

ADVISING
HANDBOOK

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Philosophy of the Lawrence Advising System

WHY IS ACADEMIC ADVISING IMPORTANT?

Your role as an advisor is as important as the other parts of your teaching responsibilities. In an advisory session, you have the opportunity to help students to learn about and reflect on their whole curriculum, to make links between ideas and experiences both in and out of the classroom, and to understand more fully the purpose of college. As Marc Lowenstein, a dean and professor of philosophy, argues:

“An excellent advisor does the same for the student’s entire curriculum that the excellent teacher does for one course.” (2005)

Advice makes a difference to students, and is central to student retention. Vincent Tinto, one of the first to do a comprehensive study of student attrition and retention, concludes:

“Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.” (1993)

Richard Light, a professor at Harvard agrees. He conducted a longitudinal study on student’s perception of college. He concludes:

“Good advising may be the single most underestimated characteristic of a successful college experience.” (2001)

Approaching advising this way helps to make it a seamless part of your teaching activities. Viewing advising as teaching will help you be a successful advisor, and will help advisees be better students. The following narrative from a student in Richard Light’s study illustrates how this approach can be successful. Note how this advisor does all the tasks described in the first paragraph, and pushes the advisee to use critical thinking and reflection.

Here I arrive, from my small public high school out west, and probably a bit immature. I had no idea what to expect when I first met my academic advisor. So I went to our first session very well prepared. I was armed with a list of six possible courses from which I would choose four. I also had a list of questions to ask him about the different sciences, and what focusing on each would require.

To my slight surprise he knew something about me, and he went out of my way to make me feel comfortable. But after greeting me, and inviting me to sit down, he immediately asked “why are you here?” I thought he meant why had I come to see him, so I started telling him about course selection. He quickly interrupted and said, “No, I mean why are you here at Harvard?”

This was not a question I expected. So I guess I was a bit flummoxed. I told him I had come here to get a great liberal arts education. Then he asked the question that I haven’t been able to stop thinking about for all my four years. “Tell me, what exactly do you mean by a great liberal arts education?” I didn’t have a good response, but I told him I would think about that question for our follow-up meeting the next week, when he was going to sign my course study card.

I don’t want to say what anyone else should do. But I can say that by personalizing our first few conversations, by asking me what my goals are for college, and by pressing me hard on the question of how studying the physical sciences fits into the definition I proudly gave of a good liberal arts education – I never forgot his questions and those conversations. It would be hard to attribute any particular success I have in any one course to that advisor. But there is no doubt at all that when I reflect on choices I made here, I can still hear his hard questions from that first week ringing in my ears.

From *Making the Most Out of College*, Richard Light 2001

ACADEMIC ADVISING AS LEARNING AND TEACHING

Lawrence's approach to academic advising is learning-centered. The mission of academic advising is to promote student learning in this individualized setting. To this end, advisors help student understand the purpose of liberal learning, and the meaning of the values and ideas represented in our institutional mission. Advisors can encourage the development of higher order, or critical, thinking by how they engage advisees.

As part of our teaching responsibilities, we should view advising, then, as having a curriculum, or learning goals and as incorporating effective pedagogy. Ideally, we should communicate this information to advisees through an advising syllabus.

The Advising Curriculum

1. The Mission: Advising should include the values and goals expressed in our academic mission.

Lawrence's mission statement and related documents describe our purposes and goals for the student quite clearly. In these documents, you can find the institutional expectations for students as they move through their education, and as such, they provide the basis for an advising curriculum. Below, you will find a copy of the catalog sections important for advisors to read, to understand and to communicate to our advisees.

Mission: Lawrence University of Wisconsin, through its undergraduate college and Conservatory of Music, educates men and women in the liberal arts and sciences. Committed to the development of intellect and talent, the acquisition of knowledge and understanding, and the cultivation of judgment and values, Lawrence prepares students for lives of service, achievement, leadership, and personal fulfillment.

Statement of Community Values: Every member of the Lawrence University campus community is welcomed in a spirit that acknowledges and assures the dignity of all. Diversity within our campus enriches teaching and learning, promotes core values of a liberal education, and establishes a community in which all members may fulfill the mission of the university.

Liberal Learning

To participate in a liberal education is a privilege and a challenge; to be liberally educated is to be transformed. Open and free inquiry, a devotion to excellence, the development of character, the mastery of competencies, the ability to think critically, the excitement and rewards of learning — these are the aims and principles of a liberal arts education.

Liberal learning liberates, freeing us from the restraints of time and place, enabling us to grow, to change, and to respond to the new, the unforeseen, the unexpected. To be liberally educated is to live imaginatively in worlds not our own and to examine values not of our making.

A liberal education tests our ability to investigate and understand the nature of an organism, the applications of a theorem, the behavior of a crowd, the principles of a political system, the meaning of a poem, the causes of an event, the consequences of an argument, or the composition of a symphony.

Liberal education promotes diversity, skepticism, and debate. It views the world as changing, not fixed. It asks not only what, but why. It insists that we make judgments rather than have opinions, that we treat ideas seriously, not casually, that we be committed instead of indifferent.

Liberal education is vocational. It prepares us to assume positions of leadership and responsibility as wage-earners and citizens. To be liberally educated is not to be limited to a particular niche in the job market but to be freed and qualified for many opportunities. And, most important of all, it is to be equipped to assume new vocations and accept new challenges throughout life.

Students come to Lawrence with many career objectives and options — law, public service, health professions, business, service vocations, engineering, teaching, ministry. Liberal education is a prerequisite to all of these and more. Whether or not a student seeks professional or graduate training beyond the bachelor's degree, liberal learning provides the skills, the talents, the critical intelligence, and the range that offer access to many careers.

Above all, however, a liberal education is a function of choice and self-discipline. Lawrence provides opportunities; it does not prescribe decisions. The privilege of liberal learning is the freedom to choose; the challenge of liberal learning is to choose responsibly.

A Lawrence Education

“Welcome to the company of educated men and women.” With these words, university presidents traditionally salute Bachelor of Arts recipients at Commencement. In the centuries since that greeting was first proclaimed, the definition of the educated man or woman has expanded. Two and one-half centuries ago, a college curriculum was relatively uniform and straightforward; the “liberal arts” numbered seven. Today, the curriculum is diverse and complex; the liberal arts find expression in many disciplines and departments, use a variety of methodologies and skills, and are conveyed by courses numbering in the hundreds.

No one — neither student nor faculty member — can master all available disciplines and subject matters. When graduates are hailed among the company of educated men and women, each will have reached that state by selecting a program of courses unique to him or her.

“What one knows is, in youth, of little moment,” wrote Henry Adams; “they know enough who know how to learn.”

Lawrence does not pretend to certify that every graduate possesses a prescribed amount of knowledge. But the university does claim that the education students attain here marks them as persons who have developed the abilities to think critically, write clearly, and speak effectively.

The route to liberal education lies in a course of study that combines both breadth and depth. The Lawrence curriculum promotes exposure to a wide range of subject matters and intellectual approaches. It also calls for the focused study of a single area of knowledge. Within this general framework, the student exercises wide latitude in building a course of study. A Lawrence education, then, results from considered choices. The college provides ample room for such choices and encourages students to exercise them boldly.

A Residential Education

Lawrence University is a residential college by design. Students are required to live on campus because we believe that a small residential community distinguished by frequent face-to-face interactions between and among its members provides an ideal environment for accomplishing the goals of liberal education. Lawrence's residential nature maintains and expands the opportunities for meaningful interactions outside the classroom and, in so doing, contributes to the fulfillment of Lawrence's mission to promote among students "the development of intellect and talent, the acquisition of knowledge and understanding, and the cultivation of judgment and values." Furthermore, meaningful relationships between students and faculty, among students, and within the Lawrence community at large preserve and extend the vitality of the institution.

2. Higher Order Thinking: Advising should encourage higher order thinking

Academic advising also should help students understand and achieve basic goals set out in the mission statement by helping them develop critical or higher order thinking. Advising sessions provide the perfect place to encourage the development of critical thinking. When advisees focus only on looking for a class to fit a schedule, or meet a requirement, they are using a very concrete level of thinking. When we ask our advisees "why?", however, or push them to think about how they can connect their individual goals and desires with our educational goals for them, we encourage higher order thinking. Advisees facing a problem in a class, thinking about an honors project, trying to balance different competing demands on their time all offer advisors opportunities to push the student to use reflective judgment and higher order thinking.

Advising Pedagogies

“Once more, it is part of the educator’s responsibility to see equally to two things: first, that the problem grows out of the conditions of the experience being had in the present, and that it is within the capacity of students; and secondly, that it is such that it arouses in the learner an active quest for information and for production of new ideas.” John Dewey (1938)

1. Get to know your advisee

As faculty members, we know that knowing something about our students, and how they learn, helps us understand how to effectively communicate information in our classes. Similarly, in advising conversations, if we get to know our advisees, we will more likely be successful as advisors.

Many resources are available to help you help get acquainted with your advisees. The *advising folder* -- which you receive just before new students arrive, or you receive from another faculty member when a student changes to you as an advisor -- should be a great source of information. Minimally, it includes the student’s application, essays, and recommendations, as well as placement examination information, and transcripts. If you are missing important information in this folder, you can contact the Registrar’s Office and request additional information be sent to you. Or, you can go to the Registrar’s Office any time and read the advisee’s original folder and copy whatever information you need to include in your office file.

The summer before matriculating, students complete the *Advisor Information Sheet*. This form was developed precisely to help advisors get to know the students a bit before the first advising sessions. In addition to telling advisors about themselves (and they are remarkably quite open and frank), they also list questions they plan to ask advisors in the first advising discussion.

Reading the *transcripts* can tell you quite a bit. For example, in what types of courses did they excel? Falter? How rigorous was their high school curriculum? What type of high school did they attend?

The *Mid-Term Self-Evaluation* that all new students complete adds initial insight into their development as college students. This form was developed specifically to help students step back from their daily college experience and reflect on questions, feelings and ideas about college life so far.

Of course, the best sources are the students themselves, so take advantage of advising conversations. Rather than limiting your discussion to class performance or selection, letting the conversation range more broadly (how is it going with your roommate? What activities have you done so far?) and asking them challenging questions (“Why do you want to be a doctor?”) helps you gather information while pushing them to reflect and think more deeply about what they are doing as a college student.

Finally, try to understand their *social context* – both individual (for example, a family situation, activities, ideas about their world) and global (for example, the role of the media, and current events).

Remember that students actively construct their own knowledge. This means they take information and try very hard to make it fit into their preconceived ideas. Researchers as early as John Dewey and Jean Piaget have argued that experiences build on previous experiences, and as a result, different people experience the same situation quite differently. Students will construct their own understanding of ideas about college, and the values in the mission statement. For this reason, getting to know your students will give you insight into how to approach helping them learn how to learn.

2. Remember your Role is as a Teacher

Each student has individual goals for his or her education. We also have institutional goals for the students. Going to college is not only about what the students want, but also about students achieving what we have determined to be important educational goals, as represented in the structure of our curriculum and summarized in our public statements and other materials. Advisors’ roles are not limited to discussing the students’ desires and choices, then, and should include guiding students through the

process of thinking deeply about these desires and choices, and about how they plan to achieve their goals at Lawrence.

Research has demonstrated that *students need to have the links between abstract ideas identified by instructors in order to learn the information*. The advising conversation, just as in our teaching, offers us just this possibility.

Students can learn from you when you ask them to express, justify and discuss individual goals. This guided conversation allows them to learn about their own thinking. Fosnot argues that “...(we) need to allow learners to raise their own questions, generate their own hypotheses, and model as possibilities and test them for viability.” (1996:29) Students can also learn, as we all know, *if we guide them through anomalies, disturbances, errors, and contradictions in a way that that they benefit and learn from difficulties*.

All these approaches in advising conversations – guiding advisees to make links between different ideas, and between ideas and experiences, pressing them to explain their goals, and helping them learn from difficulties – encourage students to employ higher order thinking.

An Advising Syllabus

Of course, many of us already approach advising with these things in mind, and are successful because we do many of the things described above. Being more intentional about this part of our teaching, however, is critical. Approaching academic advising with the language of teaching and learning can help us describe more easily what and why we advise. This approach will help describe this aspect of education to students more easily as well, and potentially make advising less time consuming.

As you would for most of your classes, you would be well-served as an advisor to develop a basic “advising syllabus” that would explain your individual approach to advising, give advisees practical information, and explain the purpose of advising from your perspective. This information will help advisees learn your role more quickly, and save you a significant amount of time otherwise repeating and re-explaining certain things to all your students.

The content of an advising syllabus would have at least two parts – your philosophy of advising, and practical advice and information. What you actually include will reflect much of your individual style and beliefs about advising, individualized learning and some institutional information you consider important.

1. Philosophy of Advising (learning goals)

This section might include your general definition of academic advising, describe the learning outcomes you wish to achieve in advising sessions, explain what you wish your role to be as an advisor, and list what you consider to be the advisee’s responsibilities. This type of information is included in the Advising Handbook; feel free to take any part of the handbook to use in creating a syllabus.

2. Practical Advice and Information (how to achieve learning goals)

This part constitutes the basic information section. It should include information such as the best method of reaching you when they need advising, and guidelines for knowing when to seek your advice. Also, it might include a list of other resources on campus for particular types of questions (for example, Financial Aid, Housing, Library, Registrar, Business Office, Counseling and Health Services, Student Academic Services). You also might include a list of important dates in the academic calendar (last day to change a class, exam and reading periods, or any other dates you wish to note). Much of this contact information is in this handbook. You will find that providing this information to advisees will save the advisee and you all sorts of time.

Use this handbook as a reference for information, and also as a resource to develop your own thinking about your teaching role as an advisor. Feel free to take information out of the handbook to use in conversations, or in an advising syllabus.

