in time make a pattern and relationships.**

These conversations are meant to set high expectations for an interesting life of work and commitment, deeper self-knowledge and a growing consciousness of ways to contribute to the common good.

It is easy for us to forget the power of authentic encouragement...of how much energy it gives a student to be recognized for good work, to be asked, “Have you ever thought about...?” “What are you considering?”

It is easy to forget how powerful it is to be listened to, to have someone to think out loud with, not always to come to conclusions but sometimes only to open up to options.

New students come in with only vague ideas of what to expect. They can’t know much more than this. So we meet them at whatever point they are (some shockingly in the bushes or left field, especially if they have no idea what to expect, or if they’ve given little thought to an automatic decision to go to college, others amazingly articulate for not having had any experience yet). We’re helping them work against regrets so by the time they graduate, they’ve taken advantage of opportunities and experiences they could never have predicted or hoped for as high school seniors. It is our job to ramp up their expectations for these four years, expectations that form attitudes they will take into the rest of their lives.

Hopes for Our Students (from summer registration conversations)

We hope you will take courses you never dreamed of taking. We hope you will be surprised by new interests and abilities.

We hope you will do your best work, whether for your major, general education or elective courses. Your best work in all of your courses will open possibilities for you.

We hope that your eventual Gustavus academic record will be complemented by what you’ve learned studying abroad, completing an internship, doing research on or off campus, and by taking advantage of opportunities to lead and to serve.

We hope you will be able to see what needs to be done in the world around you and know how to respond. We hope you will become more humble and gracious, more tolerant and compassionate. We hope you will be able to connect with those who are not like you. We hope you will see your life in a larger context, will see that you have a purpose that reaches beyond your own individual concerns.

A Different Kind of Purchase

Paying for, buying a college education (over \$150,000 with an average debt of \$25,000) is different from most purchases because it's a purchase of potential that is dormant until the student engages with its people and opportunities. (An expensive piano or pair of skis does not make the owner a concert pianist or Olympic racer.) A student pays to work hard, to stretch beyond what he/she thinks is possible. A student pays for the challenge.

Inherent in the student's engagement is a kind of submission that simultaneously holds the student's convictions/commitments as well as his/her openness and willingness to be challenged, to consider and enter new ways of thinking and seeing, to move out of comfort zones, to learn how to ask good questions, to wake up. Engagement with knowledge, learning to recognize wisdom, to experience growing pains, choosing what is useful for a lifetime, the ongoing learning and relationships from this time are only a few of the dividends from this investment.

Academic Advising Policies

Gustavus Adolphus College's faculty-based advising system with the support of the Advising Center recognizes foremost that students bring unique profiles to the college environment and that advising goes beyond simply prescribing courses. It is our goal to help students assess their own skills, limitations, and academic identity within a community of scholars and direct them toward choosing courses, initiating meaningful curricular and co-curricular activities, finding a major, and developing academic skills that will lead to fulfilling work and life experiences after graduation.

1. Who Advises

All full-time, tenure track faculty who have completed one academic year at Gustavus serve as academic advisors. (One or two split faculty/administrative positions in the FTS program also serve as academic advisors.)

Depending on the circumstances in each department, it's possible first-year faculty and visiting or adjunct faculty will serve as advisors.

The Director and Assistant Director of Academic Advising also serve as temporary advisors.

2. Program Direction, Coordination and Support for Faculty

The Director of Academic Advising, under the Associate Provost and Dean of Academic Programs, coordinates the advising program. The Director and Assistant Director of Academic Advising and the Disability Services Coordinator support faculty in their roles as advisors and professors by providing printed materials, administrative structure and offering academic support and planning to students. Cooperative sharing of information and student consultations between faculty and the Advising Center staff are meant to help students in their process of intellectual development.

3. Advisee Assignments

Students enrolled in First-Term Seminars are assigned the professor of their seminar as their advisor. Curriculum II students are assigned a professor from one of their CII courses.

(Students who indicate an interest in a specific area or discipline are encouraged by their advisor to meet with the Chair of the department of their interest or with a professor they know from the department or with the pre-professional faculty contact. Open majors are encouraged to use the Advising Center and Career Center.)

Students can declare a major and arrange for an advisor following their first semester. Spring of the sophomore year is a normal time to declare a major.

Second semester sophomores who have declared a major, and juniors and seniors arrange for advisors in the department of their major by first speaking with the Chair, departmental secretary or with a professor they know from the department. Means of assigning major advisors is determined by each department. The advisor and student must sign a Declaration of Major/Advisor form, which can be downloaded from the Web Advisor and must return it to the Registrar's Office. Students interested in Nursing or Education must be admitted into those programs before receiving an advisor from those departments.

In addition to official advisors, students may be referred to pre-professional and GUNISA faculty contacts. (The Advising Center has a current list of pre-professional faculty contacts and the Gustavus Fellowships Office faculty contact.)

4. Change of Major/Advisor

Students may request a change of major/advisor, with the proper form by downloading from the Web Advisor. First-year students can declare a major after fall semester of their first year. In order to graduate on time, students should have declared a major ideally by the end of their fourth semester or beginning of their fifth. Students interested in Athletic Training, Education or Nursing must be admitted into these majors. Assignment to a major advisor happens upon admission.

5. Advisor Load

Most faculty advisors (80%) have 1-30 advisees, with the exception of a very few departments where there is a heavy enrollment of majors, in which case advisors may carry a heavier load.

Advising Center staff generally have fewer than 40 advisees.

6. Advisee Information

Faculty advisors for new students, either FTS or CII, and major advisors for transfer students, can access on WebAdvisor their advisees' degree audit, the current course registration, ACT scores, high school rank, and name of high school and location. More information from the Registrar's Office is available upon request. Advisors may document advice given for future plans. Personal information of a non-academic nature should not be kept. These folders should be regarded as confidential information and shredded after they are no longer useful.

7. When Advisors Leave the College

Undeclared students can request the Director or Assistant Director of Academic Advising to be their advisor until they are ready to declare a major.

Majors can arrange for a new advisor from the department with the Major/Advisor Declaration Form.

8. **When Students Leave the College and Return**

If a student returns to the College, they may keep their original advisor or arrange for a new one with the Major/Advisor Declaration Form found on WebAdvisor.

Kinds of Advisors

1. **Summer Registration**

Faculty register 500+ new students during 3 days in June. There is printed preparation weeks in advance, and preparation before the first session.

One or two faculty members register the remaining new class and transfer students by phone or on-campus visits before the week on campus if from 350+ miles away from campus, and all others after the week on campus.

The International Student Advisor and Director of Academic Advising pre-register new international students.

All of these first registrations are done with the entire admission file, the most information an advisor will ever have.

2. **September - Registration Review**

International students finish their registrations with staff from the International Education Office, Advising Center, Registrar's Office, and faculty upon arrival to campus.

All new students, including international students, review their registrations with their FTS or CII advisor the day before classes begin. Advisors have access to scores and high school ranks of their advisees at Advisee Profiles on WebAdvisor.

3. **November and April Registrations**

Faculty and students receive registration information by e-mail from the Registrar's Office.

Faculty and students meet to review progress toward the degree and prepare with course ideas, investigate majors, study abroad, internship and other off-campus opportunities by referring to appropriate campus resources.

Mid-term grades are available online in time for advising sessions. The deadline for withdrawing from a course occurs at this time also.

A student is given electronic approval by their advisors on WebAdvisor to register only after meeting with his/her advisor.

4. **Major Advising - and Graduate School Advising**

Each department should have its specific resources for major opportunities in and out of the classroom, during the school year and summers, Interim Experiences, etc., information about graduate programs, and should be aware of other campus resources like the Career Center for information about the GRE, etc.

5. **Pre-Professional Faculty Contacts**

Faculty contacts help students identify goals, research fields of interest, make internship site visits, keep current with representatives from a variety of professional schools, write letters of recommendation, etc. A pre-professional interest is not a major.

6. **Gustavus Fellowships Office** provides information to students and faculty about fellowships, their criteria, application process, and deadlines.

The Advising Center coordinates the advising program and is a resource and support to faculty in their roles as advisors and teachers, and provides a number of services to help students make the most of their academic experience at Gustavus.

Advisors' Responsibilities – Bare Bones to Award-Winning Advising

Bare Bones

1. Be accessible. Post office hours and be available for appointments.
Meetings
 - a. FTS or new CII students – during Orientation
 - b. November and April advising before registration
 - c. January meeting with those first-year advisees placed on academic probation – to revalidate spring registrations.
 - d. Majors – to discuss academic opportunities on and off campus, in and out of the classroom; to speak about graduate and professional school options and opportunities for fellowships and awards for post-graduate work like Fulbright, Truman, Rhodes, Marshall, (Gustavus Fellowships Office).
2. Overall knowledge of the curriculum, requirements, where to find information about courses, majors, careers; how to read the Degree Audit and use the Web Advisor; know withdraw deadlines, criteria for academic probation, the petition process.
3. Know campus resources for referral.
4. Keep track of mid-term and final grades, academic alerts; pursue those in trouble and those who are excelling.

Award-Winning (Know the College/Know the Student) See “Intentions” on first page.

1. Advisor as teacher and guide to welcome students into this kind of learning, into this network of faculty and staff who care about them, to show them how to make use of this unusual time in their lives. You have the whole picture.
2. Explain the relationship of the College mission statement and their day-to-day experiences in and out of the classroom. What is the grand scheme?
3. Knowledge of the College, an overall awareness of our students' total experience here, to encourage advisees and students to take advantage of lectures, concerts, plays, etc. happening on campus – and to help them see these opportunities as part of their education.
4. Intrude, speak the truth about what you see in their behavior and achievement – and offer suggestions or referrals. Be a mirror for them. Acknowledge the power of encouragement and of noticing.
5. Openness to listen to academic and non-academic concerns they might have – not to provide psychological counseling but to listen enough to know where to refer them, maybe to give them the confidence to use campus resources.
6. Empathy – aware of the amazing transformation they're in the midst of.

Advisees' Responsibilities

1. Pursue information, advice, and perspective from faculty and staff, with help from advisor for referrals. Ask questions.
2. Know graduation requirements and keep track of progress towards degree by means of Degree Audit.
3. Know academic deadlines (course withdraw, registration, etc.) by means of the catalog or by checking email for information from the Registrar's Office.
4. Know the College's policy regarding academic honesty.
5. Know how to prepare for registration appointments by following advisor's direction.
6. Research possible future plans: major, study abroad, career fields, etc. by talking with appropriate campus resources.
7. Let advisor know about academic difficulties.

Relationship Between Faculty Advisors and the Advising Center

The Advising Center provides **printed and online resources** to help you in your role as advisors.

The Advising center follows through on electronic **Academic Alerts** from WebAdvisor you give us according to your instructions and any previous knowledge we might have about your students of concern. For example, although we don't see ourselves as attendance clerks, excessive absences or disappearance altogether are often causes for a wider concern whether it's a first-year student or a senior, and we appreciate this information. In addition, we will continue working with any of your referrals, including those with **poor mid-term or final grades**.

