

**Undergraduate Advisor Handbook
2008-2009
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August 15, 2008

Dear Undergraduate Advisor,

Andrews University is privileged to have you serve its students as an academic advisor and to have an advising program that helps to personalize the educational experience offered here. You play a significant role in shaping the academic lives of our students.

Your advisees will need your guidance and support in developing their academic, personal, and career goals. They will also need your help as they seek to understand the University's policies, procedures, and programs.

This handbook is intended to be an advising tool to use in conjunction with other resources such as the Andrews University bulletin and class schedule. I hope that it will provide information on advising skills and responsibilities for both new and current advisors.

As you use this handbook, please let me know if you have questions about its contents. If you find some areas missing that would help you in your advising, don't hesitate to mention this as well.

Thank you for willingly serving as an undergraduate academic advisor and I look forward to supporting you in the work of advising on this campus.

Sincerely,

Kris

Kristine Knutson
Coordinator of Advising Services
Student Success Center
Nethery Hall 204
knutson@andrews.edu
269-471-6205

Student Success Center

Undergraduate Advising

The Student Success Center is the coordinating office for undergraduate advising services and activities. The office works closely with the Admissions Office, the academic department chairpersons, and individual academic advisors in order to make appropriate advisor assignments and to communicate this information to incoming students.

Department chairpersons provide advising guidelines outlining how each department shares advising responsibilities for their majors. Academic deans are involved in the advising for transfer students accepted on academic probation.

Students who have been accepted with test scores or grade point averages lower than the university's published standards will be assigned to a success advisor in Student Success. They will be guided through a process of evaluation and skills-building during their first year before being transferred to departmental advisors.

In addition to handling the advisor assignment for all incoming undergraduate students, the Student Success Center manages all changes to the academic records for all undergraduate students. These changes include major and minor additions or changes as well as advisor and bulletin year changes.

Kristine Knutson, Coordinator of Advising Services, is responsible for advisor assignment and major changes. If you have questions about the advising process or about your advisees in particular, please contact Kris at extension 6205 or by e-mail at knutson@andrews.edu.

August 2008

Academic Advising at Andrews

Academic advising assists students in realizing the maximum educational benefit available to them by helping them to better understand themselves and in learning to use the resources at Andrews University to meet their educational needs and aspirations.

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

Accordingly, students are challenged

- ◆ to be inquisitive
- ◆ to think clearly and communicate effectively
- ◆ to explore the arts, letters, and science within the context of a Christian point of view
- ◆ to develop competencies in their chosen fields of study
- ◆ to prepare for a meaningful position in the work place
- ◆ to respect ethnic and cultural diversity
- ◆ to embrace a wholesome way of life
- ◆ to heed God's call to personal and moral integrity
- ◆ to nurture life in the Spirit, and
- ◆ to affirm their faith commitment.

Andrews University
Undergraduate Advisor Handbook

SECTION 1

**Advising Objectives
and
Advisor Responsibilities**

**Student Success Center
Nethery Hall 204
269-471-6205**

Objectives of Academic Advising

- Academic advising helps students obtain the maximum benefit from their educational experience by helping them to understand the opportunities Andrews University offers
- Academic advising helps students determine short- and long-term goals based on aptitudes and interests, and helps outline a course of study that will facilitate the attainment of their goals
- Academic advising involves listening with sympathetic understanding to students' academic concerns and other related problems, making the appropriate referrals when necessary
- Through academic advising all students have the opportunity to develop an on-going, individual interaction with a concerned representative of Andrews University. The student may develop a positive view of the university based on his/her interaction with an academic advisor.

NOTE: The academic advising process should **not** be confused with personal or psychological counseling. The focus of academic advising is the student's academic self.

Advisor Responsibilities

- Be available to students on a regular basis and be conscientious about keeping scheduled office hours for advising conferences. This is especially important during registration and drop/add periods.
- Establish a relationship and rapport with advisees.
- Discuss long-range educational and vocational goals, and assist in planning appropriate academic programs.
- Maintain a record of actions and significant discussions for each advisee (with dates) which will complement the advisee information available to you through iVue.
- Know about, and keep on hand, resource materials such as the bulletin, class schedule, and the student handbook which may answer questions about academic and non-academic policies and procedures.
- Read iVue alerts posted about your advisees and follow-up with the student and others for intervention as needed.
- Help resolve academic difficulties.
- Know about resource persons and centers for student referral. These resources may include staff in the deans' offices, Student Success Center, Records Office, Student Financial Services, Counseling and Testing Center, Student Life, and International Student Services as well as the various tutoring centers on campus.
- Encourage advisees to make appointments with you as needed for registration, performance review, and/or discussion.
- Help students in their decision-making processes relating to course choices, vocational decisions, and personal problems, referring to appropriate campus staff where necessary.