See a sample template on the next page.

Sample Academic Advising Syllabus

Advisor: Geoff Gajewski

Office: Briggs 117

Phone: 920-832-6530

Email: gajewskg@lawrence.edu

(I will answer your emails promptly, but significant or lengthy advising should be done in a meeting. Note that I will not lift your registration hold unless I meet with you in person)

Advising Office Hours: By appointment

Important Texts and Materials:

Lawrence catalog

Current class schedule available on the web:

<http://www.lawrence.edu/dept/registrar/cs-current.shtml>

Purpose and Goal of Academic Advising Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students can learn to become members of the Lawrence academic community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. (adapted from a statement of core values of the National Academic Advising Association, 2006).

It is a collaborative educational process whereby the advisor guides the students in developing a plan for academic achievement and success. Both the advisor and the students have clear responsibilities in this relationship.

Advisor responsibilities – what you can expect

You can expect me as your academic advisor to:

- Treat you with respect and as an adult
- Assist you in understanding the purposes and goals of Lawrence and how it might affect your individual goals and life
- Help you to develop good decision making skills and learn how to assume increasing responsibility for your educational planning
- Understand and effectively communicate the curriculum requirements and academic policies, or help you find the resources to get those answers
- Encourage and guide you in defining and developing realistic and clear academic goals
- Provide you with information about campus resources and services
- Monitor and accurately document your progress toward meeting your educational goals
- Maintain confidentiality (I will not discuss issues with parents of on-university persons without your written permission; I will only respond to you through your Lawrence University email account)
- Assist you in working with and developing relationships with faculty and instructors
- Be accessible for meeting with you during office hours, or through telephone and email.

Advisee Responsibilities – what you are expected to do

As an advisee, you also have clear responsibilities in order to be academically successful and so we can develop an effective advising relationship. Plan to:

- Schedule regular appointments or make regular contacts with me each term. I do only limited advising over email and I will NEVER release your registration hold unless I meet with you in person
- Come prepared to each appointments with questions or materials for discussion
- Be an active learner by participating fully in our discussions
- Ask questions if you do not understand an issue or if you have a particular concern
- Follow through on all assignments or recommendations that we discuss
- Become knowledgeable about Lawrence's academic programs, policies and procedures
- Gather all relevant information before making decisions that affect your educational goals, or before you come to see me about making those decisions
- Clarify personal values and goals, and provide me with accurate and truthful information about your interests and abilities
- Organize academic documents in a way that enables you to access them when needed
- Be proactive about your progress by frequently checking your Voyager account and the information on Lawrence's website
- Accept responsibility for your decisions and actions (or inactions) that affect your educational progress and goals

Learning Outcomes from Academic Advising Experiences

If you fully participate in this advising relationship, you will engage your education more fully. Through advising, you will:

- Demonstrate the ability to make effective decisions concerning your degree and career goals
- Develop an educational plan for successfully achieving your goals and be able to select courses each term to progress toward these goals
- Articulate an understanding of the value of our general education requirements to your overall educational plan
- Explain how your academic plans meet Lawrence's academic mission
- Utilize resources and services on campus to help you achieve your goals
- Be able to accurately read and effectively utilize the degree audit in Voyager that tracks your academic progress
- Graduate in a timely manner

Demonstrating Your Achievement of Learning Outcomes

You and I will develop and keep an ongoing file of your advising work. This file will consist of a variety of documents including your Advisor Information Sheet and your summer registration from your first year, the Fall term Self-Evaluation Form from your first year, all future registration information, your progress reports, copies of emails I send or I receive from you, your degree audit information, and any correspondence from the Registrar, instructors, parents or others about your academic situation. I also will note your ability to engage critical issues affecting your academic plan.

Important Dates to Remember (and when you might want to see me)

Deadlines: Each term include several deadlines that might be important to your decision making. The Registrar posts these deadlines on her website, and they are available in the catalog as well. You should consider meeting with me before each of these deadlines if you have concerns or questions about your progress. I also am required to sign certain forms if you are making special requests – such as petitions, or requests to withdraw passing from a class.

- End of the first week of classes: This is a last day to drop a class without an instructor's signature.
- End of the second week of classes: This is the last date to CANCEL a course you have not attended. Remember that you may have been automatically added to a class from a waitlist, so it is important to check your registration before this deadline to make sure it is accurate. If you take care of any problems now, you can avoid petitioning and service charges for late changes. Also, this is the last day to declare a S/U for a class.
- End of the 7th week of classes: This date is widely distributed through the registrar's office and Student Academic Services. Make sure you think about your progress in each class by this date. It is the last day to withdraw from a class (if you are in passing status). If you miss this date you cannot withdraw later unless you have circumstances beyond your control.
- Last day of classes: This is the final deadline to make certain academic decisions, particularly if you are having difficulty. This day is the deadline to request an incomplete, to ask to withdraw if you are failing, and to withdraw from the term if you are facing a crisis. Again, time to reflect on your progress.

Other times that you should plan to come see me:

- If you are rethinking what classes to take in future terms
- If you need an advising hold lifted to make changes to your schedule
- If you need my signature on petitions, or other forms
- If you are struggling in a class, or are unsure how to deal with a situation in a class
- If you want to discuss your future academic plans
- If you have questions about available campus resources
- If you need to miss classes, or leave campus due to an emergency
- And, I would love for you to stop by and give me periodic progress reports and let me know how things are going in general

Other Campus Resources

Don't forget to use the many resources Lawrence offers to students in order to help you have a successful experience and complete your degree.

Center for Teaching and Learning (CTL) – They can help you set up tutoring in most classes, or for writing projects and papers for developing communication skills and class discussion skills, for quantitative reasoning, or to work on your English as a Second Language (ESL) skills (No charge for these services!). In addition, the CTL offers workshops on study skills and time management – so keep your eyes open for posted announcements of those activities. Remember – 78% of students use the CTL before they graduate!

Health and Counseling Services – The nurse will help you if you are ill. If you are going to miss class – go see her first! She also can set up an appointment for you with any of our three counseling professionals. Counseling Services can be helpful with personal and academic concerns, and in life planning questions. These appointments are free of charge. In addition, a doctor is available every morning between 7:45-8:45. Remember - most instructors will want a medical excuse if you miss class.

Career Center – Professionals in the Career Center can offer you guidance on summer internships, preparation for future careers and graduate school exams. In addition, they have assessment inventories

that might help you identify appropriate majors and careers. With daytime and evening hours – there's no excuse not to make a visit!

Of course, you can always talk with your Residence Hall Director (RHD) about housing and other campus concerns, or use the services of the Dean of Students Office in Raymond House.

The Registrar's Office, the Financial Aid Office, and the Business and Student Account Offices, are all in Brokaw Hall – so you will want to familiarize yourself with Brokaw.

RESPONSIBILITIES OF THE ADVISOR

Advisors have the responsibility to *advise* their assigned students; they are expected to help their advisees understand their academic strengths and weaknesses, plan course schedules, set goals, and use resources and support services at Lawrence. However, they are not expected to make decisions for advisees or to engage in a *personal counseling* relationship.

Students have the responsibility for making decisions about their academic programs and for following through on those decisions. They should prepare themselves for their meetings with their advisors by drafting their course schedules, by reviewing relevant information in the course catalog, student handbook, or other pertinent documents, and by jotting down their questions and areas of concern. Students are responsible for knowing or finding out about academic rules, their academic progress, and resources on campus. The advisor's job is only to guide them.

If a student has discussed the decision, the advisor must release the advising hold for that advisee. Also, following discussion, advisors are required to sign all forms, such as S/U option forms, and petitions to the Subcommittee on Administration. Remember that the advisor's signature and the release of a hold do not constitute approval or denial of such changes or requests; rather, it signifies only that the advisor has had the opportunity to provide his or her best advice to the student. The only exception is the request to underload or overload. In such cases, the advisor may deny the request if deemed in the best interests of the student, and refuse to sign. Important note: *do not release advisory holds unless you have discussed the intended changes with the student!*

THE SPIRIT OF LAWRENCE ADVISING

The Faculty Handbook details the advising responsibilities of all Lawrence faculty. In addition, the following statement, endorsed by the faculty on June 12, 1987, and reaffirmed in 1997, more fully describes the spirit of advising at Lawrence:

All Lawrence faculty members are expected to serve as academic advisors. The advisor's primary responsibilities are to help students plan their academic programs in the spirit of the University's curriculum and to monitor and discuss with the students their academic progress. To dispatch this responsibility, the members must know well the full range of academic programs offered at the University, and they must be prepared, when necessary, to take the initiative in drawing students into discussions of their work. In many cases, if not most, advising should also entail discussion of career possibilities. Although faculty members obviously cannot be expected to be authorities on the full range of careers open to liberal arts graduates, they should be knowledgeable about the career possibilities most closely associated with their fields and be familiar with the resources on campus to assist students in learning about careers.

As a residential liberal arts college, Lawrence's commitment is to educate the whole student. This commitment needs to be honored in the advising relationship through attentiveness to students' engagement with the life of the college beyond the classroom as well as to students' personal development. Advisors' responsibilities in these areas should be limited and exercised with caution. The expectation here is not that advisors will be prescriptive with regard to recommending for or against extracurricular activities or that they be intrusive into the personal lives of students. Rather, the expectation is that advisors will recognize that what goes on outside of the classroom can have an important bearing on the education of our students and that discussion of such matters can, at times, play a legitimate role in effective advising. What is called for here is not a professional counselor's expertise, but a willingness to listen, to provide support, and to make appropriate referrals when necessary.

What advisors should do—according to students

From 1995-1996 a faculty task force conducted a series of focus groups on advising and found out that students most often expressed the following expectations of their advisors:

- Be available. Students want advisors to be sufficiently and dependably available and approachable for discussions of both academic and personal concerns.
- Initiate contact, on occasion. Many students said that advisors should check on them from time to time and track their academic progress.
- Assist with course selection. Students give the highest priority to assistance with planning their academic programs and selecting courses, particularly as they pertain to meeting the requirements of a major and completing a degree.
- Review program and career options. Students want information about financial aid, summer jobs, internships, and off-campus programs, and they expect their advisors to refer them to appropriate resources. They also want your advice about graduate schools and other potential career goals for a particular major.
- Make referrals. Students want their advisors to refer them to those who can answer their questions if their advisors do not have the information themselves. Students do not expect you to know everything, but they do want to be guided to those who may be better able to address their questions.
- Be supportive. Students want their advisors to be encouraging and to be interested in them as individuals, to be aware of their interests, aspirations, and problems. Students do not expect advisors to agree with them at all times but do expect advisors to be respectful of their ideas.
- Listen.

What advisors should NOT do

Students said most often that advisors should NOT:

- simply release holds, sign forms and approve course selections without discussion
- discourage or disparage student ideas and plans
- try to dictate decisions for them
- be inconsistent or unclear about when and how students can contact them

Advisor/Advisee Assignments

ADMINISTRATIVE CONTACT:

Associate Dean of Faculty for Student Academic Services

NEW STUDENTS

Within each degree program (B.A. and B.Mus.) all available faculty advisors are assigned new students, regardless of the students' disciplinary interests. Therefore, you are expected to know degree programs well enough to advise entering students about requirements and options *across all the majors in your degree program* and to help them make good decisions in planning their course schedules. To this end, departments with particular concerns about prerequisites and course sequences will provide advisors with such information. Group advising meetings for students interested in certain majors and pre-professional programs (e.g., health careers, law, business) are held during Welcome Week and sometimes during the academic year.

Encourage advisees to attend the Academic Information Meetings (AIM) during orientation. The transition from high school to college is, of course, challenging in ways new students cannot anticipate. In addition, many new students do not understand the idea of a liberal arts education, despite choosing Lawrence, and need to be encouraged to explore various disciplines and extracurricular interests.

Students should trust that *all* faculty advisors can assist new students in determining course selections, understand academic programs, locate campus resources and support, and make personal adjustments. If you need more information during advising a student, do not hesitate to call other faculty, department chairs, or Student Academic Services.

CONTINUING STUDENTS: UNDECIDED STUDENTS, ADVISORS IN MAJOR FIELD

Some students may know their intended major during the freshman year; indeed, they may be certain of their major at matriculation. Almost 75% of all students change their majors, however, as they explore new areas of study. Some students may be uncertain even as rising juniors. During this process of decision making, students often become confused about who should serve as their advisors. It is not unusual for students to believe they are required to change advisors as soon as they begin exploring a potential major or a change in a major. This is not necessary.

Students should be encouraged to discuss their interest and plans with a faculty member from the intended major but they need not formally declare a major, or have an advisor in a major department, until the beginning of their junior year.

Nevertheless, students may wish to change advisors sooner than their junior year for any number of reasons. We make the process as easy as possible. In advising conversations, you should discuss with your advisees both the convention and procedure for changing an advisor, thus forestalling students' confusion and anxiety about "confronting" the transition.

CHANGING/CHOOSING AN ADVISOR

A student may change his or her advisor at any time if a faculty member agrees to serve as the new advisor. The student completes the proper form, obtains the signature of the new advisor, and returns the form to the Registrar's Office. (See the sample form in Appendix B: *Change of Advisor Form* which is available in the Registrar's Office and on the Registrar's website: www.lawrence.edu/dept/registrar/forms, and also from the Student Academic Services office.) The Registrar notifies the former advisor, who then must send the advising folder and any pertinent materials

concerning the student to the new advisor. *Students are not required to obtain the signature of the former advisor.*

If a student must change advisors for any reason but is unsure how to select a new one, please refer the student to the Office of Student Academic Services (x6530).