The Advising Center provides **academic support for students** by means of First Term Seminar study skills visits by the Assistant Director of Academic Advising, individual appointments, referrals to faculty, departmental tutors, the Writing Center, Career Center, Center for Vocational Reflection and the Counseling Center.

There is a part-time staff person with **ELL/ESL** expertise in the Writing Center for students for whom English is not their first language.

All students with **documented learning disabilities or other special needs** should meet with the Disability Services Coordinator in the Advising Center to determine reasonable accommodations and to provide letters of introduction about the situation to their professors to serve as a base for the conversations between the professors and the students regarding their particular classes together.

Advising Center staff meet with students who have suffered an **illness or emergency** that changes their ability to finish their original course load, to help determine adjustments to their schedule or other ways to help them finish the semester as well as possible, and to be in communication with their advisors and professors.

The Advising Center helps **undeclared majors** begin their investigation of possible areas of academic interest, self-knowledge, and past experiences, and refers them to the Career Center, faculty members with similar interests, and other resources on and off campus.

The Advising Center monitors students on **academic probation**.

The Advising Center meets with students who are considering **transferring** to another institution.

When you are on **sabbatical**, your advisees who haven't declared their major yet, are assigned to the Director of Academic Advising until your return or until their declaration of major and choice of major advisor. (Your major advisees will be assigned to the chair of your department until your return.)

We will call you for information or background you might have about **students of our concern** to make our meetings with them more helpful.

COURSEWORK: THE WHOLE PICTURE

The Rule of Thirds

For a first-year student, it is normal to register for 3.75-4.80 courses the fall semester. This might surprise a new student if he/she has been accustomed to 6-7 courses in high school. However, each course equals 4 semester hours.

Courses students choose fulfill either major, general education or elective requirements. Some fulfill two or three requirements at once.

For a transfer student, registration is completed by referring to the Degree Audit which will show the transfer credits from the previous institution. For a transfer student, as for any student, it is normal to register for 4-4.80 courses.

Transfer students are automatically in Curriculum I unless previous arrangements have been made for enrollment in Curriculum II.

For all students, the minimum requirements for graduation include 34 courses (31 semester courses, two January IES, .5 FITNESS and .5 ACTIVITY credit). Requirements are divided into three categories:

1. **Major:** about 1/3 of all courses (see departmental requirements)
Purpose: to develop an understanding and expertise in one area for yourself, an employer, or a graduate or professional school.
2. **General Education Curriculum I or II:** about 1/3 of all courses
Purpose: to be more than the name of your major, to be familiar with various academic fields and ways of thinking; to learn how to learn for the rest of your life.

3. **Electives** About 1/3 of all courses
Purpose: to pursue other interests and curiosity, or to supplement your major, or to work on a minor concentration.

See catalog for further descriptions and distinctions for Curriculum I and II.

Majors to Begin Immediately in the Fall

Biochemistry, biology, chemistry, elementary and secondary education, physics, sciences for pre-professional interests, music, math, computer science, nursing must be started and taken in sequence, or a student might have to wait one year to begin the sequence towards a possible major.

Liberal Arts/Liberal Education:

There are, of course, many ways of defining the liberal arts or liberal education. One of the most widespread current definitions comes from the Association of American Colleges and Universities' (AAC&U) new campaign Liberal Education and America's Promise (LEAP).

"In the LEAP campaign, AAC&U uses the term 'liberal education' to refer to a philosophy of education that empowers individuals with broad knowledge and transferable skills, and that cultivates social responsibility and a strong sense of ethics and values" (AAC&U, "Making the Case for Liberal Education").

In "Making the Case for Liberal Education," the AAC&U argues that liberal education today should advance the following learning outcomes:

KNOWLEDGE of Human Cultures and the Natural and Physical World

- **Grounded in study of the sciences and mathematics, social sciences, humanities, histories, languages, and the arts**
- Focused through engagement with big questions, both contemporary and enduring

INTELLECTUAL AND PRACTICAL SKILLS

- Inquiry, critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

INDIVIDUAL AND SOCIAL RESPONSIBILITIES

- Civic knowledge and engagement – local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

INTEGRATIVE LEARNING

- Synthesis and advanced accomplishment across general and specialized studies
- The demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and questions

ADVISING FOR REGISTRATION – MORE THAN AN ELECTRONIC APPROVAL

Web Advisor, the Conversation and the Electronic Approval

The overall goal is to keep major options open as long as possible, to develop a variety of course choices, to find a combination that gives them a chance to do well. Choices should include courses they know nothing about, have never had a chance to take before.

By the time advisees come to see you in November or April, they should have:

1. reviewed their Degree Audit and are ready with questions – checking with you to see if they are reading it right,
2. looked at the Search for Classes for what is being offered,
3. read course descriptions,
4. thought about possible majors or proceeded with their declared major,
5. talked with professors or Advising Center or Career Center staff, and thought about the long-term: what is there time to do?

You should have reviewed their mid-term grades, noted if there are poor grades to ask about (tutors? what does the professor say? withdraw?

Mid-term grades (online to you for immediate, easy access), the course withdraw deadline, and registration appointments happen at about the same time. Watch sequencing of courses, appropriate levels of courses, prerequisites, G.P.A., if there is a certain G.P.A. required for a major. If they have scholarships based on G.P.A., they should go to the Financial Aid Office in the Carlson Administration Building to check, if mid-terms are questionable.

It is also a good time to broaden advisees' perspectives on courses from other departments, for entering new academic territory, because this is the last time in their formal education they will be encouraged to draw from the whole curriculum. Further education will be more specific and deep. This is the time for breadth.

This is a good check-in time, a good noticing time. How's it going? What's on your mind? Are you coming close to declaring a major? Changing your major? How is your living situation? Have you considered_____? What are your plans after graduation? They might disclose to you for the first time that they have a learning disability or psychological disorder or information from other parts of their lives. You are the listener - maybe the one they know best so far. Know how and where to refer them. If you're not sure, call the Advising Center at 7027.

Know criteria for being placed on **academic probation**. See catalog for complete information. Students must finish at least three full courses per semester and in the first and second semesters achieve a cumulative G.P.A. of at least 1.75. By the third semester the cumulative G.P.A. must be 1.9 and thereafter, 2.0.

This is also the time to congratulate them for excellent work, and to be familiar with the Gustavus Fellowships Office website to refer to specific faculty contacts for information about Rhodes, Truman, Fulbright, etc. or to colleagues in departments of their interest for academic opportunities in addition to course work.

The Degree Audit

This is the centerpiece for seeing progress and for planning.

Students have the “**What If**” option so if they are wondering how many courses they already have toward a possible major, they can run a Degree Audit for that major.

After they have declared their major, their Degree Audit will show progress toward that major along with progress toward fulfilling general education requirements. The third criterion for checking progress toward the degree is total number of courses completed, also noted on the audit.

See WebAdvisor for instructions how to read the Degree Audit.

Application for Graduation

In the spring of the junior year, an application for graduation (which can be downloaded from the Web Advisor) should be completed, signed by you and the department Chair and submitted to the Registrar’s Office. This is the official audit to guard against surprises in the senior year.

Academic Evaluation - For

Program: B.A., Undeclared (AB) Advisor: No Current Advisor

Catalog: 2010 Ant Completion Date: 05/14 E-Mail Address:

THIS DEGREE AUDIT IS NOT AN OFFICIAL DOCUMENT. It is provided as an advising tool for students and advisors.

AT LEAST 34.5 CREDITS ARE REQUIRED, NOT COUNTING .5 PHY ED ACTIVITIES (ACT). SEE APPLICABLE CREDITS AT END OF AUDIT. THIS DEGREE AUDIT IS NOT AN OFFICIAL DOCUMENT. It is provided as an advising tool for students and advisors.

34.00 CREDITS ARE NEEDED FOR GRADUATION. 31.5 CREDITS MUST BE IN COURSES OTHER THAN PHY ED ACTIVITIES (ACT) OR INTERIM EXPERIENCE (IEX). See applicable credits at end of audit.

Program Status: Not Started

	Required	Current.....	Anticipated(*).....		
	Earned	Remaining	Additional	Remaining	
INSTITUTIONAL					
Credits:	17.00	0.00	17.00	0.00	17.00
GPA....:	2.000		Not Met		
COMBINED					
Credits:	34.00	0.00	34.00	0.00	34.00
GPA....:	2.000		Not Met		

(*) Anticipates completion of in-progress and registered courses

Statuses: W=Waived, C=Complete, I=In progress, N=Not started
P=Pending completion of unfinished activity

C) 1: Students w/o a major
Credits: 0.00

N) 2: REQUIREMENTS FOR LIBERAL ARTS PERSPECTIVE

Credits: 0.00

Complete all 6 subrequirements:

N) A: INTERIM EXPERIENCE

> Complete 2 Interim Experiences (IEX).

> NO MORE THAN 2 INTERIM EXPERIENCES CAN COUNT IN THE 34

> CREDITS NEEDED FOR GRADUATION. See applicable credits at end of audit.

2.00 credits needed

N) B: NON-ENGLISH LANG

> Complete one group.

> 1. Either complete the second semester of a non-English

> language or pass a proficiency exam

> 2. or complete a level 2 or 3 non-English language.

Credits: 0.00

N) Group 1

1 course needed

N) Group 2

1 course needed

N) C: WRITING

> Take 3 writing courses from at least 2 departments, one

> Writing Intensive course, one Writing in the Discipline
> course.

Credits: 0.00

N) WRITING INTENSIVE COURSE (WRITI)

1 course needed

N) WRITING IN THE DISCIPLINE COURSE (WRITD)

1 course needed

N) TOTAL OF 3 WRITING COURSES FROM 2 DEPARTMENTS

1 course needed

1 course needed

1 course needed

N) D: LIBERAL ARTS DIST

> Complete a minimum of 8 credits approved for any Liberal

> Arts Perspective, excluding Phy Ed activity and fitness

> courses. NO MORE THAN TWO COURSES PER DEPARTMENT CAN BE

> USED TO FULFILL THIS REQUIREMENT.

8.00 credits needed

N) E: COURSE DISTRIBUTION

> Complete coursework approved for each of the liberal arts
> perspectives.

Credits: 0.00

N) 1. THE ARTS (ARTS)

1 credit needed

N) 2. BIBLICAL AND THEOLOGICAL STUDIES (THEOL)

1 course needed

N) 3. LITERARY AND RHETORICAL STUDIES (LARS)

1 course needed

N) 4. HISTORICAL AND PHILOSOPHICAL STUDIES (HIPHI)

1 course needed

N) 5. MATHEMATICAL AND LOGICAL REASONING (MATHL)

1 course needed

N) 6. NATURAL SCIENCE PERSPECTIVE (NASP)

1 course needed

N) 7. HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS (SOSCI)

1 course needed

N) 8. NON-WESTERN CULTURES (NWEST)

1 course needed

N) F: LIFETIME FIT/ACT

Credits: 0.00

N) 9A. PERSONAL FITNESS (FIT)

0.50 credits needed

N) 9B. LIFETIME ACTIVITIES (ACT) MAXIMUM 0.5 CREDIT

0.50 credits needed

N) 3: MINIMUM CREDIT LIMIT

> Complete at least 31.5 credits, not including

> Interim Experience and Phy Ed activity credits.