ADVISOR SABBATICALS AND LEAVES

Your Responsibility:

If you are leaving Lawrence either temporarily or permanently, you must make arrangements for your advisees. Common solutions include: **1)** discuss with your department shifting the majors, or intended majors, to other faculty members in the department, **2)** suggest to your advisees that they seek out another member of the department, **3)** suggest to your undecided advisees that they seek out other faculty members with whom they are comfortable and to make the appropriate changes, **4)** ask your advisees to confer with you about appropriate changes you leave, and **5)** if your leave is only for one term, make arrangements with other members of your department to be available for your advisees during your absence. These faculty members can be added for one term only.

Whatever the arrangements you make, please be sure to:

1. Formally notify your advisees, indicating how long you will be gone and suggesting the appropriate advising options
2. Notify the Associate Dean of Faculty for Student Academic Services of your plans for your advisees. Conservatory faculty also should notify the Associate Dean of the Conservatory.

Student Academic Services can provide assistance with arrangements, or discuss options for the period of your absence. Please confer with the Associate Dean as soon as possible after making your decision to be away from campus.

Other Procedures:

If you do not communicate your arrangements when leaving for more than one term, the Associate Dean of Faculty for Student Academic Services will take the following steps:

1. Juniors and seniors will be notified about your absence and asked to find another advisor in the department. If no change is made, they will be reassigned to the chair of your department.
2. Freshmen and sophomores will be given the opportunity to find a new advisor. If no change is made they will be reassigned to the chair of the department.
3. All students will be sent a *Change of Advisor Form* to make any other changes they wish.

You should be especially concerned if you will be absent during Term III, when students register in advance for the next academic year. You may want to advise your students before leaving campus, or leave your advisees with particular suggestions.

Confidentiality of Student Records

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND UNIVERSITY POLICIES

ADMINISTRATIVE CONTACT:

Registrar

The use of computerized record-keeping systems at Lawrence University is increasing at a fast pace. We can anticipate that the distribution of electronic data eventually will replace most paper documents and will provide more extensive information about students to faculty and staff. It is important that each employee with access to student record information of any type understand his or her legal responsibilities under FERPA and employment obligations under university policies. The same principles of confidentiality that apply to paper records also apply to electronic data.

WHAT IS FERPA?

The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education.

WHO IS PROTECTED UNDER FERPA?

Students who are currently or formerly enrolled, regardless of their age or status in regard to parental dependency are protected under FERPA. Students who have applied but have not attended any institution and deceased students do not come under FERPA guidelines.

WHAT ARE EDUCATION RECORDS?

With certain exceptions, an education record is any record (1) from which a student can be personally identified and (2) maintained by the university. A student has right of access to these records. Education records include any records in whatever medium (handwritten, print, magnetic tape, film, diskette, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school at which the student was previously enrolled.

WHAT IS NOT INCLUDED IN AN EDUCATION RECORD?

Education records do not include:

- (1) sole possession records or private notes held by school officials that are not accessible or released to other personnel;
- (2) law enforcement or campus security records that are solely for law enforcement purposes and maintained solely by the law enforcement units;
- (3) records relating to individuals who are employed by the institution (unless contingent upon attendance);
- (4) records relating to treatment provided by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and disclosed only to individuals providing treatment; and
- (5) records of an institution that contain information about an individual obtained only after that person is no longer a student at that institution, i.e., alumni records.

A student does not have the right to review financial information pertaining to his or her parents.

WHAT IS DIRECTORY INFORMATION?

Directory information may be disclosed under FERPA subject to university policies and requests for non-disclosure by the student. Enrolled students may ask Lawrence to withhold disclosure of any of the above categories of information by completing a non-disclosure form, available in the Registrar's Office. The computer records of individuals who have requested non-disclosure of directory information will be marked with a confidential indicator flag that will display on general lookup computer screens. The flag should also be used in reporting. Directory information includes: name, address, telephone number, dates of attendance, class standing, previous institutions attended, major field of study, awards, honors, degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (such as height and weight of athletes), date and place of birth, e-mail address, photographs or other visual images. Requests for non-disclosure of directory information do not prevent the information from being used by school officials who have a need to know.

WHAT RIGHTS DOES FERPA AFFORD STUDENTS WITH RESPECT TO THEIR EDUCATION RECORDS?

The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. *A student should submit a written request identifying the record(s) to be inspected to the registrar, dean, head of the academic department, or other appropriate official. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.*

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask Lawrence University to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. *A student must give consent in writing before Lawrence University can release any personally identifiable information from the student's education records, except to the extent that FERPA allows disclosure without consent.*

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with requirements of FERPA. *Students receive information about their rights under FERPA at the beginning of all term registration periods.*

WHO MAY HAVE ACCESS TO STUDENT INFORMATION?

- (1) The student and any outside party who has the student's written authorization may have access to the student's education records.
- (2) Lawrence University school officials with a legitimate educational interest in a student's education record. A "school official" is a trustee, officer, or person employed in or appointed to a Lawrence University administrative, supervisory, academic or research, support staff, or volunteer position; a person or company with whom Lawrence University has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in

performing his or her tasks. A legitimate educational interest exists if the information requested is relevant and necessary for a school official to perform appropriate tasks or to

make a judgment within the scope of the official's assigned responsibilities. The task or judgment must a) be related to the student's education, b) be related to the discipline of a student, c) provide a service or benefit relating to the student, such as health care, counseling, financial aid, recommendations, or selection for awards, prizes, or membership in honorary societies, or d) be required to conduct institutional research to support the educational mission of the university. Disclosure to a school official having a legitimate educational interest does not constitute institutional authorization to transmit, share, or disclose any or all information received to another party.

- (3) The parents of a dependent student (as defined by the Internal Revenue Code) may have access to student information without the student's consent after supplying the Registrar with a certified copy of their most recent federal tax return showing the student's dependent status.
- (4) In addition to 2 and 3 above the contents of student education records may be released without the student's consent to specific individuals or entities, or under specific circumstances as outlined in the legislation and subsequent amendments:
 - (a) in response to a lawfully issued subpoena,
 - (b) to federal, state, or local authorities involving an audit or evaluation of compliance with educational programs,
 - (c) in connection with financial aid including veteran's benefits,
 - (d) to organizations conducting studies on behalf of educational institutions,
 - (e) to accrediting organizations,
 - (f) in a health or safety emergency,
 - (g) the results of a disciplinary hearing to an alleged victim of a crime of violence, or
 - (h) to parents/legal guardians when the student (under age 21) is found to have violated the alcohol or drug policy of the institution.

There are certain stipulations that apply in many of these circumstances and individuals seeking more information should contact the Registrar.

WHAT RECORDS MUST BE KEPT WHEN DISCLOSING INFORMATION FROM EDUCATION RECORDS WITHOUT THE STUDENT'S CONSENT?

Institutions who release education record information without the student's consent (as described in 3 and 4 above) are required to keep a record of the release (to whom, for what purpose, and what items were released) for as long as the education records disclosed are retained.

IN ADDITION TO FERPA, WHAT LAWRENCE UNIVERSITY POLICIES AND PROCEDURES APPLY TO STUDENT INFORMATION?

FERPA provides a minimum set of guidelines for the use and dissemination of information about students. It does not prohibit institutions of higher education from affording students additional rights. The following outlines general principles and operating procedures at Lawrence University for dealing with information about students.

General Handling of Student Information

Employees at Lawrence University are expected to exercise due diligence with respect to student education record material. Record information such as grades, test results, academic transcripts, ID numbers, class schedule, or other information not defined as directory information should never be made publicly accessible. When materials containing such information are no longer needed, they should be properly destroyed and not, for example, left in recycling bins. Individuals with access to information from education records may not convey that information to others unless authorized to do so.

The Student Directory

Lawrence provides members of the campus community with a printed student directory. In the future this document may become an on-line utility. In either case, the information is provided for the express use of members of the Lawrence community and may not be used for solicitation or promotional purposes in any form. A student's local address should never be released to an outside caller. Callers may be connected to the student's voice-mail box. Requests to locate a student in an emergency should be directed to the Dean of Students.

The Student's Location

A student's class schedule is not directory information and must be handled within FERPA guidelines. Individuals requesting such information in order to contact the student should be connected to the student's voice-mail box, or in the case of an emergency should be referred to the Dean of Students. Please see Student Directory above.

Transcripts, Verification of Enrollment and Degrees Awarded, and Other Academic Record Releases

Requests for transcripts, verification of degrees, and other academic record information should be referred to the Registrar's Office. Full degree and program information may require reference to paper permanent academic records and there are other constraints on releasing information under certain circumstances.

Subpoenas or Other Court Orders for Release of Information

Individuals who receive a subpoena for education records should immediately contact the Vice President for Business Affairs. A subpoena is a court order with a deadline and a response is required even if the request cannot be fulfilled. The university lawyer will need to determine if it qualifies as "lawfully" issued.

Computer Accounts and Electronic Access to Student Information

Employees with access to education record information through computer accounts are expected to follow protocols designed to secure that access. Passwords should be changed on a regular schedule and individuals should be attentive to logging off the system when work has been completed. Passwords should never be released to another individual, nor should an individual be logged on to another person's account in order to accomplish some task. Staff employing student or temporary help should contact Computer Services about setting up appropriate accounts.

Deceased Students

Privacy rights under FERPA cease upon the death of the student. Requests for information made immediately upon the death of a student should be referred to the Dean of Students or the Director of Public Affairs. In general, information from education records is only released to the executor of the deceased's estate, unless the individual has been dead for 25 or more years.

Arrangements with Persons or Organizations to Act as Official Agents of the Institution

Under certain circumstances Lawrence may arrange to have an external agent perform a function or service normally conducted by the University. Such an agent (an example is the National Student Loan Clearinghouse) must operate within FERPA guidelines and may not release any personally identifiable information about the student to a third party. Such an agent is also obligated to return or destroy student information when the function performed is completed.

WHAT ABOUT RECOMMENDATIONS?

Statements made by a person making a recommendation that are made from that person's personal observation or knowledge do not require a written release from the student who is the subject of the recommendation. However, if personally identifiable information obtained from an education record is included in the letter (grades, GPA, etc.) the writer is required to obtain a signed release which (1) specifies the records that may be disclosed, (2) states the purpose of the disclosure, and (3) identifies the party or class of parties to whom the disclosure can be made. If the release is kept on file by the person writing the recommendation, it would be part of the student's education record and the student has the right to read it unless he or she has waived that right of access.

WHAT ABOUT INQUIRIES FROM PARENTS?

Lawrence University does not automatically send information about academic progress or disciplinary actions to parents or guardians. It is the student's responsibility to communicate such matters to family members, and others, as needed. Parents do, however, contact faculty, advisors, and various administrative offices with concerns about their children. Questions about university procedures, policies, and services can be addressed directly as long as student-specific information is not released. Calls from parents for information may be referred to the Associate Dean of Faculty for Student Academic Services, the Dean of Students, the Registrar, or other administrative areas as appropriate. In accordance with the university mission to foster mature and responsible behavior, students are encouraged to address communication issues as they arise and to recognize their obligations to those providing financial and other support.

The Associate Dean Faculty for of Student Academic Services sends a letter detailing FERPA and access to education records to all parents of new students. Information from education records may be disclosed to parents only with the written consent of the student, verification of the student's dependent status under the IRS Code of 1986, or a legally issued subpoena. FERPA does not require disclosure to parents when a student's dependent status is verified. A record of any disclosure must be kept with the records released for as long as those records are retained.

NEED MORE INFORMATION?

Additional information about FERPA may be obtained from the Registrar (x6578), from AACRAO (<http://www.aacrao.com>), and from the Family Policy Compliance Office (<http://www.ed.gov/offices/OM/ferpa>)

*Information about Student Health: Special Note.

Although it may be obvious, it is worth noting that all student contact with the Lawrence Health and Counseling Services is strictly confidential. Unless the student signs a release form giving permission for members of the health and counseling staff to do otherwise, the staff may not even acknowledge that a student has visited the Health and Counseling Services, much less any reasons for a visit. If, however, the counselors know that a student has been directly referred, they will, with the student's knowledge and permission, let the referring party know that the student has made contact. If a student grants a release of information, it will extend only to those individuals noted on the form. Occasionally, a student will grant a release for purposes of coordinating assistance to the student through the office of the Associate Dean of Faculty for Student Academic Services. Nevertheless, it does not thereby allow the dean or others to discuss such matters with the student's instructors or advisor. (See Appendix A)

Honor Code and the Honor Council

**ADMINISTRATIVE CONTACT:
Associate Dean of Faculty for Student Academic Services**

THE HONOR CODE IS EMBEDDED IN THE ACADEMIC PROCESS AT LAWRENCE

All faculty and students are expected to comply with the Honor Code. Students must acknowledge their understanding of the Code and its importance for maintaining mutual trust in an academic atmosphere by signing the Honor Pledge when they matriculate. A full description of the Honor Code and Honor Council procedures is available on the Student Academic Services website: www.lawrence.edu/dept/student_acad/honor_council/.

VIOLATIONS AND JUDICIAL PROCEEDINGS

If you become aware of a possible honor code violation, contact the Associate Dean of Faculty for Student Academic Services or the current chair of the Council. The Associate Dean and the chair will meet with you to discuss the situation and decide whether the case should be heard.

Please Note: You are not obligated to proceed after the initial discussion. This discussion is to assess the evidence and help you weigh your options. If you decide to pursue the case, the Council takes care of the arrangements and will notify you about the time and place for a hearing or sanctioning conference.

Also remember: The instructor may NOT sanction a student for an Honor Code violation. Only the Council may do so.

If a student is accused of an honor code violation, the judicial process is confidential and only the instructor (if a class-related infraction), witnesses, the accused student, the Associate Dean of Faculty for Student Academic Services and the Honor Council members know about the proceedings or the results of a case. The Dean of Students also is notified to assure necessary support in the residence halls. No other administrators, faculty, or students are made aware of an Honor Council proceeding.

The student's advisor is NOT systematically notified.

The student decides whether or not to discuss the matter with the advisor.

If an advisee informs you that he or she has a pending Honor Council hearing, encourage the student to contact the *procedural advisor*. The procedural advisor, who is a member of the Honor Council, is assigned to the student to provide information about proper procedures (though not be an advocate) and will serve in a non-voting role as an advisor to the student throughout the hearing.

Matters of Course, Credit, and Status

ADMINISTRATIVE CONTACTS:

Registrar

Associate Dean of Faculty for Student Academic Services

COURSE LOAD

A student's course load is based on the number of units attempted:

Number of units

A Full-time student must be registered for a minimum of 15 units during a term to be considered full-time. A normal load for a 4-year program is 18 units (3 standard classes) per term.

A Part Time (<15 units) student is registered for less than 15 units during the term. If one of your advisees considers taking less than 15 units—or underloading—he or she will need your specific approval (see sample form in Appendix B: *Overload/Underload Permission*). After discussing the request with your advisee, you may refuse to give your approval. In addition to the academic considerations you discuss, be sure to point out that carrying less than 15 units may affect the student's financial aid, health insurance, and other eligibility (see Underload below).

Exceptions to these definitions:

Neither the Veteran's Administration nor the Student and Exchange Visitor Information System will accept a grade of "WP" towards course load.

For more information, please refer to: </dept/registrar/credscale.shtml>

Academic Program:

A degree-seeking student enrolled in the B.A., B. Music or the five-year B.A./B. Music degree program is a candidate for a degree at Lawrence.

A special or visiting student is enrolled for one or more courses at Lawrence but is not seeking a degree or has not been accepted into any degree program. Non-degree students are limited in the activities in which they may participate, and cannot take priority over a degree-seeking student on a waiting list.

Non-degree students include those in the Lawrence Academy (high school students), General Non-Degree, Visiting/Exchange, Waseda and Audit only.

GRADE POINT AVERAGES

Composite and Degree

Grade point averages are used to determine academic actions, rank in class, fulfillment of degree requirements and Honors in Course at graduation. Transcripts and grade reports list two different grade point averages: composite and degree. The degree grade point average includes only grades

from ACM or other affiliated off-campus programs and Lawrence courses and only the second grade received in a repeated course. The degree GPA, which must be 2.00 or above, is the one used for determining the completion of degree requirements. The composite average includes all college level work completed by the student, including grades received for courses at other colleges and transferred to Lawrence and both the failing and new grades for repeated courses. Both degree and composite GPA's are used in determining some awards, honors and prizes.

Major/Minor

The major grade point average is calculated by the student's major department and the student. All required courses for the major (both those courses taken in the department as well as those courses required for the major taken outside the department) and only courses taken at Lawrence or an ACM college are included in this average. To graduate, a student's major grade point must be 2.000 or above.

OVERLOAD / UNDERLOAD REQUESTS: ADVISING CONSIDERATIONS

Students who arrange their programs in the normal pattern take three courses each term though partial units over the normal load are frequent, particularly in the Conservatory. 15 units are required for full time status, and 24 or more units represents an overload. Occasionally students may need to register for an overload or an underload.

IMPORTANT ADVISING NOTE: In order to register for an overload or an underload a student must receive permission from his or her advisor, who then signs the *Overload/Underload Permission* form. (See *Appendix B* for sample form) This permission is required of all students both college and the conservatory, but advisors are not required to give permission.

Overloads

Overloading is not a particularly effective method of making up units lost because of academic difficulties. In such cases advisees should be encouraged to take a normal course load and concentrate, instead, on improving their academic performance. More effective strategies for making up credit might include summer school transfer credit (see page 20), fall semester off-campus programs (most being 27 units); or doing some partial credit courses (1 unit or 3 units) over more than one term. Since students are required to pay twelve terms of tuition, overloading should not be seen as a way to shorten a college career and thus save money. Overloading is helpful when students desire additional intellectual variety or need to take certain courses offered in a particular term, and if they have a sound record of academic achievement.

Underloads

Underloading may be useful when students are experiencing outside stresses during a term, are trying to improve grade point averages, are learning disabled, or are carrying an incomplete from a previous term. However, underloading may affect a student's eligibility for health insurance, auto insurance discounts, Visa status, and some financial aid awards. You should refer students receiving financial aid to that office for more information before they decide to underload. International students must discuss underloads with the Director of International Student Services. The Incremental Fee Plan may be applicable in some cases (please refer to the plan explained in this handbook or in the catalog) which allows a student to pay per unit. Questions about the option should be directed to the Office of Student Academic Services.

DROPPING, REPEATING AND PAYING FOR COURSES-SOME CONSIDERATIONS

Full time status

Many students are required to be full time (carry at least 15 units each term) in order to maintain (most) financial aid packages and health insurance coverage. Also, NCAA rules require the student to be full time. International students and students receiving veteran's benefits must also be full time.

If students need to underload because of exceptional circumstances and are on financial aid, they should contact the Financial Aid Office. As an advisor, you should be satisfied that the advisees are aware of these possible complications before you sign the underload form.

"Dropping" a course

If a student drops a course during the first two weeks of classes, it is canceled and does not appear on the transcript. The student will be considered part time if he or she carries less than 15 units as the result of canceling a course. The record will show a WP or a WF if the class is dropped after the second week, but in that case the student's full time status is not affected. Please note that this is not true for those receiving veteran's benefits and for international students. (Please note that in this case the WF counts like an "F" in the grade point average. See sample forms in Appendix B: *Request to Withdraw Failing from a Course* and *Withdrawal from Course after 2nd week.*)

Please be aware that, in some cases, the WP/WF may affect financial aid, veterans benefits or immigration status. Advisees should be urged to contact appropriate offices before making the change official.

Note: The period during which a student may cancel a course is during the first ten days of class (first two class weeks), **not** the end of the second or third calendar week. Deadlines appear in Voyager on student status page.

Work-study

Students are paid for work-study jobs on campus. The rate of pay may depend on the nature of the job and/or the experience or special skills the student has. Most campus jobs start at the current minimum wage rate. Students (except most international students) may also work off-campus and often can earn a higher hourly wage, which in turn allows them to reduce the number of hours they need to meet the expected income for their financial aid package. If students consider this option, they should be cautioned that some employers are not particularly sensitive to the needs of Lawrence students. They should discuss the flexibility of their schedules, particularly during exam periods, with the potential employer before accepting the job.

Incremental Fee Plan

All Lawrence students are billed for a standard term fee, which allows them to take as many courses as they wish (see overload/underload requests). However, if students take an underload for more than one term, the incremental fee option may be beneficial. This option allows the fees to be recalculated from the point of matriculation on a per-course basis. A student may shift from standard payment to per-course payment at any point during the degree program, but cannot reverse the decision.

For more information, you may refer a student to the Associate Dean of Faculty for Student Academic Services, who will make an informal assessment about the possible academic ramifications. If financial benefits are likely, the student will be referred to the Business Office for a formal recalculation. If the formal recalculation confirms the savings—and other problems do not exist—the change is formally approved by the Associate Dean of Faculty for Student Academic Services.

REPEATING COURSES

Students may repeat any courses in which they received a failing grade (F or WF). If they do take the course again, both the original failing grade and the second grade are recorded on their transcript. A repeated course is noted by a special symbol (#) on the transcript. However, although both the failing grade and the new grade appear visually on the transcript, only the second grade will count in the *degree* and *major* grade point averages.

When registering to repeat a course, a student must file a *Repeated Course Form*, which is available from the Registrar. If the student does not file the form, the degree GPA will not be recalculated.

LEAVE OF ABSENCE / WITHDRAWAL REQUESTS; REQUESTS TO RETURN

ADMINISTRATIVE CONTACT: Associate Dean of Faculty for Student Academic Services

A student may consider leaving Lawrence for any number of reasons. As the student's advisor, you will want to discuss the reasons for the leave, the type of leave anticipated (temporary or permanent), and the possible effects the leave will have on the student's academic record (particularly if the leave is taken before the end of a term). When a student completes a change of status form with the Office of Student Academic Services, the advisor is sent a memo to that effect. The requested change will not be processed for two days, giving the advisor a chance to contact the student to discuss the decision. (see sample memo in appendix B: *Status Change*)

Leave of absence (LOA)

A leave of absence means that the student continues to be considered a degree seeking candidate at Lawrence, although she or he will not be taking classes or residing on the campus for the duration of the leave. A leave of absence is presumed to be a temporary interruption of the student's progress toward a degree from Lawrence, although a leave may be for *any length of time*. Initially, students must specify the length of time. However, our leave policy is very flexible and allows students to extend or shorten the leave by contacting the Office of Student Academic Services.

A student is allowed to take a leave when transferring to another school. Many students prefer this option because they can try a different academic environment without cutting ties to Lawrence. At least one half of these students return to Lawrence.

When on leave, a student may return at the beginning of any term, and the University is obligated to provide housing. However, the student will not necessarily be assigned to a room he or she has previously selected.

If a student leaves in the middle of a term, he/she will incur an additional service charge. The student has the option to receive a refund of the continuing enrollment deposit (CED) while the student is on leave if the request for a leave meets the appropriate deadlines (August 15 for Term I; December 15 for Term II; March 15 for Term III).

Withdrawal

A withdrawal is a complete break with the university. Offices of the University no longer maintain formal communications with the student. The student is no longer considered a degree-seeking candidate. Students who are *certain* they will not be returning choose to withdraw.

Voluntary

The student's \$200 continuing enrollment deposit (CED) will be refunded upon withdrawal *if* the student withdraws by certain deadlines (August 15 for Term I; December 1 for Term II; March 15 for Term III). These deadlines are listed in the catalog.

Involuntary

Students may be withdrawn administratively. Involuntary withdrawal may occur for at least five different reasons: 1) a student is not progressing academically and is required to leave after a review of grades at the end of a term (see Appendix C); 2) a student fails to return to campus at a beginning of a term during which he or she was expected; 3) a student is required to leave for medical or psychological reasons; 4) a

student is required to leave by the action of the Dean of Students; Judicial board or Honor Council; 5) a student has not made arrangements to pay for outstanding bills to the university.

Withdrawal during the term

A student may find it necessary to leave school in the middle of the term. Although this action is referred to as “withdrawing from the term,” in reality the student has the same two options: to take a temporary leave of absence for a specified period of time or to withdraw from the university completely. The student incurs extra charges when leaving in the middle of a term.

Refunds

When withdrawing from the term, tuition, room and board are refunded on a prorated basis up to the 60% point of the term. Refer to the refund policy in the 2007-2008 *Lawrence University Course Catalog*.

Classes

When a student leaves in the middle of the term, the Registrar asks each instructor to indicate whether the student is currently passing or failing the class. An appropriate WP or WF is entered on the transcript for each class, but both of these grades have a neutral effect on the grade point average. (Please note that the WF counts like an “F” in the grade point average except in this situation.)

Under most circumstances, you should encourage the student to complete the term and finish earning at least some of the credits. It is possible, for example, to withdraw from some classes but not all. However, if the student is not able to do academic work it may be better for the student to withdraw from the term (taking either a LOA or withdrawal) and thus protect the grade point average from the devastating effects of poor grades for the term.

**** In all cases, please refer students considering leaving during a term or at the end of a term to Student Academic Services.**

Referrals

When you discuss the possibility of a leave with the student, please refer the student to appropriate campus resources so that the student’s questions can be adequately answered before a decision is made. *Be aware that a change in a student’s status might affect health insurance coverage, immigration status, and financial aid eligibility* - so it is important for the advisor to make these referrals.

Immigration status: Director of International Student Services, x6509

Financial concerns: Financial Aid Office, x6583

Personal problems: Counseling Services, x6574

Academic progress: Student Academic Services, x6530

Health Issues: Health Services, x6574

Also, please be sure to refer all students leaving Lawrence to the Office of Student Academic Services to complete the required exit interview and forms. The Associate Dean of Faculty for Student Academic Services will notify all other offices for the student.

READMISSION PROCEDURES

All students who have been withdrawn from the university must petition for readmission.

After voluntary withdrawal

Students who have voluntarily withdrawn must contact the Associate Dean of Faculty for Student Academic Services and request readmission. The student must submit a petition requesting readmission focusing on academic plans and the ways the student is best served by returning to Lawrence. The request is screened by the Registrar and the Associate Dean of Faculty for Student Academic Services and then referred to the Faculty Subcommittee on Administration. Readmission will depend on the agreement of the Faculty Subcommittee on Administration and their decision to readmit the student (and the date of readmission) will include an assessment of whether the student's best interests are served by a return to Lawrence. They also will consider the availability of housing and financial aid. If approved, the student must confirm the decision and the date of return.

After required withdrawal

1. Students who have been required to withdraw for academic reasons must petition the Faculty Subcommittee on Administration for readmission. They must explain the past problems and the measures they have taken to address them. In most cases, academic work at another institution is required and a transcript must be submitted. In addition to the personal statement and the transcript, the student may submit additional documentation and support, such as letters of recommendation from an employer, an instructor, a tutor, or a counselor. The petition must consist of three parts:
 - a. An explanation of past problems which led to the academic difficulty.
 - b. Specific measures taken to address these problems.
 - c. A proposal for dealing with academic difficulty upon return.

The faculty advisor will be required to submit comments about the request for readmission.