31.50 credits needed

OTHER COURSES:

Registered Earned

Program: B.A., Undeclared in Curriculum II (AB2) Advisor: No Current Advisor
Catalog: 2010 Ant Completion Date: 05/14 E-Mail Address:

THIS DEGREE AUDIT IS NOT AN OFFICIAL DOCUMENT. It is provided as an advising tool for students and advisors.

AT LEAST 34.5 CREDITS ARE REQUIRED, NOT COUNTING .5 PHY ED ACTIVITIES (ACT). SEE APPLICABLE CREDITS AT END OF AUDIT. THIS DEGREE AUDIT IS NOT AN OFFICIAL DOCUMENT. It is provided as an advising tool for students and advisors.

34.00 CREDITS ARE NEEDED FOR GRADUATION. 31.5 CREDITS MUST BE IN COURSES OTHER THAN PHY ED ACTIVITIES (ACT) OR INTERIM EXPERIENCE (IEX). See applicable credits at end of audit.

Program Status: Not Started

	Required	Current.....	Anticipated(*).....		
	Earned	Remaining	Additional	Remaining	
INSTITUTIONAL					
Credits:	16.00	0.00	16.00	0.00	16.00
GPA....:	2.000		Not Met		
COMBINED					
Credits:	34.00	0.00	34.00	0.00	34.00
GPA....:	2.000		Not Met		

(*) Anticipates completion of in-progress and registered courses

Statuses: W=Waived, C=Complete, I=In progress, N=Not started
P=Pending completion of unfinished activity

C) 1: Students w/o a major
Credits: 0.00

N) 2: REQUIREMENTS FOR CURRICULUM II

Credits: 0.00

Complete all 4 subrequirements:

N) A: FINE ARTS

> Complete Cur-220, Cur-230, or Cur-240.

1 course needed

N) B: CURRICULUM II CORE

> Complete CUR-100, CUR-110, CUR-120, CUR-140, CUR-210

> CUR-250, CUR-260, CUR-399.

CUR-100 Hist Perspective 1 course needed

CUR-110 Hist Perspective 1 course needed

CUR-120 Individual & Mora 1 course needed

CUR-140 Biblical Traditio 1 course needed

CUR-210 Individual & Soci 1 course needed

CUR-250 Literary Experien 1 course needed

CUR-260 Natural World w/L 1 course needed

CUR-399 Senior Seminar 1 course needed

N) C: MATHEMATICS

> Complete a course in The Nature of Math, Calculus or

> Statistics.

1 course needed

N) D: FOREIGN LANGUAGE

> Complete a level 2 or 3 course in a non-English language
> or demonstrate proficiency through the webcape exam.

1 course needed

N) 3: CII FITNESS/ACTIVITY REQUIREMENT

Credits: 0.00

Complete both subrequirements:

N) A: FITNESS

> Complete HES-100 (or HES-232 for ElEd majors or HES-304
> for PhyEd majors).

0.50 credits needed

N) B: ACTIVITY

> Take .5 credits from courses approved for ACT

> requirement.

> MAXIMUM HES ACTIVITY CREDIT ALLOWED IS .5.

0.50 credits needed

N) 4: INTERIM EXPERIENCE/WRITING REQUIREMENTS

Credits: 0.00

Complete both subrequirements:

N) A: INTERIM EXPERIENCE

> Complete 2 Interim Experiences (IEX).

> NO MORE THAN 2 INTERIM EXPERIENCES CAN COUNT IN THE 34

> CREDITS NEEDED FOR GRADUATION. See applicable credits at
> end of audit.

2.00 credits needed

N) B: WRITING

> Take 3 writing courses from at least 2 departments, one

> Writing Intensive course, one Writing in the Discipline

> (level 2 or 3) course.

Credits: 0.00

N) WRITING INTENSIVE COURSE (WRITI)

1 course needed

N) WRITING IN THE DISCIPLINE COURSE (WRITD)/

> LEVEL 2 OR 3

1 course needed

N) TOTAL OF 3 WRITING COURSES FROM 2 DEPARTMENTS

1 course needed

1 course needed

1 course needed

N) 5: MINIMUM CREDIT LIMIT

> Complete at least 31.5 credits, not including

> Interim Experience and Phy Ed activity credits.

31.50 credits needed

OTHER COURSES:

Registered Earned

Credits Credits

None

Ways to Meet with Advisees

FTS and CII advisors of new students, it is easy to meet as a group first, to discuss basics, see if they understand how to access and use Web Advisor, and meet later individually as needed. There is some pizza or ice cream money available for such meetings.

If you have many major advisees, meeting as a group first will save you time.

You are welcome to use residence hall lounge space, Linner Lounge, the Dive, and other spaces on campus for your meetings.

Your Accessibility

Let them know your office hours and other arrangements you've made for meeting. If you will be off-campus during this advising time, let them know what you've arranged for them so they can be approved. Either meet early or have them meet with a colleague or with Advising Center staff.

ADVISING ISSUES

Undeclared Majors – How Long Can This Go On? (usually until the third semester dependent on the major)

Resources in addition to taking courses include colleagues in other departments, Career Center (interest tests and conversation with the Career Counselor, ideas from J-Term Career Exploration and from Internship sites by major), Advising Center, and Center for Vocational Reflection.

Developing Your Academic and Career Plan (refer to *Pathways* prepared by the Career Center)

First Year - Explore (Keep options open as long as possible.)

- * Visit your academic advisor, the Advising Center, or a career counselor to discuss tentative academic and professional goals.
- * Start considering possible major and career choices; research them in the Career Resource Library, with faculty in major departments of interest, and by looking at the major's texts in the text department in the Book Mark.
- * Read course descriptions in the catalog and take courses that interest you.
- * Check catalog for departments that require acceptance and a certain gpa into the major.
- * Check catalog or the *Advising and Registration Manual* for majors with sequential courses that should be started in the first year. See your advisor or the Registrar or the Director of Academic Advising if you are starting such a major late.
- * Establish a strong grade point average from the beginning to keep options open for Gustavus majors and for future study and plans.
- * By March as you prepare to register for fall, if you are ready to declare a major, arrange for an advisor from that department. Forms for this are in the Advising Center, the Registrar's Office and online – Web Advisor.
- * Read the *Gustavus Guide* to learn of people on campus to talk with about your possibilities.

- * Attend *What Can I Do With A Major In...?* workshop.
- * Identify personal interests, skills and values by:
 - taking an interest test at the Career Center
 - talking with friends and family
 - visit www.iseek.org

Sophomore Year - Assess

- * Do self-assessment: talk with a career counselor if you need help.
- * Read about fields of interest. Explore occupations: education required, supply and demand, and other characteristics. Visit www.bls.gov/oco/or online.onetcenter.org/
- * Take a career-related course during January Term (Health Careers, Ministry, and Law are examples.)
- * Do an informational interview with someone from the Career Mentor Program.
- * Join campus organizations related to your chosen major or career. See the Student Activities Office for ideas. Depth of commitment and participation is more important than a long list of clubs you've belonged to.
- * Start your resume.
- * Do volunteer work or find a summer job related to your major or career choice.
- * Select an academic major that fits your self-assessment. Complete introductory courses in your prospective major field. Spring semester you will be asked to verify and make official your declaration of major and advisor. (It is still possible to change after this point but it might take longer than four years to graduate. Check with your advisor, the Advising Center or the Registrar's Office.)
- * This is not always an easy year not having taken courses beyond the introductory level. Newness has worn off; you're not ready yet for internships or study abroad. Sometimes this year feels like limbo and a time of questioning your choices, maybe making decisions a second time. It's normal.

Junior Year - Focus

- * Assess your choice of major. Does it fit? This may be a good time to make sure.
- * Obtain a career-related internship during fall or spring semester.
- * Explore choices available to you after graduation, including graduate study, employment, and community service.
- * Make professional contacts. Do this through your major department, professional organizations, or the Career Center.
- * Unsure about your career choice? Explore new career areas by doing a J-Term Career Exploration through the Career Center.
- * Try other career-related activities: an independent study, volunteer and community work, and summer employment.
- * Update your resume.
- * This is the year for the extras - studying abroad, doing internships, doing research, taking upper-division courses, etc.
- * During spring semester you will be asked to complete your application for graduation, an official auditing by your advisor and the Registrar of your progress toward your degree.

- * Spring is the traditional semester for taking the MCAT for medical school.
- * It's time to talk with your major advisor about possible graduate school plans.

Senior Year - Implement

- * Plan your job and/or graduate school strategies; develop a timetable.
- * Complete the requirements for your major.
- * Refine and finalize your resume.
- * Register with the Career Center in September by visiting gNet on their web site.
- * Attend workshops on resumes, cover letters, interviews, and job search techniques.
- * Participate in a practice interview.
- * Attend employer presentations and Employer Information Day.
- * Take the necessary exams for graduate study and professional school. Materials are available in the Career Center.
- * Complete applications for graduate and professional study.
- * Research companies, organizations and graduate programs in the Career Resource Library and on the web (www.vault.com).
- * Ask faculty, staff, and employers to write reference letters.
- * Participate in job fairs and campus interviewing.

More Than One Major?

The College requires that a student have one major and does not encourage multiple majors. However, each student is different, and conversations should revolve around the best use of these four years case-by-case.

What is the wisest way to spend this time – the last time in their formal education when breadth is encouraged? What is the value of studying abroad, of doing an internship, or taking a broader expanse of courses, instead of only fulfilling multiple major requirements? Only 20% of our students have more than one major.

How to Declare a Major and Arrange for an Advisor – and When?

Download and complete a declaration form from Web Advisor. Some departments like to assign students to an advisor, others ask them to choose someone they might know from having taken a class from them, others might be determined by a specific interest. They ask that professor to be their advisor, and if they agree, they sign the form and the student takes it to the Registrar's Office.

The third or fourth semester is a traditional time to declare, although a student may declare a major as early as the end of their first fall semester.

Students may change their major and advisor.

Students must have declared their major by the fall of their junior year in order to register for their spring courses.

Academic Alerts

Faculty members use electronic academic alerts to notify the Advising Center about students who stop coming to class and haven't withdrawn, whose work quality suddenly drops, whose behavior in class seems indicative of trouble (not enough sleep, discourteous, etc.)

Usually the professor will try to reach the student by email or voice mail or through the advisor. Class rosters include the name of students' advisors.

The Advising Center is interested in knowing about this and/or helping professors reach the student. If alerts come in from several faculty members about the same student, we know something is not right and can pursue that student while there are still options for the semester.

Whether or Not to Withdraw from a Class – Consequences?

Students should talk with the professor of the class in question to see what he/she thinks, find out how many more tests, papers, projects yet to be graded, who to go to for tutoring, effect on other courses.

See Assistant Director of Academic Advising and tutors and professors for academic support, possible ways to turn it around.

Is asking for an Incomplete or extension of deadlines appropriate? Will withdrawing affect graduating on time? Will withdrawing drop their total course load below the minimum requirement of three – which would place them on academic probation? Smart to withdraw even in light of that, especially if an F is a foregone conclusion? (Yes.) Will withdrawing protect the gpa, especially if the student is close to the minimum requirement? Is athletic eligibility in jeopardy? Financial aid ramifications? Student should check with coach and/or the Registrar.

The **deadline** for withdrawing from a course is ten weeks into the semester.

Advisees on Academic Probation – What's At Stake?

There have been previous references to the catalog for details. However, suspension is what is at stake during the semester a student is on academic probation.

In the worst case, if a student cannot meet minimum requirements two semesters in a row, they will be suspended. We ask them to go to another institution, likely a community college, to take a full course load for one year, achieve at least a 2.75 G.P.A. in courses that will transfer to their program here, and they will be eligible to return and finish.

It's not unusual for academic trouble to bring to light other problems. We appreciate the collaboration of numerous student services and you around a student at such a time.

Often you are the one to notice something not quite right and can alert the resources.

Noticing the Stars

Gustavus Fellowships Office – please check the website for all the fellowships, criteria, deadlines, application process and/or contact Dr. Alisa Rosenthal, faculty contact.

NCUR – opportunity for our students to present research at a national research symposium.

Phi Beta Kappa – this consideration is important while advising students because they need at least one college level course in mathematics and completion of the third semester of a foreign language or its equivalent or by having a non-English language as one's first language. Our campus contact has the complete criteria.

Pre-Professional Interests and Faculty Contacts

See College catalog, Pre-Law Guide, and The Health Professions Advising Guide. Refer to the Health Professions Coordinator in the Career Center for health professions, and to the Advising Center for a list of faculty contacts.

ADVISING ISSUES AND QUESTIONS BY YEAR

First-Year Students (Learning a new system, exploring the possibilities.)

1. They have never had an advisor before, only a guidance counselor. It seems common not to have had much to do with that person through the high school years, certainly not much conversation about the future. Let them know what this advisor/advisee relationship is. They are starting over again. There is some fear of failure. It is likely their parents have been their guidance counselors.

The advisor is the college to a new advisee and leads the student into the possibilities, shows how to make things happen, how to take charge of his/her education. Academic advising can be tied directly to a positive education experience with few regrets and to healthy retention.

2. Alexander Astin writes of the importance of the first six weeks for new students, the importance of forming at least one personal connection with the college. They are starting coursework for real and looking for one involvement in the college to begin the process of belonging.

3. Advising is generally more prescriptive at this point. Some students are looking for your authority, to tell them what to take. You have to keep pressing for their thoughts and preferences, helping them think through possibilities.

Advisors are not expected to be personal counselors, but are expected to be able to listen and refer. Much of what an advisor does is lead students to the various resources of the whole college.

4. In advising diverse students, it is important to remember unseen diversities, the diversity within diversity. High expectations bring strong results.

5. Two main academic transition issues are 1) that no longer are students following the flow of their classmates simply to fulfill requirements to graduate. Each has to learn to take charge of their own college path for their own futures. They have to learn to make their own decisions and choices, to form their own college education with your help; 2) that the volume of information demands that they learn how to read with endurance and study with persistence - the information

is not too difficult to understand. The trick is to be able to read and study in an active and discerning way. There are no longer enough hours to memorize everything. And studying is not the same as reading a magazine or novel.

6. They don't understand what a particular course load represents as a workload, in balance with work and other commitments. They don't know how much of their time needs to be given to studying/reviewing/preparing. It's hard in the first semesters (realizing that every semester represents a different kind of workload) to balance all the parts of their lives. It's not easy giving up high school ways of working so many hours or going out on week nights and not studying on weekends. They don't realize at this point that if they work hard, they become better students with every semester. It's a kind of practice, an academic conditioning.

7. Some don't understand requirements and the curriculum or resources they need to use, or have the sense of the overall timing of their four years - when to declare a major, when to study abroad or think of an internship. They are unfamiliar with a Degree Audit. They are unfamiliar with courses not offered in high school and tend to want to take courses here that are like the ones in high school. They need convincing sometimes to take electives, that electives also fulfill graduation requirements. They need their minds opened to possibilities, to majors and future plans. They should know that doing well in all classes is important whether or not they might go toward possible majors. The gpa needs attention from the beginning to keep options open.

8. One goal is to keep major options open as long as possible before committing to a major. They have a lot of research to do while taking courses (talking with faculty, Career Center, Advising Center, etc.) to help determine their direction. See Career Center website for researching majors and self-strengths.

9. Advising visits: for nuts and bolts registration questions (requirements, level of course and course load difficulty, prerequisites, checking mid-term grade progress, academic status, etc.) This might be their first experience of poor grades. Help them put these first grades in context. Also - ask what's been happening, what were their expectations, how is the experience matching their expectations? Expect the best. Treat their potential. Have confidence in them while they're trying to establish their own. Are they noticing any changes in their academic behavior? How is their housing? Any questions? Let them know you can help them think about strategies for doing well (and to refer to the Advising Center and the website). If you feel intrusive (and it's necessary to let them know what you are seeing) set the conversation in the language of saying this as your responsibility to them as their advisor...

10. They start out looking for majors that have job names attached, for security. They need to learn about transferable skills - see Career Center. They can research in the Career Center website what employment is possible with various majors, even those without the obvious job names.

11. Have them make phone calls from your office to connect them with campus resources.

12. Help them see the moment as well as the long-term.

13. Help them see how everything they do is a learning experience and valuable, including living on campus, campus student employment, responsibilities in student organizations, service learning, etc.

Second-Year Students
(Maturing time)

1. Novelty of being new has worn off. Interested in everything or in nothing. Need help weighing pros and cons of options and possibilities. Courses are still introductory and prerequisites. They need help looking at the four years. Ways to spend the remaining time.
2. They should be encouraged to take courses from the whole curriculum since these four years are the last time in their formal education that they will be encouraged to develop the breadth of their education.
3. If they are unsure of a major, since this is the year to declare and there is pressure from themselves, their families, the college, refer them to the Career Center and Advising Center.
4. They might seek security in wanting multiple majors. They should be referred again to the four-years - with only so much time, what is the best way to spend it - fulfilling multiple batches of major requirements or studying abroad and including an internship in the four years? Which is more valuable to them as a person and to their preparation for their working and learning lifetime?
5. They need help seeing connections among their courses in a semester and overall. They need to know why they have to take general education courses. It's difficult to be motivated when they can't see what it's for.
6. As they approach a decision about a major, describe for them the process of arranging for a major advisor. You yourself will be taking on more major advisees...and discussing opportunities for the major in and out of the classroom. Major declaration forms are on WebAdvisor.
7. Some students unsure about a major feel a gap in advising - no major advisor yet and they don't see their first-year advisor as regularly...and self-impose a pressure to hurry up and find a major and advisor...Some are frustrated by changing interests...and this is intensified by parents' frustrations with yet another major. Some will stay with a major they don't want because they can't make the leap through the unknown to another major. At least they know what they currently have. They need help in how to research possibilities and how long they have to finally make a decision without having to go more than four or five years -referrals are important - Career Center and Advising Center.
8. It's time to talk about planning ahead for study abroad and internships - the values of such experiences. It's time to talk about the value of their work so far - help them reflect. It's in this reflection that the value is realized. Ask questions. Listen. This is true throughout their time here.

9. Sophomore slump is a true problem for some. It's the year of least satisfaction. There is confusion and uncertainty, problems with:

- *achieving competence - grades might not be as high yet as they want
- *developing autonomy
- *establishing identity
- *developing purpose

They don't feel like they belong yet. Personal relationships might not have developed yet. Haven't found their place. No commitment to a major. Is it worth the money for average grades and no clear purpose? They feel guilty. They start working too many hours. They start to think of leaving. Instead they need to be re-routed to the Career Center and Advising Center and other resources on campus. They still need reassurance and approval.

Third-Year Students (Flourishing)

1. Major advising.
2. Courses are more focused and specific.
3. Involved in the major department, clubs, activities, conferences, research, etc.
4. Commitment to a major might mean letting go of some other responsibilities. Might be some hard choices.
5. Starting to build the bridge out of here.
6. Might need help looking at supporting courses from other departments. Look at courses and professors they don't want to miss - "last chance" - how much to take advantage of before graduating.
7. Research graduate and professional schools. Career Center for timelines for GRE and application process. Research careers.
8. Reality checks about future plans.
9. Look at the appropriateness of preparing to apply for fellowships like Rhodes, Truman, etc. See Gustavus Fellowships Office.
10. Study away.
11. Sometimes there's a last minute change of major. Refer to the department of the new major and to the Advising Center for strategies to manage this.
12. This is a horrible year if there is no commitment yet to a major or to friendships or to college opportunities. Some might need to take a leave of absence to rethink things. This is a wonderful, flourishing year if they are preparing to go abroad or to do an internship.
13. Summer research opportunities?

Fourth-Year Students (Transition)

1. Welcome into the academy. Professional conferences. Colleagues. Do research together. Give papers on and off campus. Together appreciate the joy and passion of the discipline.

2. Help them articulate the values of their coursework, co-curricular responsibilities, internships, kinds of experiences helpful for the next step.
3. Support them in their applications and interviews for graduate and professional schools, etc.

NEW STUDENT ISSUES

The Nature of First-Year Students (Generalities for what they're worth)

- * Able to do well in high school with mental health issues or undiagnosed learning disabilities, but with higher academic expectation, so much change, their issues might surface from the new stresses.
- * Spectrum of maturity levels
- * Disbelief about the difference in academic expectation in college – sometimes so much so, they ignore and don't hear what you're telling them. "It just can't be so." They catch on at different times to the reality of the demands – and start seeing what it means to be a college student....and believing they can do it.
- * Different skills regarding self-advocacy and face-to-face communication (disabilities, difficulties in other classes, where to go for help)
- * Navigating being gone for sports or music or family vacations – making arrangements in advance – new to them since it was a given in high school that they would always be excused.
- * This is likely their first time living in community. A lot to learn about individual rights vs community rights. Responsibility to the group, whether a class, music ensemble, team, student employment assignment. Living on campus, they are always at school – unlike being able to go home from school and be away. There is a group stress they might not have experienced before.
- * Last terms of high school senior years are not always their best...which means they are out of condition academically, and don't realize they have to start studying the first day and can't afford to wait to begin. The exception would be those who have taken PSEO courses part or fulltime.
- * Their idea of a college advisor is their experience with a high school guidance counselor – different from school to school. Likely not a lot of time to converse about goals and hopes. Not used to conversation about this – maybe not used to thinking about it – college being an assumed next step.
- * Their idea of general education and how to choose courses comes from high school requirements, so they assume they have to take math, English, etc.
- * This is the first time they are separating from the herd of their classmates, choosing courses now for their own reasons, making their way into their own lives and future. It's no longer, "what's everyone taking?"
- * They have had high parent involvement their whole lives.
- * Their lives have been structured for them. Now they have to put a frame around every 24 hours. New experience.
- * College is more than more high school. (Use chart to show use of the week's hours.)
- * College is "the best time of their lives" which they take to mean something other than what we mean.