2. Students who have been required to leave for medical or psychological reasons must request readmission by contacting the Dean of Students or the Director of Counseling Services who will explain the documentation required for such a request.
3. Students required to leave by the Dean of Students must contact that office to request readmission.
4. Students separated from the university by the action of the Honor Council should contact the Associate Dean of Faculty for Student Academic Services about how to petition the Full Faculty Subcommittee on Administration.
5. Students who have been put on administrative leave for financial reasons must contact the Student Accounts office. They will discuss options open to the student.

AP/IB, Summer School and Transfer Credit; Making Up Credits

ADMINISTRATIVE CONTACT:
Associate Dean of Faculty for Student Academic Services

MAKING UP CREDITS—POSSIBLE SOLUTIONS

Transfer, or summer school credits

Students may attend another institution, either in the summer or during the academic year if the basic residency requirement is not a problem. The residency requirement is six terms on campus, which must include the last three terms of academic work before graduation (senior residency requirement). Petitions for any exceptions to this requirement must be approved by the Faculty Subcommittee on Administration and the student's major department.

When petitioning for transfer credit, the student must be sure that the college is accredited, receive grades of C- or higher, and have the course approved by the appropriate department.

Courses may be granted equivalent credit as a university course and count toward the general education requirements when appropriate. However, if a course is to count toward a major the specific department makes this determination.

In order to receive credit, students need to petition the Subcommittee on Administration. Petitions, which can be obtained in the Registrar's Office, the Associate Dean of Faculty for Student Academic Service's Office, or on the Registrar's website (www.lawrence.edu/dept/registrar/forms), need to include course descriptions, name of the school, the amount of credit, meeting time, length of course, and any available information on the course requirements. You, and the department chair and/or course instructor, must sign the petition.

Please note:

- a course does not have to be an exact equivalent of a Lawrence course in order to be acceptable, but normally, does require acceptance by one of our academic departments
- we strongly recommend that a student petition before taking the course in order to be assured credit upon successful completion
- a course is approved for equivalent credit unless a student's petition requests otherwise. A three-credit semester course, for example, is worth 5 units of Lawrence credit. Please refer to the catalog or call the registrar or the Associate Dean of Faculty for Student Academic Services for more information.

Semester program during fall term

Students can enroll in a semester length program during Term I either through an affiliated off-campus program or at another institution. Because the semester is a longer academic period they are able to earn as much as 9 additional units. A student should aim to take 27-29 units. Use the following conversion:

4 sem hr = 7 units
3 sem hr = 5 units
2 sem hr = 4 units
1 sem hr = 2 units

This plan works in the fall but not in the other terms because a spring semester at another school involves both second and third terms at Lawrence. Students interested in off-campus programs should contact that office, ext. 7354.

3-unit “overload” during one or more terms

Slight overloads can satisfy a small credit deficit. Technically, small numbers of extra credits are not considered an overload (an overload must be 24 or more units), but the extra units can help make up some needed course credits. Partial credits through 3-unit courses, tutorials, or music lessons can be appropriate solutions.

Please note: Students should be careful about overloading in order to finish the degree early. Lawrence has a twelve-term tuition requirement, which means *if students finish early because of overloads they will still owe the remainder of the tuition*. If you have students trying to finish early, please refer them to the Associate Dean of Faculty for Student Academic Services, the Business Office, and the Financial Aid Office. We will help the students understand the various options.

AP/IB: ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

Both the Advanced Placement (AP) and International Baccalaureate (IB) tests can help you more fully understand an advisee’s strengths and weaknesses.

Advanced Placement scores (http://www.lawrence.edu/dept/registrar/Voyager_ONLY/AP_Policy.pdf) arrive in the summer for all incoming students. All departments are sent the scores and any additional information they request. Departments evaluate the scores and recommend the amount of credit to be awarded as well as the appropriate course or section placement. According to faculty legislation, at least 6 units should be awarded for a score of 4 or 5.

International Baccalaureate credits are handled similarly. Faculty legislation allows credit for individual exams, and enhanced credit when a student completes the entire IB degree with a score of 30 or more. Students who have earned a 5 or better on all examinations will be granted sophomore standing. With a grade of 5, 6, or 7 for individual exams at the higher level only in the IB program, students will receive 6 units. However, each academic department decides how the score may be used for placement or to meet requirements for a major.

Score levels:

<u>IB</u>	<u>AP</u>	<u>Level</u>
Higher level 5, 6, 7	4-5	Excellent understanding of area. Normally worth 6 units and consideration for advanced placement in appropriate department.
3, 4	3	Good achievement. No credit is usually awarded, but occasionally considered for special placement.
1, 2	1-2	Not very solid grasp of material. No credit. No advanced placement.

Designated Populations of Students Special Considerations

INTERNATIONAL STUDENTS

ADMINISTRATIVE CONTACTS:

Coordinator of International Student Services

English As A Second Language Director

Director of the Waseda Program

Immigration requirements

The Department of Homeland Security requires that all foreign students maintain **FULL TIME STATUS** in order to maintain their immigration status. Therefore, to maintain their immigration status, all international students must be registered at all times for at least 2 ½ courses (15 units) and may not cancel or withdraw from any course if the load will be less than the required amount. Any questions about exceptions to the full time requirement and other issues regarding student status should be addressed to International Student Services.

Language and cultural issues

The international students accepted at Lawrence have relatively high marks on the TOEFL (Test of English as a Foreign Language). Most students, therefore, will not experience academic problems due specifically to language difficulties. You should keep in mind, however, that most new international students *will* confront cultural and academic challenges due to the adjustments to the U.S. culture, the campus culture, and the Lawrence academic structure and expectations, as well as the course-related challenges faced by any person studying in a second language, which include rapid speaking and the use of colloquial language in class lectures, the expectations for class readings, etc.

Several resources on campus can provide support if you have an international student struggling to make these adjustments or a student who wishes to be better connected:

Coordinator of International Student Services: The coordinator is the official campus contact regarding Department of Homeland Security (DHS) regulations, and also can provide resource materials, advice, and information about off-campus employment application procedures. The coordinator should also be the initial point of contact for other concerns including cultural and academic adjustment.

ESL: Speaking and Writing: Tutors are aware of potential writing problems and will work with the student on any English as a second language (ESL) issues or approaches to writing academic arguments. In addition, students may contact ESL Instructor, Cecile Despres-Berry, at the Center for Teaching and Learning.

Tutors are available to help students develop the skills and confidence to make class presentations and more effectively participate in class discussions.

Lawrence International: Members of this student organization include international students and others interested in cultural adjustment issues and the club serves as an academic and personal support network. It can serve as an invaluable cultural “safety net” and informal resource network for new international students.

Teaching/Advising International Students

Enrollment: This fall we will have approximately 125 international students (not including U.S. permanent residents or dual citizens) on campus. Seventy-four of these are returning degree-seekers, and fifty-one are new international students. Four of the new students are transfer students: two from outside the U.S. and two from other U.S. institutions. Thirteen will be one-year visiting students. These visiting students include students through our exchange relationships with the TSA Program (students from Waseda University in Japan), the International Research and Exchanges Board (IREX), Institute for International Education (IIE), and visiting language assistants. Our students come from thirty-seven countries (by citizenship). This number increases to 51 if you include countries represented by U.S. dual citizens and permanent residents. Attached please find a preliminary list of the countries represented at Lawrence.

Academic Success: As you may have experienced, international students bring a unique perspective to our campus. In your classrooms, they add important insights to class discussions. They may also, however, experience struggles as they adjust to an American style of higher education. Sometimes, these students are hesitant to share their opinions in class. The educational systems they come from may not encourage the expression of divergent opinions, or they may fear that their opinions will be misconstrued to represent their country's perspectives as a whole.

During the international student sessions of Welcome Week, we discuss classroom behavior, class participation, and academic expectations. We also discuss the volume of reading and writing that may be required, and provide advice about where to turn if difficulties arise. Although academic success is encouraged through these efforts, some new international students do not take the initiative to discuss their struggles with their professor until it is too late. If you notice that a student is not actively participating or seems to be struggling, please talk with the student after class about your observations and possible options and consider referring them to Student Academic Services or the international student advisor.

Whatever their educational backgrounds, most foreign students in the U.S. find aspects of the American system of higher education different and difficult. Some of the more common adjustment issues for international students include:

- Selecting from a number of possible courses rather than following a prescribed curriculum.
- Specializing later, rather than earlier, in the undergraduate program (having to take courses outside one's area of interest in order to obtain a "liberal arts" education).
- Being assigned an academic 'advisor' rather than simply being told the specific courses and the order in which they must be taken.
- Understanding that it is within their rights to challenge, question, or disagree with an instructor's authority or perspective.
- Having frequent assignments, exams, or quizzes rather than being left to work more independently.
- Taking 'objective' tests (true-false or multiple choice) rather than subjective essay or oral exams.
- Being expected to raise questions and participate in class discussions rather than sitting quietly and accepting the instructor's word.
- Having to analyze and synthesize the material, rather than simply memorize it.
- Having to do what they might consider menial tasks or 'busy work.'
- Being liable to punishment for activities deemed to constitute cheating or plagiarism and not knowing what is considered cheating in the American system.
- Having a great deal of importance attached to grades.

- Being expected to use the library extensively.
- Using information that suggests various alternatives to resolving a situation.
- Receiving final 'answers' from someone other than the professor or director of a department.
- Being referred to and accepting assistance from a psychological counselor when having problems.

Adapted from THE HANDBOOK OF FOREIGN STUDENT ADVISING ,
by Gary Althen, University of Iowa, Intercultural Press, Inc. 1995

Immigration Issues: When advising international students, it is important to realize that international students have regulatory issues that govern their stay in the U.S. and limit their academic options:

- U.S. federal immigration regulations require all international students on a student or exchange visitor visa to maintain full-time enrollment each term. If a student is in danger of failing a course and needs to drop below 15 units, s/he must first schedule an appointment to discuss this decision with the international student advisor.
- Student visa holders are not allowed to accept employment off campus. If an international student is planning to seek an internship, encourage her/him to talk with the international student advisor well in advance. Most internships require immigration authorization; some work permission requires U.S. Citizenship and Immigration Services adjudication and can take several months.
- The academic stay authorized for degree-seeking international students is four years. If, for any reason, an international student needs to extend their stay beyond four years, s/he must seek approval from the international student advisor. This must be done before the program completion date on their form I-20. If a student began her/his studies at Lawrence in the five-year, dual degree program, s/he was initially issued a five-year form I-20. If the student later decides to drop one of the degrees and graduates in four years, the form I-20 must be updated to reflect this change.

STUDENTS OF COLOR
ADMINISTRATIVE CONTACT:
Assistant Dean of Students for Multicultural Affairs

Students of color generally perform well and do not experience serious academic problems. However, the first year can be particularly difficult because of the adjustment to life in Appleton and the relatively few students/support staff/faculty of color.

Several resources on campus provide support, especially for students of color. If you have a student of color experiencing problems with adjusting to life at Lawrence, or if your advisee just wants to be better connected, please use these resources.

Office of Multicultural Affairs-Diversity Center: The assistant dean of students for multicultural affairs serves as an additional contact for domestic students of color. This person can provide resource materials and advice for students encountering issues related to multiculturalism, student development, and personal growth.

Campus Organizations: Depending on the needs, there are various organizations that can provide peer support. Contact the diversity center for more information.

Academic and Personal Support Services: Student Academic Services (supplementary academic advising, students considering leaves of absence, disability services), Center for Teaching and Learning (peer tutoring in academics/all subjects), Dean of Students Office, Health and Counseling Services, and Residence Hall staff.

STUDENTS WITH DISABILITIES
ADMINISTRATIVE CONTACT:
Associate Dean of Faculty for Student Academic Services

The Lawrence University policy applying to nondiscrimination on the basis of disability

“No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Section 504 of Rehabilitation Act of 1973

The commitment of Lawrence University to provide a quality liberal education carries with it a commitment to a learning environment which provides all students with an equal opportunity for academic success.

Lawrence University, in compliance with Section 504 of the Rehabilitation Act of 1973, recognizes that qualified students who have diagnosed handicaps, including specific learning disabilities, are entitled to an equal opportunity to benefit from the educational program of the University, and that reasonable academic accommodations may be necessary to provide that opportunity to handicapped students.

Our relatively small population allows us to help each individual student identify appropriate accommodations on campus and in the classroom. These students should contact the Associate Dean of Faculty for Student Academic Services or Assistant Dean of Faculty for Student Academic Services, either of whom will discuss the resources and support available on campus.

Accommodations and the role of the advisor

Advising a student with a disability is a particularly crucial aspect of academic advising; and as an advisor, you are an important part of the accommodation process. If the disability is known, you will receive information about the disability in the student’s folder. We encourage students with disabilities, especially those with learning disabilities, to discuss in detail the nature of their disability and their educational history. Whether or not the student thinks he or she will need accommodations at a given time, you and the student should consider the possibility of accommodations in light of course selections for each term. If the student decides that he or she will need accommodations, you and the student should complete the Request for Academic Accommodations form (see sample in Appendix B: *Student Request for Academic Accommodations*). The forms are available in the office of Student Academic Services in Briggs Hall. Together, you and the student should review a request for accommodations by considering the nature of the student’s disability, any recommendations from doctors, the student’s discussions with his or her instructors, any experience in the course, and the student’s anticipated needs.

Be aware that if students plan to request academic accommodations they must have a diagnostic report of the disability on file in the Office of Student Academic Services, Briggs Hall. The report, which is kept confidential, should be from a physician or clinical psychologist, depending on the nature of the disability. Without this report on file, no formal accommodations will be approved.

Students should *talk with their instructors*. They should find out if a class format is primarily lecture or discussion, if they are expected to take considerable notes, if an instructor uses overheads or slides, if exams are more essay than objective, or if they are expected to read materials on reserve in the library. Students should be encouraged (and reminded) to plan ahead. Since courses differ in requirements, instructional methods, and, obviously, subject matter, they should reconsider their need for accommodations, and the type of specific accommodations, as they plan their course schedules each term. The Request for Academic Accommodations should be returned by the student to the Student Academic Services Office in Briggs Hall. The Associate or Assistant Dean of Faculty for Student Academic

Services will review the request and notify the course instructor(s) about the recommended accommodations. This process assures that the student is appropriately accommodated and that the instructor knows that the disability is proven legitimate.

If students need additional assistance, they may see the Associate Dean of Faculty for Student Academic Services who oversees the accommodation system and addresses questions about the Americans with Disabilities Act (ADA). If for some reason issues arise regarding the appropriateness of requested accommodations, the student should discuss the situation with you and the Associate Dean or Assistant Dean of Faculty for Student Academic Services.

Physical Disabilities

Elevators exist in some residence halls and most public buildings. In addition, we can arrange to move classes to an accessible room whenever necessary.

Learning disabilities or sensory impairments: accommodations and referral for evaluation

If a student has been formally evaluated, the Associate Dean of Faculty for Student Academic Services can provide written verification to the instructor and suggest appropriate accommodations.

If a student or instructor suspects a learning problem, referrals for evaluation may be made by the Associate Dean or Assistant Dean of Faculty for Student Academic Services, or the Director of Counseling Services.

Temporary Disabilities

Students who are temporarily disabled by illness or injury may also qualify for some accommodations and should contact the Office of Student Academic Services.

Remember: Appropriate accommodations allow a student to have equal access to the curriculum. They are not designed to allow the student any extra advantage.

GENERAL GUIDELINES FOR WORKING WITH STUDENTS WITH A LEARNING DISABILITY

The following extract from the Association on Higher Education and Disability offers some excellent suggestions for developing a good advising relationship with students who have a learning disability. In fact, most of the principles suggested are helpful for working with any advisee.

Advisors should:

Collaborate. They cannot expect to know the answers to all the questions students with LD bring to the advising session. Advisors should identify the disability services providers on their campuses and call on them for assistance. (In the case of Lawrence, this resource is the Office of Student Academic Services.)

Develop rapport with the students. The more advisors know about the students and how the LD affects them, the better the advising will be. Advisors can learn from their students just as their students learn from them. (The Office of Student Academic Services will be glad to provide you with additional information.)

Treat the students as individuals. Advisors should be careful of making assumptions, based on stereotypes, about the students' capabilities, goals, or interests. If one advisee with the same or similar LD rules out a major because of the disability, advisors should not assume that the next advisee with the same

or a similar LD will make the same choice. Individuals differ greatly in the compensatory strategies they have developed, technology that they employ, and attitudes toward their disability and the limitations it places on them.

Tap into the students' strengths by using more than one modality to convey information. For example, many students with LD may be strong visual learners. Advisors can take advantage of that strength by using flow charts to convey concepts.

Make sure the students understand academic policies and procedures. Reading student handbooks will be intimidating or difficult for many students with LD. They can benefit from direct verbal instruction regarding entrance and retention requirement for majors, late-drop policies, grievance procedures for grade changes, etc. Make a checklist for completion of degree to examine periodically with the student.

Rethink the way they do things for all students. Advisors should look critically at their intakes forms, checklists of requirements, and other handouts and make sure the information is clear.

Discuss the "hidden curriculum." Advisors should check to see if students understand the unwritten things college students should know in order to succeed; for example, the value of sitting in the front of the class, asking the instructor questions, and becoming familiar with the library and computer center. (At Lawrence the advisor should refer the student to the Center for Teaching and Learning for additional help with study skills, if necessary.)

Encourage the students to develop self-advocacy skills. Assertiveness will be important in college and after graduation because individuals with LD must pursue the strategies and accommodations that will enable them to do their best work independently.

Recommend that students become involved in the non-academic aspects of college life. Some students with LD spend so much time reading, writing, studying, and reviewing that they miss opportunities to experience other facets of college life. Talk to them about opportunities they might enjoy.

At the end of the advising session, make sure the students understand key points and how to follow up on them. Advisors should ask the students to summarize important points and follow-up suggestions orally or in writing. If they are unable to do this completely, advisors can review them with the students and write them down. Giving the students a notepad for listing things to do is also helpful.

Hold the same expectation for students with LD as for other students. Many students with LD are accustomed to having their parents make important decisions about their education. Advisors should encourage them to develop independence and take the responsibility for academic decision-making, goal setting, and knowledge of the institution's policies, procedures, and deadlines (once they have been instructed in them).

Although students with LD bring special concerns and issues to the advising session, their primary goal is not different from that of other students: They want to make the most of their college experience. When advisors are informed about the needs of students with LD and the resources available to them, they can help these students succeed.

Advising Conferences

ADMINISTRATIVE CONTACT:
Associate Dean of Faculty for Student Academic Services

SUGGESTED TOPICS

SPRING / ADVANCED REGISTRATIONS

During this period students should plan their next academic year and then meet with you to discuss this plan. You should not release the advising hold for a student unless the student has met with you. Rising sophomores, juniors, and seniors have different concerns and priorities.

- Rising sophomores: how to balance GERs with additional work in departments of potential majors; which other academic areas to explore before choosing a major; consideration of off-campus programs.
- Rising juniors: how to choose a major and plan to complete it over the next two years; how to complete GERs; how to pursue an independent study tutorial or honors project.
- Rising seniors: verify completion of requirements, how to spend the last year in college, including decisions about off-campus programs, honors projects, finishing a major, beginning a job search or doing graduate school applications.

NEW STUDENT REGISTRATION

New students formally register during the summer. Consequently, they have had to grapple with the requirements and choices before meeting with you in September. After your conference with them in September, they make changes and finalize registration. All new students must complete registration in September. You can advise students to drop and add courses, but be aware of the difficulties posed by class size limits.

Important discussion questions could address their overall academic planning:

- Do they understand the academic mission of Lawrence?
- How do they understand a liberal arts education?
- Do they understand the reason for the general education requirements? How does the schedule address the requirements?
- Are they registering for some classes about which they are excited?
- Do they meet the prerequisites for all the classes?
- Is there balance in each term? For example, students should avoid three lecture classes, or three classes with daily assignments, or more than one laboratory. Combining the varieties and kinds of classes will help them better control their time and anxiety level.
- Do they have specific questions about course sequences in a particular department? These sequences are quite important in certain departments and particular pre-professional programs such as pre-med and engineering. Refer the student to the department chair or program advisor for more information, or call the faculty member yourself. The departmental and program advisors are listed in the catalog.

First year Students – Reading Period Advising

During the Reading Period of Term I, all new students (first year and transfer) are required to meet with their advisors. You will have received class evaluations from the instructors and your advisees should bring the completed Self Evaluation Form to this meeting. (See Appendix B). You can use this form to guide the advising discussion, and to keep in the advising file for future reference.

This advising contact should be used to gauge how your advisees are adjusting to Lawrence. The questions on the advisee's self evaluation touch on a number of topics and should provide you with guidelines for the discussion.

While the student is responsible to set up the meeting, we strongly recommend that you take the initiative to contact your new advisees. Suggest appointment times, send an email reminder, leave a message.

THE LAWRENCE CURRICULUM AND GENERAL EDUCATION: ADVISING CONSIDERATIONS

ADMINISTRATIVE CONTACT:
Associate Dean of Faculty for Student Academic Services

A Lawrence degree, for Bachelor of Arts and Bachelor of Arts/Bachelor of Music double degree students, is divided into approximately three equal parts: general education, a major course of study, and elective coursework. Bachelor of Music students take about two thirds of coursework in music and one third in general education. In all three degrees, the general education requirements are a core part of the program of study. Our general education program reflects the aims and principles of a liberal arts education: open and free inquiry, a devotion to excellence, the development of character, the mastery of competencies, the ability to think critically, the excitement and rewards of learning. Toward these purposes, new general education requirements were approved by the faculty in 2000. They are organized into three general categories of knowledge through which students gain perspective on the world and on our understanding of it: distribution, diversity, and competency. The detailed descriptions of the requirements are available in the 2007-08 course catalog.

Advising Considerations

Faculty members approach the general education requirements in two different ways. Both approaches have advantages and disadvantages.

1. Encourage a student to take as many requirements as possible in the first two years of college.

Advantages: Students are exposed to a variety of disciplines and ways of thinking, and this variety can help them in choosing the appropriate major. Also, students have more freedom to concentrate in their majors and take related electives during the second two years of college.

Disadvantages: Students can become discouraged by taking so many requirements. Students may feel loss of control of their college plans, or may feel they cannot go into the appropriate depth in anticipated areas of interest for developing a solid major. Students may feel unfocused.

2. Advise students to spread out the general education requirements over all four years, completing a few each year.

Advantages: Students have more choice early when then they need time to thoroughly explore all their potential areas of interest. Students are relieved from the pressure of requirements while they are undecided.

Disadvantages: During the last 1-2 years of college, students are burdened by courses they view as unrelated to areas in which they have developed a deep interest. The requirements take valuable course slots which could be more appropriately applied to courses related to a major and can lead to frustration.

Either approach has worked well for students. A decision should be a result of your sessions with your advisees when you try to assess the desires and interests of each individual.

The new general education requirements (GERs) provide an easy and logical vehicle for discussing Lawrence's educational goals. Rather than a checklist of courses, the new GERs explain what academic

understanding and skills we expect them to develop in their courses. *Your role as an advisor, consequently, will be even more critical in discussing options with your students.*

WHEN AN ADVISEE IS IN TROUBLE

Academic Trouble

Often advisees in academic trouble hesitate to seek out support services on campus or to come to you for advice. You may find out about the problem from the Associate Dean of Faculty for Student Academic Services, the course instructor, an academic action letter, or an academic performance report. When you receive this information, you can make a difference for the student by initiating a contact, either through a note or phone call. Suggest the student meet with you, or use appropriate resources such as content tutors, the Center for Teaching and Learning, the Health and Counseling Services, and the deans in the office of Student Academic Services.

The Student in Psychological or Emotional Distress

Please refer to Appendix A for intervention and referral information prepared by Counseling Services.

ADVISING AN UNDECIDED ADVISEE ABOUT A MAJOR

One of the most common dilemmas students face in a liberal arts setting is choosing a major. Very few students enter Lawrence with a specific major and actually pursue that major throughout college. Roughly two-thirds of our students either enter undecided or change their majors at least once during college. This decision is often connected to questions about future jobs, and attempts to clarify values and priorities. The students often struggle quietly with these questions believing no other students are confused.

The frequency of this dilemma often puts the faculty advisor in a key role. You are in the position to reassure your advisees that they are not alone and can get good advice and information on campus.

First, make sure they have reviewed their academic record and thought about which majors may seem most feasible, given the number of courses they have taken in a discipline, the number of credits they would need, and their obvious areas of strength.

Second, asking a leading question can help students reflect on the decision differently. For example:

- Which classes have you found most exciting?
- What kinds of assignments do you most enjoy doing?
- What world problems do you wish you could resolve?
- How do you spend your free time?
- What questions about the world do you find yourself asking?
- What sections of the newspaper (or Newsweek, etc.) do you read?
- What topics do you most often discuss with your friends?
- Do you most enjoy private time or time with people?

Most of the time a pattern of responses emerges. This pattern should help the student to make a decision about a major.

Third, after this initial discussion consider referring the advisee to other resources on campus. Frequently used resources are:

1. Registrar's Office: provides an accurate evaluation of the current transcript.
2. Career Center: houses an excellent collection of various career and graduate school information, has a librarian to direct students to resources and to administer appropriate personality tests and interest inventories to assist students in sorting out their priorities, and offers career counseling by the director.
3. Counseling Center: provides life planning counseling which can help the student clarify values and goals.
4. Associate Dean of Faculty for Student Academic Services: helps the student with academic planning and short-term and long-term decision-making.

If the advisee still seems lost, or is unmotivated to gather the information needed to make a decision, you might counsel the student to think about a leave of absence. A leave could provide the student with time to think about the major and about life goals.

CHANGING A MAJOR

The formal change of major is easily accomplished. Students need to use the "*Change of Major/Change of Advisor*" form (see sample in Appendix B: *Declaration of Majors, Minors, or Interdisciplinary Areas*) and complete the top portion. When students are rising juniors or seniors they must also change or add an advisor in the appropriate department. This change can be completed on the same form if the signature of the new advisor is included.

If advisees want to change majors, please refer them to the chair or a professor in the department of the new major. If they are unsure about the change or about a new major, please refer to previous section "Advising an undecided advisee about a major" (page 36).

NONTRADITIONAL ACADEMIC PROGRAMS

Lawrence has several alternative study options available for students. General information is provided here. If you or a student has more questions, please contact the Associate Dean of Faculty for Student Academic Services or the Associate Dean of the Faculty.

- A. student designed majors: This alternative to the departmental major requires students who have a sense of the interdisciplinary theme or questions which connect different fields in a meaningful and coherent manner. The application asks open-ended questions to assess the coherence of the academic plans and requires the signature of three faculty members who will serve as an advisory group for the major. The application must be submitted to the Office of the Dean of the Faculty, Sampson House, no later than the fifth week of Term I of the junior year.
- B. academic internships: This type of internship combines practical work in conjunction with an academic component. The student must work with a faculty member and also be supervised in the work setting. Internships which carry credit may be arranged in two ways. First, through an academic department which has prearranged internship options in the curriculum. Second, for internships in other areas, approval can be gained through the Faculty Committee on Instruction. Applications require the signatures of both the sponsoring faculty member and the supervisor and must be submitted by the fifth week of the term preceding the term of the internship. The internships are usually approved for only 6 units.