- * Withdrawing from a course not an option in high school. They don't understand how to consider this, understand the strategy, and equate it with quitting, even if it's clear they are failing.
- * Used to being very busy with a lot of different activities, and not much time reading, writing or studying. Activities seem more for number than depth of involvement.
- * Likely to think of independence and freedom and not so much about responsibility.
- * Communication – maybe not used to face to face communication.
- * Scores don't measure focus, commitment, persistence, endurance, maturity level in a new setting, ability to handle independence.
- * They have been able to do well in high school by listening. Not much experience taking notes or reading and writing. Large class size cuts down amount of writing assignments. Study for the test with questions in advance.

You and Your Professors – Different from High School

1. Order in your life: right schedule for sleep and food
know why you're here – you are preparing for more than graduation
going to college is your job – be professional and committed about it
2. Go to class. Others' notes aren't of much worth to you. You need to listen, see, take notes, condense discussion, and review.
3. Be prompt to class and to appointments. Don't come to class wearing pajamas and finishing your breakfast. Turn off your cell phone. Be ready – have the things you need for class organized before the last minute.
4. In class don't talk while others are talking. Golden Rule. All courtesies.
5. Attitude – it's important no matter if you like the professor and course or not. You're the one paying for the class and working for the credit and grade.
6. Read material in advance of the lecture or discussion and review soon after. The more times you repeat what you're learning, the more of it will stay in your memory.
7. Be ready to participate/speak in class. Much of the quality of your education comes from you and your classmates – your thoughts and perspectives and questions. This is a participatory exercise, not a spectator sport.
8. Take notes when you read and when you listen. You are more active and conscious when writing than if you are only highlighting.
9. Communication is essential.
10. What to call your professor: begin with Professor _____ and let him/her let you know their preference.
11. Use comments on tests and papers to prepare for the next ones. Kinds of mistakes on tests can tell you how to study more efficiently and remember more. If you aren't sure what the comments mean, see them as an invitation to you to talk further with your professor. Don't just hope for the best on the next test or paper.
12. Reading and studying for each discipline is different. Talk with your professor how to approach the course material. You can't read everything as if it were a novel. Ask how to "converse" with your textbook – how to actively read, how to think while reading – what questions or responses are coming to mind?

13. If you're sick and have to miss class, call voice mail or send an e-mail letting them know when you think you will be back, what you will do to catch up. If you need to ask for deadlines for papers to be extended, have in mind when it would be reasonable for you to be ready. All of this is your responsibility.
14. If you can't find your professor to talk outside of class, do not call to have them call you back. You are too hard to find. They aren't trying to make an appointment with you – it's the other way around.
15. If you are an athlete, check your syllabus for each course and your game schedule for possible time conflicts. Talk with your professor to see if you can make arrangements ahead of time (take the test early, hand in the paper before you go, etc.) Each professor will decide how to handle this. You might have to choose between the class and your game. Include your coach in this planning.
16. There isn't much forgiveness or tolerance for leaving early and/or returning late from breaks. You have the dates in the catalog and the final testing schedule online, too. You should plan accordingly. College responsibilities are primary.
17. There are strategies to protect your G.P.A.
18. Check your email, PO, and voice mail daily.

**Common Advising Issues by Month – First-Year Students Advising Center x7027
Registrar's Office x7495**

September (Alexander Astin's research – importance of the first 60 days.) For many, going to college was an automatic decision. This might be the first time they think about why, about interests, goals and hopes.

1. They have never had a college advisor before, only various experiences with high school counselors. Clarify expectations of this relationship. Call the Registrar's Office or Advising Center if you're unsure about an advisee's question.
2. Readjust class schedules – drop and add during the first two weeks of the semester, only withdraw – no adds – by the 10th week.
3. Some regressive behavior is common when someone is in a new situation. They are distracted; it's hard to focus, concentrate and remember until they settle in.
4. Referrals to other faculty, department tutors, Writing Center, Advising Center, Career Center, Counseling Center, Registrar, Chaplains' Office, Office of Alcohol and Drug Education, etc.
5. Balance academic work with campus employment and co-curricular responsibilities. They have no idea at this point what they can handle, but it won't be the same as high school. The biggest adjustment is spending so many of their waking hours preparing for class.

6. Living in a residence hall for the first time – dealing with roommates, section mates, so many opportunities to do other things besides studying. Finding places and times to study throughout the day. This is the first time for many to be living in community. By experience, they will learn what community means whether in the residence hall (individual rights vs. community rights), classroom (being responsible to classmates by being prepared), going on tour with an ensemble or team, etc.
7. Academic Alert notices – professors call or send electronic alerts to the Advising Center as soon as they're concerned about a student's progress or behavior, not waiting for mid-term grades. Professors should let them know what they're noticing. Intervene and refer. Professors may call you as the student's advisor since you're likely seeing him/her almost daily.
8. Diversity is sometimes visible, sometimes invisible. Some are first-generation college students, international students, students of color, out-of-state students, etc. Other diversity includes sexual orientation, economic background, family situations.
9. Learning disabilities are usually disclosed by the student. Students we are aware of through documentation in the Advising Center usually go through Laurie Bickett and both the student and the Advising Center arrange accommodations by a letter of introduction the student brings to his/her professors. We have contacted those who have disclosed their disability, but there are some who haven't told us. Please refer them to Laurie Bickett in the Advising Center. There are some physical disabilities that are also invisible which can be verified in the Advising Center if need be.

October

1. Understanding the Nobel Conference – and the invitation for them to go to the opening and then to the sessions. Introduce them to the topic. Assignment related to Nobel? It's easy to overlook this opportunity and to take it for granted.
2. Preparation for and Interim Experience (January) and spring registration. (They don't need your electronic approval for January, only fall and spring.
 - a. First time they will register from the whole Search for Classes screens online. Now they need to pay attention to course levels and prerequisites and back to the way they prepared for their first registration – giving it some thought.
 - b. Explain how to read the Degree Audit.
 - c. Explain J-Term goals – why we do this.
 - d. What does the current semester's achievement tell them about how to register for spring?
 - e. Clarify requirements
 - f. Advising
 1. Sense of overall planning;
 2. When to declare a major and how;
 3. When to plan study away and/or an internship (January? Semester?)

4. Coursework is different from semester to semester – one semester there might not be time to be involved in other opportunities; another semester, time might open up again. They become better and better students semester by semester by practice.
 5. Importance of general education courses, importance of gpa, no matter if they know their major or not – a good overall gpa could open doors for them later;
 6. They might need encouragement to take electives – wanting only what fulfills definite requirements. Essentially all courses fulfill requirements – this is a time to explore while continuing ahead with a possible major.
 7. Double major? Case by case – depends on reasoning and goals. Often makes the 4 years too rigid. (Only 20% double major.)
3. Mid-terms stress oftentimes because they are not organized or have procrastinated and can't catch up.
 4. Concern about being open majors or being uncertain about what they thought they wanted to major in. Use the "What-If" option for the Degree Audit. Refer to Career Center or Advising Center.
 5. Slump: lowest point at the end of October, when the newness has worn off but the close attachments haven't been made yet. Questioning the choice of college. Feel hopeless and still afraid of not doing well.

November

1. Mid-term grades are available just before registration for January and spring. They can be instructive about how to register for spring.
2. Registration will be different from summer registration. Students will be instructed how to register by email and reference to the Web Advisor. Registering online will still mean they have spoken with you beforehand because they will need your electronic approval in order to register. Electronic approval should not be done without a conversation. E-mail isn't enough. It's a good time to check in to see how things are going.
3. Course withdrawal deadline. Should talk with their professor and you in order to determine whether or not to withdraw from the course.

December

1. Finals
2. How to arrange for Incompletes, if necessary and appropriate. See catalog or call the Registrar's Office.
3. Crunch of many things coming due at once, including Christmas in Christ Chapel.

Academic Transitions, Typical Concerns, and Beginning Ideas to Help Students Make the Transition

Note: A class of first-semester new students is like no other, all the same age and yet at different stages. It's unusual to have a class of advisees. Although academic content is primary,

it is a different kind of classroom where students can talk with you about their whole experience of beginning their college education. You know the whole picture, a sense of consequences for decisions and choices – they don't. You can help them think about what is happening, what they're going through and learning. **You are inviting them into the academy.** You know the system and how it works.

Alexander Astin's research shows that a new student's **first sixty days** is crucial to the success of the rest of their days and to their retention. It's important for them to make a human connection with the college, to begin developing a sense of belonging and membership and to know what that means, of how to take advantage of opportunities while learning how to contribute to this time and place.

What they learn in your class in terms of expectations and college standards, including behavior, will serve them well in all of their other classes.

Structuring Time – framing every 24 hours – intentions

- * Overwhelmed with amount of work
 - * Uncertain where time is going but perceive that there isn't enough
 - * Can't complete assignments
 - * Not certain how to study
 - * Not certain where to study
 - * Poor performance for the first time
 - * No one else seems to be studying
 - * More important to make friends first – afraid of being left out
 - * Study only when they have a lot of uninterrupted time
 - * Fear of failure so they hold back – what if they do their best and it's not enough?
 - * "I'm adjusting"
 - * Missing syllabus
 - * Uncertain about due dates
 - * Not sure how to plan reading/day
 - * Unprepared for class
 - * Missing assignments, late
 - * Not sure how grades are determined
1. Suggest a daily time planning strategy on a weekly basis that includes not only their schedule but also when and where they intend to study. The Advising Center has various kinds of planning sheets available. They can stop by to pick them up. Individual appointments available to help them get set up. Develop a routine that includes eating, sleeping and exercise.
 2. Suggest planning by month, placing test and paper dates from syllabi on a monthly calendar (also in the Advising Center) to plan ahead. It is possible to be ready for tests and papers that are due on the same day.
 3. They will learn how to steal time to study, seven days a week, during fall break, Thanksgiving, so it becomes clear why they are here, if they weren't sure at the beginning.

Moving Beyond Simply Completing Homework to Productive Active Studying

- * Poor performance even though they read everything
 - * How to study for so many hours – what to do during that time
 - * Sparse, poor lecture notes
 - * “I know the plot and characters. What do you mean by themes in a play? I don’t know where teachers come up with that stuff.”
 - * Haven’t had much experience discerning main points, what’s important, connection between lectures and reading.
1. Explain how college level subject matter and how one learns it is different from a high school course.
 2. Emphasize that the responsibility for learning shifts to the student and that out-of-class independent preparation is essential for understanding lectures that are often supplementary to what they’ve read on their own. Not all assignments are covered in class.
 3. Study groups might be new to them.
 4. Being a student is their job.
 5. They can’t count on extra credit to boost their grade.
 6. If they haven’t studied much in high school, they might not know what to do besides a casual reading of the material. They might think their first draft of writing is their final draft. Remind them of daily review and editing of notes, review of text reading, creating summary sheets, concept maps, organizational frameworks of course material in order to recall and actively learn the information.
Describe what you would do, how you would study, if you were taking this class.
 7. Remind them that studying in short periods of time over a long period is more effective than studying for a large block of time every so often. They can no longer wait for large blocks of time or for only Sunday night studying. There is too much to cover. They have to learn to study between classes and exercise and meals, whenever they have a chance.
 8. Importance of place to study – welcome to use classroom space, academic building lobbies and libraries, the Dive, in addition to the library or residence hall study rooms.

Reading Strategies

- * Unrealistic time expectations for reading
 - * Lack of concentration while reading
 - * Difficulty understanding and recalling
 - * Unable to make connections between old readings and new
 - * Unable to determine how reading fits with and builds upon lectures and discussions.
1. Explain differences in reading material (primary source, text, novel, pleasure reading, science, etc.)
 2. Show what it means to actively read a text, to have a conversation with the text.
 3. Students should know how the books for a course will be used: background, basis for lecture, supplement to lecture, research for a paper, central essential core, etc.

4. Given the increased amount of reading in college, emphasize that students should develop a routine and set schedule for completing reading assignments. (Jane can help with this, too.)
5. Highlighting concepts and terms does not mean they know them. Can be fooled.
6. Need help discerning difference between more information and better information, legitimate sources on the Internet.

Attendance and Classroom Behavior

- * “It’s my choice.”
 - * “I’ll get someone’s notes.”
 - * “Did we do anything important?”
 - * “I didn’t like the class so I didn’t go. It wasn’t what I was expecting and it was just a general ed. class.”
1. In the syllabus, it would be a good idea to include clear and specific expectations for:
 - a. attendance = participation – why their presence in class is important to everyone’s learning.
 - b. classroom etiquette – cell phones, food, hats, being on time, not talking when someone else is talking; what to call you; communication with you
 - c. policy for handling academic dishonesty –
 - d. advisor-advisee relationship – what to expect from each other
 - e. disability statement
 2. Explain why we have general education courses. What’s the philosophy guiding CI and CII?

Faculty Expect Students to:

Handle themselves as adults with respect to the logistics of their education.

- ❖ attend class and lab sessions and keep appointments consistently and on time without monitoring and reminders.
- ❖ understand and make use of the class syllabus and other communication about the course requirements and schedules.
- ❖ be aware of and monitor college schedules and deadlines for registration, adding, dropping, requesting an incomplete, etc.
- ❖ make use of tools such as WebAdvisor, the Academic Bulletin, etc., to monitor their progress toward program and degree completion.
- ❖ treat classmates and faculty respectfully (electronic devices, food, talking, responding to email, group work, etc.)
- ❖ identify potential conflicts with academic work and own the responsibility for resolving them in a timely manner.
- ❖ be aware of their own questions about course logistics and actively seek answers.
- ❖ accurately predict the amount of time assignments will take to complete and arrange personal schedules appropriately.

Have strong internal motivation to meet high academic standards.

- ❖ expect to work hard, persist through inevitable frustrations along the way, and experience satisfaction with academic achievement.

- ❖ take the initiative to express their ideas, opinions and questions.
- ❖ make good use of both praise and criticism.
- ❖ identify topics, projects and experiences in which they wish to go beyond the minimum requirements.
- ❖ adhere to academic honesty – support the College’s policies enforcing it.
- ❖ have a healthy ego-investment in their individual academic achievement.

Use and improve the skills that earned them admission.

- ❖ write and speak well and continue to improve.
- ❖ think critically and independently.
- ❖ master increasing amounts of information with less frequent testing.
- ❖ retain, integrate, and apply material and skills from a wide variety of ethnic, national, and personal backgrounds.

Accept the challenge of making good decisions in an increasingly ambiguous, uncertain, and open-ended context.

- ❖ seek out academic advice and counsel.
- ❖ make use of college support resources for helping students with learning disabilities, language needs, and other challenges.
- ❖ listen deeply to alternative and conflicting points of view.
- ❖ own action and responsibility even in the face of incomplete information.
- ❖ extend tolerance and understanding to others who face similar uncertainties.

Dr. Eric Eliason, Professor of English, Gustavus Adolphus College

Learning to Set Academic Goals

1. Students should list semester goals and means to achieving those goals.
2. Refer to colleagues, Advising Center, Career Center, and the Center for Vocational Reflection to explore long-term academic goals and to investigate interests, abilities, values, etc. as they relate to choosing an academic path.

General Study Skills and Transition Issue Information

1. Refer students to the Advising Center for time structuring techniques, organizational strategies, and study skills.
2. Host a study skills presentation by Jane Lalim from the Advising Center.
3. Refer to departmental tutors or individual appointments with Jane....remembering students themselves were probably tutors in high school so don't want to see themselves as the kind of student they helped.

A Note to Students

You are finding your way to your own life. Your college education has to be more than fulfilling graduation requirements or choosing what your friends are interested in. This is your life you're preparing for. You will research your interests and abilities and figure out what you want to do after graduation. You will choose out-of-class academic opportunities: study abroad, internships, independent research, graduate or professional study, career exploration, and campus life responsibilities. You make your own Gustavus by your choices and how you participate in and contribute to your time here.

SOURCES OF ACADEMIC SUPPORT

Advising Center

Find specific resources under Academics on the college website that include academic planning, study skills, accommodations for documented disabilities. There are visits to FTS and CII classes, individual appointments, referrals to faculty and other campus resources like the Career Center, Counseling Center, Center for Vocational Reflection, and the Office of International Education.

Departmental Tutors

Student tutors keep regularly scheduled hours. The Advising Center produces a comprehensive tutoring schedule each semester.

Writing Center

Individual tutors are available to help students with their writing assignments, not to proofread but to help the writer think about focus, substance, transitions, as well as grammar and punctuation issues.

A part-time staff person with **ELL/ESL** expertise is available in the Writing Center for individual meetings with students and for consultation with faculty who have ELL students in their classes. The College's ELL staff person can provide a letter for a student to bring to faculty that explains and supports test taking accommodations, leaving it to the professors' discretion whether or not to follow the recommendation. It is expected that competency will develop in students' beginning semesters.

SPECIAL NEEDS

Frequently Asked Questions About Learning Disabilities

What is a Learning Disability?

The following is taken from the web site:

<http://www.washington.edu/doit/Faculty/Strategies/Disability/LDI> *University of Washington*, one of the leading schools in disability/accommodation materials produced for colleges.

Students with specific learning disabilities have average to above average intelligence but may have difficulties acquiring and demonstrating knowledge and understanding. This results in a lack of achievement for age and ability level, and a severe discrepancy between achievement and intellectual abilities.

According to the National Joint Committee for Learning Disabilities, learning disabilities are a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, writing, reasoning or mathematical abilities. The specific causes of learning disabilities are not clearly understood, however, these disorders are presumably related to central nervous system dysfunction. The effects of a learning disability are manifested

differently for each individual and can range from mild to severe. Learning disabilities may also be present with other disabilities such as mobility or sensory impairments. Often people with Attention Deficit Disorder also have learning disabilities. Specific types of learning disabilities include:

∞ **Dysgraphia**

An individual with dysgraphia has a difficult time with the physical task of forming letters and words using a pen and paper and has difficulty producing legible handwriting.

∞ **Dyscalculia**

A person with Dyscalculia has difficulty understanding and using math concepts and symbols.

∞ **Dyslexia**

An individual with dyslexia may mix up letters within words and sentences while reading. He may have difficulty spelling words correctly while writing. Letter reversals are common. Some individuals with dyslexia have a difficult time with navigating and routefinding tasks as they are easily confused by directions and spatial information such as left and right.

∞ **Dyspraxia**

A person with dyspraxia may mix up words and sentences while talking. There is often a discrepancy between language comprehension and language production.

∞ **Non-verbal Learning Disorder**

Poor motor coordination, visual-spatial organization and/or a lack of social skills may characterize non-verbal learning disorders.

For a student with a learning disability, auditory, visual, or tactile information can become jumbled at any point during transmission, receipt, processing, and/or re-transmission. For example, it may take longer for some students who have learning disabilities to process written information. Lengthy reading or writing assignments and tests may therefore, be difficult to complete in a standard amount of time. This may be due to difficulty discriminating numerals or letters because they appear jumbled or reversed. Inconsistencies between knowledge and test scores are also common.

Some students who have learning disabilities may be able to organize and communicate their thoughts in a one-to-one conversation but find it difficult to articulate the same ideas in a noisy classroom. Other students may experience difficulties with specific processes or subject areas such as calculating mathematics problems, reading, or understanding language. People with learning disabilities may have difficulty spelling and subsequently have difficulty creating or editing text or otherwise communicating in writing. Difficulties with attention, organization, time management, and prioritizing tasks are also common.

Web site: <http://www.washington.edu/doit/Faculty/Strategies/Disability/LD/> [University of Washington](http://www.washington.edu/doit/Faculty/Strategies/Disability/LD/) DO-IT Home. Disabilities, Opportunities, Internetworking, and Technology: The Faculty Room.

What is Attention Deficit Disorder?

The following is taken from the web site: <http://www.cdc.gov/ncbddd/adhd/what.htm>.

ADHD is one of the most common neurobehavioral disorders of childhood and can persist through adolescence and into adulthood. Currently the causes are unknown.

A person with ADHD has a chronic level of inattention, impulsive hyperactivity, or both such that daily functioning is compromised. The symptoms of the disorder must be present at levels that are higher than expected for a person's developmental stage and must interfere with the person's ability to function in different settings (e.g., in school and at home). A person with ADHD may struggle in important areas of life, such as peer and family relationships, and school or work performance.

The most common form of the three types of ADHD seen at Gustavus is the Predominantly Inattentive Type: It is hard for the individual to organize or finish a task, to pay attention to details, or to follow instructions or conversations. The person is easily distracted or forgets details of daily routines.

Used by mental health professionals, the DSM-IV-TR provides criteria for diagnosing ADHD. This diagnostic standard helps ensure that people are appropriately diagnosed and treated for ADHD. Using the same standard across communities will help determine the public health impact of ADHD. Treating ADHD can be done through medical or behavioral therapies, or a combination of the two.

Web site: <http://www.cdc.gov/ncbddd/adhd/what.htm>. CDC, Department of Health and Human Services, Centers for Disease Control and Prevention.