ADVISING JUNIORS AND SENIORS ABOUT FUTURE PLANS

Students have several options they may pursue after graduation. You can help in guiding your advisees toward the best options for themselves. In your discussions, you might consider the financial situation (how high will the student loan repayment be?), geographical limitations, and the personal talents and preferences of the student. Their options include:

1. continuing education: graduate or professional school, certification
2. employment: entry level paid positions available in, but not limited to, the student's field of study
3. human service: community organizing (Acorn), Peace Corps, VISTA, religious service
4. volunteer positions: internships, social service volunteer centers, business training
5. time off to travel, or to explore different career and study options

All advisors should help students to make a conscious choice between these options and not apply unreasonable pressure to choose one over another. While time off, or teaching, or business may not be *your* first choice, your guidance will still be a source of valuable information for your advisees.

Five Year, Double Degree Candidates—Special Advising Considerations

ADMINISTRATIVE CONTACTS:

Associate Dean of Faculty for Student Academic Services

Associate Dean of the Conservatory

If you have an advisee who is a five year, double degree candidate (B.A./B.Mus.), you will share advising responsibilities. Each candidate has one advisor in the College and one in the Conservatory. Each advisor is critical and it is important that the advisors stay in contact with each other so the student is not “stuck” in the middle.

- 1) Identify both the probable college major or area of interest and the probable conservatory major (performance, music education, or theory/composition).
 - Discuss the depth of interest in these two probable majors.
 - Discuss the background of the student in these areas. Can the student enter the major, particularly in the college, at an intermediate level? Look at AP and placement scores or transfer credits.
 - Discuss the student’s goals in both the college and conservatory. What possibilities do they envision after graduation (graduate school, teaching, performing)?
- 2) Identify the number of credits the student needs for each major and for the general education requirements and the number of elective credits that remain.

Completion of general education requirements for the B.A. degree will fulfill the general education requirements for the B. Music degree for performance majors and theory/composition majors. Music education majors have certain specific course requirements in science and social science: biological and physical science 6-12 units (depending on course content), 6 units of mathematics, and 6 units of social science.

- Foreign language - Determine if the student has some background and encourage him/her to take the placement exam to decrease the number of terms to fulfill the requirement, and if placement tests indicate intermediate-level placement, to schedule that course as early as possible.
 - Credit and transfer credit will often fulfill general education requirements or earn the student a higher placement.
- 3) Assess the student’s ability to carry more than 18 units.
 - Academic performance (standardized tests, high school performance, writing ability).
 - Personal motivation (highly organized, self-motivated?).
 - Musical background in theory, performance, keyboard.

4) Discuss the probable first year schedule when advising a new student.

- If the student is very anxious to do more college work than the traditional music schedule provides, wishes to explore the college curriculum, or is committed to a college major which requires many introductory sequences (in particular, math, certain sciences, or social sciences), a blended schedule for one or more terms may be the answer. This schedule would involve the following: reducing applied Music Individual Instruction to 3 units, adding an additional college course, and participating in only one ensemble. This schedule allows introductory sequences, such as Math 140, 150, 160, to be taken at an appropriate time.

Suggested Schedule

Term I			Term II			Term III		
Freshman (FS)	Studies	6 units	FS	6 units	College	6 units		
MUTH 14/211, & 17/221	11/201, 6 units	6 units	MUTH 202, 212 & /222	6 units)	MUTH 251, 261 & 271	6 units		
Applied (MUIN)	Music	3 units	MUIN	3 units*	MUIN	3 units*		
College Course		6 units	College	6 units	College	6 units		
Ensemble (MUEN)		1 unit	MUEN	1 unit	MUEN	1 unit		
Basic (BKS)	Keyboard	1 unit	BKS	1 unit*	BKS	1 unit*		
TOTAL		23 units		23 units		23 units		

- If the student appears to have organizational or academic weaknesses or wishes to emphasize music in the first year, keeping the traditional conservatory schedule may be the best answer. (MUTH/Individual Performance Study - full credit, Freshman Studies and one elective in Term III, preferably a college course.)

Traditional Bachelor of Music Schedule

Term I			Term II			Term III		
Freshman (FS)	Studies	6 units	FS	6 units	College	6 units		
MUTH 201, 211, & 221		6 units	MUTH 202, 212 & 222	6 units	MUTH 251, 261 & 271	6 units		
Applied (MUIN)	Music	6 units	MUIN	6 units	MUIN	6 units		
Ensemble (MUEN)		1 unit	MUEN	1 unit	MUEN	1 unit		
Basic (BKS)	Keyboard	1 unit	BKS	1 unit	BKS	1 unit		
TOTAL		20 units		20 units		20 units		

*depending on grades and progress in BKS, MUIN could be increased to full credit.

Students whose placement test scores show a very weak background in music theory will be placed in a Music Fundamentals sequence, MUTH 161,162, 151, MUTH 162, 172, 152 for the first two terms and will join the regular theory core in the third term. In order to give the students the attention they need, the Fundamentals courses have more class meetings and carry more credit (9 units total in each term) than the regular theory sequence. Students who place into the Music Fundamentals courses are required to follow the traditional Bachelor of Music schedule.

Try to help the student set up a schedule for year two and plan for all five years as a whole. Consider such options as off-campus study, music education sequences, student teaching term, and recitals. Required course sequences, such as, foreign languages and required courses given in alternate years are considerations. This long-range planning will help the student keep focused and realistic.

Miscellaneous information about conservatory majors

Voice performance majors: Please note that they are required to take at least two terms (12 units) of two different languages. They may select among French, German and Italian. Students must also fulfill the intermediate credit required of B.A. candidates. These requirements may mean up to five terms of language study. However, a student who demonstrates proficiency in one of these languages without course work (proficiency exam, AP score, transfer credit at intermediated level) would need to take only one other language.

Any music major has satisfied the fine arts requirement in the general education requirements.

In the unlikely event that a student cannot take theory in the first year, BKS also ought to be postponed.

Academic Regulations

The most common student questions are answered in a memo or pamphlet distributed to all students each term. The memo covers topics such as WP/WF, Incomplete, Extensions, Exam changes, Add/Drop, and S/U.

The information below is sent each term to all students and faculty explaining their options. In addition, you will find in Appendix B copies of the forms required for making changes and asking for extensions.

PLEASE READ THIS INFORMATION CAREFULLY.

The following information is excerpted from a memo to students on information about academic performance published each term. In this memo, all critical deadlines for the term are included.

“HOW CAN I DROP A COURSE?”

- 1) In the first two weeks you may drop a class and it will be *canceled* from your record. That is, the course will not appear on your formal transcript. You may not cancel a course you have attended after the second week.
- 2) Between the end of the 2nd week and the Friday of the 7th week you may *withdraw passing* from a class if you are passing. This withdrawal can be done through the completion of a withdrawal form available from the Registrar, your advisor, or the Associate Dean of Faculty for Student Academic Services Office, Briggs Hall first floor. The form requires the signature of your advisor and verification from the instructor that you are passing. (Exceptions exist and require a petition. These exceptions are described on the WP form.) If you withdraw passing, you will receive a WP on your transcript. The WP does not count in your GPA.
- 3) After the end of the 7th week you may *not* withdraw passing from a course unless circumstances occur which are beyond your control. If this is the case, you must petition the Faculty Subcommittee on Administration for an exception to the faculty legislation. Please be aware that circumstances beyond your control *do not* include waiting until you have received grades in the course to evaluate your standing, but *do* include illness, family problems or other personal calamity.
- 4) You may withdraw failing from a course any time until the *last day of classes* . This decision is registered as a WF on your transcript and counts like "F" in your GPA. If you wish to withdraw from a course in which you are failing, you must make an appointment with the Associate Dean of Faculty for Student Academic Services, ext. 6530.

“CAN I GET AN EXTENSION?”

- 1) You may request an extension for an assignment or exams/other written exercises from the instructor. In most cases, the instructor will want information which indicates circumstances beyond your control such as illness. Quite often an instructor will require you to discuss these circumstances with the Associate Dean of Faculty for Student Academic Services for formal verification of your circumstances.
- 2) If the reasons for your request are private and confidential, you may choose to discuss these with the Counseling Center staff. They can help you determine what options may help you.
- 3) If an extension goes beyond the end of the term, you must request an *incomplete* . Please see the section on incompletes.

“CAN I TAKE A COURSE S/U?”

- 1) *In the first two weeks* of a term students who have completed nine courses may decide to take one course per term outside their major or minor on a satisfactory/unsatisfactory basis. No more than four S/U grades may be listed on your transcript.
- 2) Please remember that the S/U option is to encourage your exploration of new areas of study, not for relieving stress or workloads later in the term.
- 3) The instructor does not know when a student chooses this option. The registrar will convert the grade from the instructor to a satisfactory (C- or above) or unsatisfactory (D+ or below) grade, neither of which counts in your grade point average. You can choose to change an S/U back to a letter grade at any time during your enrollment at Lawrence.
- 4) A student may *not* choose an S/U option after the end of the second week of class. Unusual circumstances beyond a student’s control are considered occasionally by the Faculty Subcommittee on Administration, but petitions to add this option late are rarely approved.

“WHAT CAN I DO ABOUT CHANGING AN EXAM?”

- 1) If you wish to change an examination during the term, you should follow the procedures for extensions.
- 2) If you wish to change the time for a final examination, you must petition the Faculty Subcommittee on Administration by Wednesday of the tenth week of classes. Petitions are approved for students who have three exams in a row or have exceptional circumstances. Petitions are not approved for travel, for vacations or for "spacing" exams for studying purposes.

Please Note: No exam change will be made to accommodate travel arrangements. The Subcommittee on Administration will DENY any such petition even if it means you will forfeit a pre-purchased ticket. No exceptions will be made, even for international travel. Remember to petition for exceptional circumstances **PRIOR to ticket purchase**.

“HOW CAN I TAKE AN INCOMPLETE?”

- 1) A student cannot "take" an incomplete. The student should discuss his/her options with the instructor, and then the student must request the incomplete from the Associate Dean of Faculty for Student Academic Services before the last day of classes. The Dean will make the decision based on guidelines set by the faculty and in consultation with the instructor. These guidelines do not allow incompletes except for circumstances beyond a student's control. Please note—faculty legislation allows incompletes for students who have fallen behind because of extenuating circumstances to have the same opportunity to catch up, but not to students who wish more time to “do a better job.”

Please note: Petitions are not required for extensions on assignments in the middle of the term—these arrangements are made with the instructor. Requests for a WF require an appointment with the Associate Dean of Faculty for Student Academic Services and requests for a WP, prior to the deadline, require only the completion of the WP form.

Remember - Planning ahead can positively affect the outcome of your term, particularly when you are experiencing difficulties. Anticipating problems and seeing your advisor or the Associate Dean of Faculty for Student Academic Services before an anticipated problem can help you make better decisions and allow you more options.

Student Support Services

COUNSELING SERVICES

ADMINISTRATIVE CONTACT:

Landis Health and Counseling Center

The Counseling Services staff includes a director who is a psychologist, the associate director, and the assistant director/alcohol education coordinator who are both licensed professional counselors. From time to time graduate trainees in counseling provide supervised counseling as part of their practicum placement. Services are available to Lawrence students without charge. The counseling staff provides students psychological counseling on a variety of issues that can affect students' ability to handle their academics, including stress management, depression, and relationship concerns. If you think that a student/advisee may need assistance or would benefit from talking with a counselor, you may do any of the following:

- a. Give the student the phone number of Counseling Services (x6574) and encourage her/him to call directly.
- b. Call Counseling Services while the student is with you and have the student make an appointment. Counseling Services suggests you not make the appointment for the student, but rather encourage the student to take responsibility for the decision to seek counseling and for setting up an appointment.
- c. Call one of the counseling staff members directly and seek consultation on handling a difficult student or situation. Counseling staff members can always discuss a situation hypothetically whether or not they can disclose any knowledge of the situation.
- d. In an emergency situation, call one of the counseling staff members directly at home or office and describe the situation.

Counseling Services maintains a confidential service for students. Consequently, the counselors may not provide information about students to faculty, staff, other students, or family members unless the student gives permission by signing a release of information form. If the counselors know that a student has been directly referred they will seek the student's permission to let the referring party know that the student has made contact. If a student signs a release for Student Academic services staff for purposes of coordinating assistance to the student, it will extend only to those individuals specified on the form and does not thereby allow the deans to discuss such matters with the student's instructors or advisors.

Included in Appendix A of this handbook is a Counseling Services faculty/staff guide and referral form, which may be photocopied. Both are also available on the Web at www.lawrence.edu/dept/student_dean/counseling/forfaculty.shtml.

HEALTH SERVICES
Landis-Peabody
ADMINISTRATIVE CONTACT:
Director of Health Services

The campus nurse (RN) directs the Health Services and is available daily Monday through Friday to address students' physical health concerns. A doctor is available every weekday morning between 7:45 – 8:45 a.m. The nurse also will refer students to the visiting physician, specialists, or area health facilities when needed for treatment and emergencies.

For health needs in the evening, weekends or holidays, Lawrence students can call an emergency number for advice on the appropriate steps for help:

Nurse Direct – 738-2230

Theda Care Nurse – 830-6877

The services of the nurse and over-the-counter medicines are free of charge. Prescription medicines, however, carry nominal charges, and doctor's visits cost \$8.00. Lab work is done off-campus and charges are customary. Please be aware that no money is exchanged at the Health Center and all services are billed to the student's account in the Business Office.

Please note: Any student who wishes a medical excuse for a class must contact the Director of Health Services in person on the day of the illness. Requests for retroactive excuses are not approved.