Why do I have to provide accommodations for LD/ADD students in my class?

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) work together to ensure reasonable accommodation and non-discrimination for students with disabilities in higher education. Because Gustavus receives Federal funding through grants and financial aid for our students, we are bound by these laws.

How do accommodations help students with Learning Disabilities or ADD?

The accommodations provided to students with disabilities serve to “level the playing field.” A student with LD may process written information slower than the average student. Allowing that student extra time to take an exam helps him/her to fully understand every question. A student with ADD may be easily distracted by the movement of other students in a classroom. When that student takes an exam in a room away from classmates, it is easier for him/her to focus on the exam, not on the distractions around them. Other accommodations may include using a word processor; spell checker, or calculator on an exam, having a peer note taker, or obtaining copies of your lecture notes and overheads, taking an exam in an alternate format, or receiving books on CD to listen to as they read their textbooks. The Advising Center is available to provide testing space if your department can't provide it. The Disability Services Coordinator is available to discuss what accommodations may be useful in specific student/class combinations, and to arrange for a note taker or audio texts.

What can I do in my teaching to help these students?

Do what you do naturally for all your students, be patient and understanding, along with providing a clear, well-organized structure for the class. The syllabus should make due dates clear, and class lectures should be presented in logical sequence. The inclusion of visual aids that reinforce the lecture is helpful. Clearly stating the format of an exam will also help these

students. For information on Universal Design, please visit www.washington.edu/doit/Faculty/Strategies/Universal.

Should I hold the LD student to the same standards as my other students?

Yes. When grading the papers or tests of a student with a learning disability or ADD, you should use the same standards you use for all other students. The accommodations that the student may have used to take the test or write the paper have leveled the playing field. No considerations in grading are necessary. If LD/ADD students ask to have extended deadlines for papers or projects, use your judgment in granting extensions in the same way you would for your other students. However, students should provide you with a letter from the Disability Services Coordinator verifying the legitimacy for accommodations.

How do I know what the student tells me about the LD/ADD is true?

Students should present a letter from the Disability Services Coordinator stating that they have LD/ADD and what accommodations they are requesting. If a student asks for accommodations and does not present a letter, refer him/her to the Disability Services Coordinator in the Advising Center. The Disability Services Coordinator keeps current documentation of the disabling condition and assesses whether or not the condition qualifies for accommodations. Usually students will contact you at the beginning of the semester. On occasion, however, a student does not disclose a disability until difficulty is encountered in one or more classes. In those instances, you may receive verification from the Disability Services Coordinator.

How can I show students I will support their individual learning styles and needs?

A statement in your syllabus such as the one below will show your students that you are willing to work with them, and keep you from having to judge if a student may or may not have a learning disability.

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know during the first week of class so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services Coordinator in the Advising Center. All discussions will remain confidential.

Gustavus does not provide assessment testing for students who think they may have LD or ADD. However, the Disability Services Coordinator does make referrals to local diagnosticians.

Typical Accommodations for Learning Disabilities/Attention Deficit Disorder

- ∞ extended time to take a test (usually up to double)
- ∞ essay tests taken with the assistance of a word processor or spell checker.
- ∞ Copies of peer's notes or of the professor's lecture notes.

Confidentiality

A student's disabling condition, be it physical, psychiatric, or learning, and how it is accommodated, should be treated as confidential information.

Disability Services Procedures for Faculty

Faculty Expectations of Students

- ∞ Students are expected to inform you of their disability, by presenting a letter of introduction from the Disability Services Coordinator, and discussing their specific strengths and weaknesses with you during your office hours.
- ∞ Students are expected to make arrangements for any special testing accommodations in a timely manner. (The Advising Center requires at least 2 days' notice for tests to be taken in the Center.) With limited space, if your department can provide that appropriate space, we ask you to consider that option first.
- ∞ Students are expected to meet all the fundamental requirements of the class.
- ∞ Students are expected to keep you and the Disability Services Coordinator informed of any changes in their needs during the semester.

Faculty Expectations of the Disability Services Coordinator

- ∞ The Coordinator will provide documentation of a student's disability to you through a letter of introduction.
- ∞ The Coordinator will help you understand the specifics of a student's disability, if the student is unable to explain completely enough.
- ∞ The Coordinator will provide testing space if given sufficient notice (2 days) and if your department cannot provide such a space.
- ∞ The Coordinator will only discuss a specific student's disability related needs with you if the student is your advisee or in your class, and if the Coordinator has the student's permission.

Students' and Disability Service Coordinator's Expectation of Faculty

- ∞ The Faculty are expected to treat information about a student's disability as confidential information.
- ∞ The Faculty are expected to discuss a student's progress with the student before discussing it with the Coordinator.
- ∞ The Faculty are to hold the student with a disability to the same academic standards as all other students. Reasonable accommodations level the playing field. No further special consideration is necessary.

Appropriate Disability Language

As with all civil rights movements, individuals with disabilities have developed a common and preferred vocabulary. The most important thing to remember is that the disability does not define the individual. Therefore, use person first language. Say "a student who is blind," not the "blind student" or "a student who uses a wheelchair," not "the woman who is wheelchair bound." Put the person before their disability.

Individuals with disabilities are not handicapped, however, situations may handicap them. The man who uses the wheelchair has a disability. He is handicapped by the flight of stairs leading into the building.

There is no reason to change your normal speech patterns around an individual with a disability. Feel free to use phrases like “see you later” when talking to an individual with a visual impairment, for example.

A Guide for Disability Courtesy in the Classroom

- ∞ Some students with a learning disability are sometimes judged mistakenly as lazy while they really are not; they may simply take longer to complete a task.
- ∞ It is a good idea to include a statement in your syllabus and to state orally that you want to make your class accessible to all students, and they should discuss with you any specific needs they may have.
- ∞ Students with learning disabilities may have a preferred way of receiving input, either written or auditory. If you have a student with a learning disability in your class, it is helpful when giving directions or assignments, to give a written hand-out version as well as talking about it.
- ∞ If a student in your class has a hearing impairment, call the class to order with a wave of your hand as well as a verbal signal. Do not speak while your back is turned to the class to write on the board. Write, then turn to the class and speak. Don't cover your mouth while speaking.
- ∞ If a student in your class uses a sign language interpreter, speak directly to the student, not to the interpreter. Allow the interpreter to position him or herself next to you, so the student can make eye contact with you while watching the interpreter.
- ∞ If a student in your class has a visual impairment, describe any visual aids. Complex diagrams can be reproduced in a tactile format. Consult with the Disability Services Coordinator in the Advising Center for assistance.
- ∞ Avoid making assumptions about an individual's abilities. If you have questions about a student's ability to complete an assigned task, tactfully, and privately ask them if they are able to do it. If there is a need for an alternative assignment and you wish to consult about possibilities, both the student and the Disability Services Coordinator in the Advising Center would be helpful.

How the Disability Services Coordinator Works with Students, Faculty, and Health Professionals

I see myself as the **hub of communication** with students, faculty and health professionals. I have documentation to go by, yet, each case has its own particularity, and the following are gray areas that necessitate ongoing communication among us:

1. I can't tell beforehand how adept first time users of these services are at advocating for themselves. By giving the student a **letter of introduction** to lead into a private conversation with you about how the accommodation can work in your specific course, I am promoting self-advocacy on the part of the student and also informing you of the fact that the student is registered with Disability Services and is entitled to the listed accommodations. I inform each student of what they need to do and when, and I assume they will do it until I hear otherwise. I am sometimes brought into the middle of the conversation between you and the student. At these times, I see my main function as seeing the whole picture and to determine how I might be able to help you and the student.
2. I appreciate your responses and ideas. For example, in a case where it's difficult to understand the student's speech, he would contact his professors by email before the new term begins to let them know how his disabilities manifest themselves, that at first he might be difficult to understand, and why he needs to use a lap top to take notes in class. He is learning a skill he will use when he begins making contact with graduate schools or first employers. This is termed early notification.
3. Social skills for some students with disabilities have not caught up with what we would expect from students their age, and they can often appear to be quite immature, making social blunders and poor decisions as a result of their disability. Take a deep breath, it's nothing personal. It's an opportunity to educate.

Each case has individual characteristics and needs. **In addition to letters of introduction, sometimes we need to discuss what is a reasonable accommodation while keeping the integrity of the course.** When more difficult situations arise, I will call my counterparts at other colleges or other faculty members who have had the student in class, to help us come to an agreement of what is a fair and reasonable accommodation. I don't claim pedagogical expertise, but I can with your help and other faculty here and at other colleges to come to fair treatment.

You help me by letting me know what issues you face. If you feel that you are unable to provide a particular accommodation, please inform me that it is a problem and I will search for an alternative method of providing that service to the student. For instance one common accommodation is to give the student advance copies of lecture notes. Some professors do not have written formal notes to hand out. If I am made aware that this is not something you do, I can substitute a note taker for the student, as a way to get the pertinent information to the student. Also sometimes a student's health condition changes during the semester, and we need to talk again about accommodations.

You also help by referring students to me when they disclose disabilities to you. I appreciate that you check to see if they are registered with Disability Services before granting accommodations.