**ACADEMIC SUPPORT:
THE CENTER FOR TEACHING AND LEARNING;
COMPETENCY AND CONTENT TUTORING; ACADEMIC SKILLS; ESL:
ADMINISTRATIVE CONTACT:
Director of the CTL**

Center for Teaching and Learning
Location: Briggs 139, ext. 6767
http://www.lawrence.edu/dept/student_acad/CTL/

The Center for Teaching and Learning, located on the first floor of Briggs Hall, offers students tutoring in writing, communications, and quantitative skills; subject-specific help (content tutoring); or ESL assistance.

Hours: 1:00 to 11:00 p.m. Monday through Thursday, Friday 1:00 to 5:00 p.m., and Sunday 7:00 to 11:00 p.m. Students may work with tutors at virtually any time by appointment.

Requesting a Tutor

Students can meet with a tutor 1) by making an appointment during CTL hours, 2) by stopping into the CTL—writing tutors are available during all CTL hours, 3) by calling for an appointment to see a tutor “after hours” (actually, tutors and students often will make arrangements to meet at a time convenient to both—which may be at any time during the day or night), 4) by contacting a tutor directly, or 5) by contacting the CTL to request on-going tutoring for a particular course. We *strongly* recommend that students request tutoring sessions as early as possible so that they can receive the most effective feedback.

Writing Skills Assistance

All students may consult with writing tutors about *any* writing project: course papers, from Freshman Studies assignments to honors research; graduate school and job applications; and stories and poetry.

The writing peer tutors are selected from among the most outstanding students at Lawrence. They must be recommended by faculty and screened by the Assistant Dean of Faculty for Student Academic Services. They participate in training sessions on writing and tutoring, and they continually evaluate their tutoring experience. Most importantly, they are interested in assisting their peers to become better writers.

While all writing tutors can help students with most tasks, some tutors will have had more experience with certain classes or writing assignments (e.g., lab reports, research papers, foreign languages, English as a Second Language). The CTL will make every effort to match a student with the tutor who may be most helpful to that particular student and his/her assignments.

Resources

The CTL has a large number—and variety—of documents, handouts, brochures, style manuals, texts, and other resources on writing. If students have questions about citations, format protocols, usage and mechanics, or anything else, they should stop by the CTL, call x6767, or email CTL@lawrence.edu. The CTL staff will help them find the answers.

Communications Skills Assistance

Students may work with peer communications tutors to develop more effective strategies for using any type of communicative skill. Communication tutors, like writing tutors, are nominated by faculty and take part in on-going training and assessment designed specifically for this type of tutoring. Tutors can work with both individuals and groups of students, and they can arrange for video- or audio-taping of practice sessions. A tutor can assist students with the content, organization, and delivery of speeches, class presentations, and other public speaking projects. Communication tutors can also help students better prepare for and participate in class discussions or work on study strategies for oral exams. Additionally, tutors can offer support in the area of developing and using effective visual aids.

The CTL maintains a growing library of books and other materials about public speaking, discussion skills, and argumentation. We offer short workshops every term on subjects such as controlling anxiety in public speaking situations, better organization of presentations, and the challenges of intercultural communication. Students interested in these workshops should contact the CTL for dates and times.

Quantitative Skills Assistance

Students may request help from peer tutors about any type of quantitative reasoning skills including problem solving, critical thinking, and logic. These skills are used in word problems, calculations, and in systematic thinking.

Workshops on specific topics are usually offered each term on topics such as graphs, algebra or word problems. These quantitative workshops and individual and group tutoring are designed to be helpful to students in any discipline. Students may contact the CTL for further information on the workshops and on quantitative tutoring in general.

In addition, the CTL houses a quantitative computer lab consisting of both Macintosh and PC computing stations with access to some of the most frequently used software on campus (SPSS, KaleidaGraph, KoalaCalc, LaTeX, Finale, PowerPoint, Dreamweaver, and iMovie), and tutors are trained to offer help using many of these programs.

Academic Skills Assistance

The academic skills counselor will help students explore subjects concerning academic success at the college level. This person encourages students to discover the most effective ways of excelling in their studies at Lawrence.

The academic skills counselor assists students in solving particular academic problems and strengthening or developing scholastic abilities. Topics include: time management, reducing academic stress, improving test performance, adapting reading and note taking methods, improving memory, discovering personal learning styles, and related issues.

Students find out quickly that managing time is one of the most important college (and career) skills. They make and refine a schedule to control their time and busy lives. They may also investigate their own preferred learning styles and discuss adaptations for improving learning methodologies—and grades. Interested students may select among individual tutorials, small group seminars, and workshops.

Content (Subject Area) Tutoring

Students may make arrangements to work with tutors for most courses by emailing or calling the CTL (CTL@lawrence.edu or ext. 6767), or by stopping in and asking for a Content Tutor Request form. The student will be matched with a tutor from a list of faculty-endorsed course tutors. If there is no tutor registered for a particular class, the content tutoring supervisor will check with the course instructor and

identify a capable tutor. One of the most significant features of content tutoring is the “subject specific” study skills and learning techniques which tutors experienced with the course can offer.

The content tutoring supervisor also will help in setting up study groups and “study buddy” pairs of students who are in the same class and who would like to get together to go over course material, review lecture notes, and prepare for exams.

ESL (English as a Second Language) Assistance

A number of peer tutors have received additional training in addressing the linguistic needs of students for whom English is a second language. When requesting any type of tutoring, the student should mention any ESL concerns or issues so appropriate tutors can be suggested. Additional questions regarding ESL tutoring should be addressed to the ESL Instructor, Cecile Despres-Berry (ext. 7130).

Advising Note: If any of your advisees are anxious about a particular class—perhaps a subject which has given them trouble in the past—or are having difficulties grasping concepts or adjusting to a teaching style, you may want to encourage them to consider a tutor. You may even want to call or e-mail one of the CTL staff yourself. *For students on probation or strict probation, getting timely assistance from academic support services could very well make the difference in a student’s opportunity to remain enrolled at Lawrence University.*

10 WAYS TO MAKE YOUR ACADEMIC ADVISING JOB EASIER

(offered by the LU Career Center)

- 1.** Provide interest assessments for students including Strong Interest Inventory, Campbell Interest & Skill Survey & Myers Briggs Type Indicator.
- 2.** Offer workshops on and individual appointments for help with choosing a major
- 3.** Help with “how can I apply my major in the world of work.”
- 4.** Coordinate university internship program
 - Serve as central clearinghouse for internship sites
 - Supervise non-credit internships
 - Resource to faculty supervising credit internships
- 5.** Connect students with alumni in order to explore career options and grad programs
- 6.** Provide graduate and professional school testing information and practice test materials as well as lists of grad programs by field
- 7.** Administer GRE Subject Tests, LSAT, PRAXIS II and Foreign Service exams
- 8.** Review 1st drafts of personal statement essays for graduate and professional school applications
- 9.** Offer comprehensive career planning support including help with cover letter and resume writing, practice interviews, job search, on-campus recruiting and full-time, part-time and summer job listings.
- 10.** List resources for faculty on faculty webpage located at:
http://www.lawrence.edu/dept/student_dean/career/faculty/

Appendix A
The Student In Distress:
Intervention and Referral
A Guide for Faculty and Staff

Prepared by
Lawrence University
Counseling Services

Signs of Distress

In general, consider referring students for counseling if their problems are compromising their ability to take pleasure in life or to function academically, personally, or socially. Students may give signs of their distress in a number of ways. The following examples may be useful in assessing a student's situation:

Significant changes in the student's observed or reported behavior

- Excessive absences from class
- Noticeable deterioration in quality of class participation or academic work
- Inability to concentrate
- Social withdrawal or isolation
- Impulsive behaviors
- Excessive sleep or insomnia
- Significant change in appetite
- Excessive use of alcohol or drugs

Significant changes in the student's emotional state

- Sadness, depression, or weepiness
- Extreme emotional reactivity
- Anxiety or panic attacks
- Outbursts of anger
- Mood swings

Recent stressful event or trauma

- Death of a loved one
- Break-up of romantic relationship
- Physical or sexual assault
- Change in family relationships
- Serious illness

Suicidal risk factors

- Expressed feelings of hopelessness, helplessness, or lack of control
- Someone close to the student has committed suicide
- Disturbing material in academic assignments
- Reckless behavior
- Giving away possessions
- History of previous suicide attempt(s)
- Poor contact with reality
- Irrational conversations
- Obsessive ruminations
- Exaggerated suspiciousness or paranoia
- Disorientation to time or place
- Auditory or visual hallucinations

If a Student is Reluctant

Many people believe that only very disturbed people seek counseling. Reassure the student that people with a wide range of concerns seek counseling, and their contact is kept confidential.

In some cases you may find the student has already sought counseling and was unsatisfied with the experience. Please encourage the student to consider giving counseling another try, perhaps with a different counselor.

Guidelines for Intervention

If you choose to approach a student about whom you are concerned or if a student approaches you for help, the following suggestions might help you feel more comfortable and facilitate a helpful intervention with the student.

- Talk to the student in private when you are not rushed and are able to give your undivided attention.
- Express your concerns directly, specifically, and honestly. (e.g. “I’ve noticed you’ve been absent from class lately and I’m concerned.”) Listen carefully to the student’s thoughts and feelings. Try to convey your understanding by repeating the essence of what the student has said. Avoid judging or criticizing even if the student asks your opinion.
- Respect the student’s perspective even if you do not agree with it.
- Convey the hope that things can get better in the future.
- Suggest resource persons on campus, family, friends, or clergy.
- Offer to call Counseling Services on behalf of the student to help arrange an appointment, or offer to accompany the student to our office.
- Trust your instincts if you believe a student is in crisis and immediate professional assessment is needed.

Consultation Services

If you are unsure of how to proceed in a specific situation involving a student in distress, we encourage you to consult with a Counseling Services staff member. A brief conversation may help you sort out the relevant issues, explore ways to approach the student, and identify appropriate resources.

We are available to speak with you hypothetically without compromising a student’s confidentiality with you or us. With students’ written permission we can discuss their situation with you in specific terms. You may ask the student whom you are referring to grant written permission for us to acknowledge to you their contact with us.

Please call **x6574** with questions and concerns. Carol Saunders, Director of Health Services, will be happy to direct your call to Kathleen Fuchs, Jerri Kahl, or Paul Valencic.

**LAWRENCE UNIVERSITY
COUNSELING SERVICES**

**FACULTY AND STAFF
CONSULTATION/REFERRAL**

This form may be used to share your concern about a student and to refer a student to Counseling Services. Please send the completed form in a sealed envelope to: **Kathleen Fuchs, Director of Counseling Services, Landis Health and Counseling Center. This form is available to print at:**
http://www.lawrence.edu/dept/student_dean/counseling/forfaculty.shtml

(student's name)

Reason(s) for concern or referral: _____

Check all that apply:

- I would appreciate a phone call from a Counseling Services staff member to discuss my concerns about the student.
(Your Extension): _____
- I have discussed my concern with the student.
- I have recommended to the student that s/he seek counseling.
- If the student is seen at Counseling Services, and gives permission, I would appreciate being informed that s/he followed through on my referral.

(faculty/staff signature)

(today's date)

For counseling staff members to *receive* information about students *does not* require students' knowledge or permission. According to law and professional ethics, for counseling staff members to *disclose* any information about students (including whether they are clients) *does* require students' knowledge and written permission. Students have the right to withhold permission for release of information or only give permission for the release of selected information about their situation.

APPENDIX B

Forms

The forms below can be found on the registrars' website (www.lawrence.edu/dept/registrar/) or Student Academic Services website (www.lawrence.edu/dept/student_acad).

FORM

Academic Advisor Form

Change of Degree Program

Repeated Course

Cross-list Request

Declaration of Majors, Minors, or Interdisciplinary Areas

Declaration of Satisfactory/Unsatisfactory Option

Overload/Underload Permission

Request to Change Catalog Year

Request for Change to Grade (S/U → grade)

Requesting Transfer of Credit from Non-Lawrence Programs

Withdrawal from Course after 2nd Week (WP)

Academic Petition

Student Request for Academic Accommodations

Instructor Notification of Course Accommodations

Tutorial/Independent Study/Internship Registration Add/Drop Form

Reading Period: Self-Evaluation Advisor Report

APPENDIX C

Lawrence University Academic Action Guidelines
Academic Action Calculation

ACADEMIC ACTION SYSTEM: PROBATION, STRICT PROBATION AND ACADEMIC WITHDRAWAL GUIDELINES

Through the academic action system, students are evaluated on their progress toward a degree. Academic action is meant to be a warning system; it is not designed to be punitive.

The following criteria is used evaluate a student's record: degree grade point average, term grades and term grade point average, numbers of courses completed satisfactorily (C- or better) over the last three terms, and special circumstances such as personal, family or health problems which have interfered with academic work.

At the end of every term, all academic records are reviewed by the faculty subcommittee on administration according to guidelines developed by the faculty (**See the registrar's website-*Help for Faculty-for a description of the Academic Actions Guidelines***). An academic action consists of *warning, probation, strict probation, or required withdrawal*. Letters from the Subcommittee on Administration of any such action notifies students and their advisors.

While *warning* is often thought of as an "action," it is not official; this warning does not appear on the student's record, rather it serves as a message—a warning—to the student that she or he may be at risk for more serious academic problems.

Students often do not understand that the "steps" from *warning* to *required withdrawal* are not necessarily sequential. Actions can be sequential; however, when a student's academic performance during a term is dramatically poor, a more drastic action is taken. For instance, a student's standing could change from warning to strict probation after one particularly poor term. Please remember that an advisee on strict probation is not eligible to participate in non-credit bearing activities

These guidelines are based on faculty legislation
and are implemented by the faculty subcommittee on administration.

Please refer any questions to:

Registrar, Anne Norman, ext. 6578

Associate Dean of Faculty for Student Academic Services, Geoff Gajewski, ext. 6530