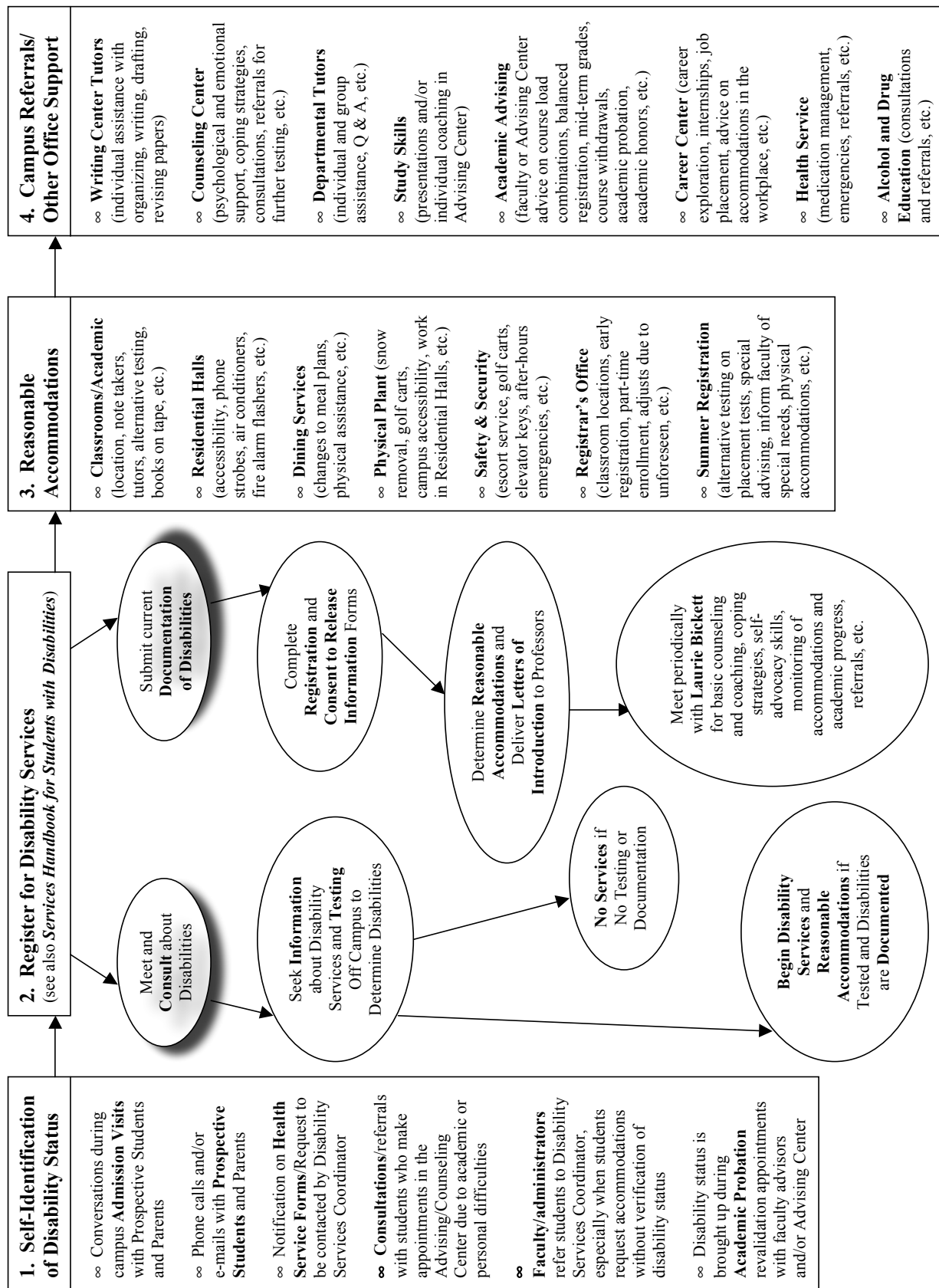
One last item regarding testing space: we keep reminding students of their responsibility to us a **2 day notice** for facilitating exam space and to let us know the process for delivery and return of the exam **if there are no spaces for testing in your department.**

We remind students that we do not promise testing space accommodation if requested at the last minute.

(We are experiencing testing space problems in the Advising Center. If it's possible to provide a testing space in your department, please try that avenue first.

(Laurie Bickett, Disability Services Coordinator, Advising Center (7027 or lbickett).

Following Students Through Disability Services



LEGAL RESPONSIBILITIES, ISSUES OF CONFIDENTIALITY, PARENT QUESTIONS, REASONABLE ACCOMMODATIONS

The Buckley Amendment - The Family Educational Rights and Privacy Act

Federal law (FERPA) generally prohibits release of student educational records without prior written consent of the student. The law makes clear that access to the student record is controlled by the student. In practice at Gustavus this is understood in part to mean the following:

1. The student is the person primarily responsible for communicating with parents about academic progress. If parents ask you for information, ask them to talk with their son or daughter.
2. In instances where parents want more information than that provided by the student (who is a financial dependent), a request can be made to either the Advising Center or the Registrar's Office (not to individual faculty). These offices will inform the student of the parental request and the response to it.
3. Any meeting scheduled at the request of parents with college officials to discuss academic progress will include the student as a participant.

A Context for Understanding Parent Questions

Parents have known the ground rules for their involvement in their children's school lives since pre-school days. They don't know the boundaries in this new adult relationship.

Some will ask, "Is it okay for me to be calling you?" Certainly it's okay - and feel free to go on to acknowledge the adjustments they're making within the family, and be willing to listen to what they're experiencing, and then refer them to the Parent Handbook for a listing of campus resources - for them to use, or to encourage their son or daughter to use.

Sometimes they need help formulating the questions they want to ask their son or daughter.

Sometimes they can give you helpful, insightful information about their son or daughter that can make you more effective in your dealing with your advisee or student.

Some Questions You Might Be Asked

(Any time you're uncomfortable with parent requests for information, refer their calls to the Registrar's Office or the Advising Center.)

1. Q: How is my son/daughter doing in your course? Is it okay if I call his/her other professors to see if he/she is attending and handing in papers, or to find out grades so far?
A: It would be better to ask your son/daughter for this information. The rule of thumb is to keep him/her in the center of their business.

(From information given to parents: “Gustavus encourages parents to discuss with their student mutual expectations with regard to academic achievement, including how and when grades will be discussed and shared. Students can easily provide you with their student user name and pin number, permitting you to view grades and degree audits at any time. The College may also release selected educational records to parents of a dependent student under specific circumstances. While the normal procedure is to require your student’s signed authorization for parental access, the College reserves the right to release grade and course schedule information to parents of legally dependent students without student authorization if circumstances warrant.”

If parents are persistent, kindly refer them to the Registrar’s Office or the Advising Center and assure them we are not trying to keep information from them. We check to see that the student is dependent financially. (Very few are financially independent - but if they are, we cannot give information to their parents.) There is some leeway with students who are dependent financially. We direct them to their son/daughter first, too. If they aren’t convinced they will hear the truth, we ask them to have their son/daughter give us permission to check progress with their professors. These conversations takes all kinds of turns, but the point is to keep a respectful conversation going, with the end result having the student in the center.

2. Q: I’m paying so much money, I should have a right to this information. If things aren’t going well, I could help.

A: Students are stepping up to a new level of independence, responsibility and accountability. There are some systems in place to watch the progress of students. Faculty submit **Academic Alerts** to the Advising Center if students aren’t doing well or have been absent with no contact by e-mail or phone or if quality of work crashes. The Advising Center follows up with offers of assistance.

Students will have **mid-term grades** online the first part of November and the first part of April. You can ask your student to show you the grades or have them share their web user name and pin number for your access. **Academic probation** catches students who did not finish the minimum number of course credits and/or did not attain the minimum grade point average and gives them the next semester to turn things around while offering them academic support from the Advising Center.

Progress of students on **academic probation** is monitored during the semester they’re on probation by watching for **Academic Alerts** and checking mid-term grades.

If a number of **Academic Alerts** come in for the same student, the Advising Center is more aggressive in making contact with the student. Sometimes we will leave messages saying by a certain date we will be contacting their parents, and that usually brings them in. During that visit with them, if it looks like the semester is going to be a disaster, or if it seems appropriate that they go home, we ask them to let their parents know what’s happening, and will offer them the phone in our office. If they want to wait or call on their own, we let them know we will be contacting their parents by a certain date to be sure they know what’s happening.

Communication with Parents Initiated by the College

There are times when the Advising Center, Counseling Center or the Dean of Students Office will contact the parents when it is likely the student's status with the college will be changing because of disciplinary action or likely academic suspension, or it seems apparent the student might be in danger. However, whenever possible, we will contact the student first, in person if possible, or by phone or e-mail and will give the student time to contact the parents before we make the call.

The Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act (1990)

These acts work together to ensure "reasonable accommodation" and non-discrimination for students with disabilities in higher education. Because Gustavus receives Federal funding through grants and financial aid for our students, we are bound by these laws.

ACADEMIC HONESTY

Syllabi Statement

At the November, 2006, Faculty meeting, the faculty approved changes to Handbook Section 2.2.9:

“Through information provided in syllabi and/or other means, faculty members will explain to students how the Honor Code will operate in their respective courses. The following statement is suggested as a pledge for students to sign on all graded assignments and projects:

On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work.

A similar statement may be signed by students at the beginning of a course, indicating that their work for that course will comply with the academic honesty policy and the Honor Code.”

The Gustavus Adolphus College Honor Code

“As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, which is printed in the *Academic Bulletin* and in the *Gustavus Guide*. As a student at Gustavus Adolphus College, I agree to uphold the honor code. This means that I will abide by the academic honesty policy, and abide by the decisions of the joint student/faculty Honor Board.”

In signing this statement, a student is promising that his or her work complies fully with the authorized aid as defined by the professor. It is each professor's responsibility to state course penalties for academic honesty policy violations, and to define the level of authorized aid appropriate to the work in the course or to the particular assignment. However, the student is responsible to ask questions about any reasonable doubt that they have regarding the professor's definition.

An integral part of the honor code is non-tolerance of violations. This non-tolerance policy is a recognition that we are not only responsible for our own ethical conduct but are also members of a vital community with obligations to contribute to its ethical climate. Under this code students are not expected to police others' actions. Rather, students agree to report violations of which they become aware and failure to do so would constitute an honor code violation.

Every Gustavus Adolphus College student is required to abide by the honor code.

PARENT INVOLVEMENT

It is helpful to clarify your policy regarding parent involvement. Involvement in their children's education is different from the past 13 years of their experience and unknown to them if this is their first child in college. While honoring their place in their children's education, we see this as a time to turn over more responsibility to their son or daughter. It is an important rite of passage.

If parents want to know how their son or daughter is doing in their classes and ask us, we will ask them to ask their son or daughter. We tell the son or daughter that we will not go behind their backs to talk with their parents unless it is an emergency. If we talk with parents, we want to be sure students know about the conversation.

There is nothing wrong with parents calling to find out about resources to refer their son or daughter to. They can be helpful go-betweens.

Students should be kept in the center of their business. Let parents know their students receive their mid-term and final grades online so they can show their parents their grades.

Refer parents to the parent website – a great resource to let them know what is happening throughout the semester and also lists campus resources.

PRE-PROFESSIONAL INTERESTS

The Advising Center and Career Center have a current list of pre-professional faculty contacts on their websites.

Refer students to the College catalog for a limited number of professions, to the *Pre-Law Guide* online or to *The Health Professions Advising Guide* (Career Center website) for a more complete listing of health professions.

RESPONSIBILITIES OF PRE-PROFESSIONAL FACULTY CONTACTS

An appointment by the Dean of the Faculty, asking for a commitment of one year and hoping for more for consistency of advising, involves the following responsibilities:

- * Be available to advise students at registration times.
- * Be available for general information sessions.
- * Identify yourself as the contact person for Gustavus with appropriate professional schools.
- * See prospective students.
- * Be familiar with application procedures to professional schools and assist students with this process.
- * Write recommendation letters for students.
- * Be able to help students look honestly at their transcript, scores, and realistic chances of being admitted.
- * Be familiar with the resources available from the Advising Center, Career Center, and from other colleagues.
- * Attend professional conferences to keep pace with innovations and changes in the field and disseminate information as needed to other advisors.
- * Work in cooperation with the Director of Internships in the Career Center. (There might be some travel involved in visiting internship sites.)

The Advising Center and Career Center (Career Counselor and Health Professions Coordinator) stand ready to assist you to make the most efficient use of your time and to handle many of the early and routine questions students have as they explore the possibility of entering the health professions. The *Health Professions Advising Guide* is also helpful.