Characteristics of a Good Advisor

A good advisor

- Is personally and professionally interested in being an advisor
- Sets aside enough regularly scheduled time to meet the advising needs of his/her advisees
- Knows university policy and practice in sufficient detail to provide students with accurate, usable information
- Listens constructively, attempting to hear all aspects of a problem
- Refers students to other sources of information and assistance when referral seems to be the best response to the students' needs
- Attempts to understand students' concerns from a student point of view
- Views long-range planning, as well as immediate problem-solving, as essential parts of effective advising
- Shares his/her advising skills with working colleagues who are also actively involved with advising
- Continually attempts to improve both the style and the substance of his/her advising role
- Willingly and actively participates in advisor development programs

Establishing the Advising Relationship

The Advising Contact:

- Explain to each advisee what you believe academic advising is and is not
- Encourage advisees to take an active part in their academic planning
- Consider preparing and using an “Advising Syllabus” for your advisees

Clarification and Summarizing:

- Ask for clarification of what you understood the student to say – this gives him/her a chance to “set the record straight” and correct misunderstandings immediately. Simply stating “it seems you’re saying…” or, as needed, using more direct questions, will improve communication in the advising setting
- During an advising session, and certainly at the end of one, summarize what has transpired in the session. Differences in perceptions can be corrected before they become difficulties

Open-Ended Questions:

- Use open-ended questions as a way to get a discussion going. Avoid questions that can be answered by simple yes/no answers. (Even the age-old “tell me something about yourself” will at least provide a starting point!)

Responsibility and Ownership:

- If you request an advisee to complete certain steps in preparation for the next advising session, be sure to review this at the beginning of your next session together

Refusals or Saying No:

- Refusals are a part of life! When this is required, tell the advisee what you refuse to do, explain why, and offer some alternatives that you might consider

Notes and Follow-up:

- A short, written summary of the advising session will prove helpful as a “check point” at the next advising session
- One way to do this is to write a short e-mail to the student (keeping a copy for yourself) listing the main points of the session and any expectations you have

Referral:

- Refer the student to a specific person (if you unsure where to refer, make a phone call or two to avoid a “run around” for him/her). Follow-up if needed.

Listening:

- Listening to your advisee’s point of view may reveal new possibilities and perspectives

Referral Skills

Don't Refer Too Quickly

- Have a clear understanding of the student's question/problem/situation before making a referral. Know enough to make an accurate and productive referral.

Know Referral Sources

- Be well acquainted with campus resources to know exactly what kind of help the student will receive.

Clarify Why

- Tell the student specifically why a referral is being made – this may eliminate doubts and hesitation on the part of the student.

Explain Service and Expectation

- What benefit can the student expect from this referral? Will there be a wait for the services needed? Is an appointment needed? Who should the student contact? Will there be a charge for this service?
- Telling a student about services available to help them is the advisor's job – the student must decide whether to use the services or not

Make the Referral to a Specific Person (if possible)

- This encourages students to follow through and eases the initial contact.

Assist Student in Making Appointment

- This ensures that the student has an appointment and encourages follow through.

Follow Up with Student

- Did the student have any difficulty getting the recommended services?
- Was there a problem anywhere?
- Respect the student's rights, privacy, and choice in referrals and remember that a student may choose to not accept help offered.

Academic Advising and Confidentiality

Andrews University complies with the Family Educational Rights and Privacy Act of 1974, as amended. This law is commonly referred to as “FERPA.”

FERPA provides students with certain privacy rights in their educational records and, except in limited circumstances, educational records may not be released to anyone outside the institution without prior authorization by students. Students who are currently enrolled (or were enrolled in the past), regardless of age or status, are the ones protected by FERPA. The University’s policy dealing with FERPA are explained in the Andrews University Bulletin (See page 21, 2008-2009 Bulletin).

By signing an “Access to Student Educational Records Authorization” Form students will enable the University to fully communicate with parents, guardians, and/or other individuals whose involvement may be important to students’ success at Andrews University. A copy of this form can be found on the next page of this handbook.

Students are given the opportunity to sign a “FERPA” form upon arrival on the campus. They may also contact the Student Success Center to complete and sign a form authorizing release of information.

How does FERPA affect parents?

If a parent calls on behalf of a son or daughter, you, as advisor should check the student’s iVue profile (accessed through Vault) to see if FERPA form has been signed. If “No” is recorded next to the *FERPA Form on File* line, the only information you should give the parent is general information about the university and its policies with regards to students. You may tell the parent that the university is unable to release student information without written consent by the student. This, alone, will often result in the student signing the form; however, the student can revoke the permission granted on the form so checking the iVue profile before you speak with a parent is always the best practice.

The College of Arts and Science Deans’ Office has the completed forms. You may call 471-6157 to verify questions about FERPA forms.

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Undergraduate Advisor Handbook

SECTION 2

**Student Records
and
Class Registration**

**Student Success Center
Nethery Hall 204
269-471-6205**

iVue:

iVue is Andrews University's electronic file for academic records of all students. Advisors can view the profiles of each of their advisees through iVue which is accessed through Vault/Account Access at the bottom of the main Andrews web-page.

[Vault → iVue → log-in → Select the term → Select "Students who are Registered" or are "Eligible to Register" for a given term → Get advisees for the term]

You can opt to view a simple list or a list with the photos of your advisees.

iVue is an excellent tool that allows advisors to look at the transcripts of their advisees from the individual profile page (the link is View University Academic Record). Advisors can also see the current class schedule of an advisee, his/her GPA, address, e-mail address, phone number, photo, and much more.

iVue Alerts:

An advisor can read an alert that may have been posted concerning an advisee or post an alert about an advisee. E-mail notification of alerts are received about posted alerts which may be accessed by the student, the advisor, the department chair, the academic dean of the student's college/school, and Student Success staff. Alerts may also be viewed by designated proxies of the afore-mentioned staff. Professors may only view the alerts that they post – they do not see alerts posted by any other professors.

Since advisors likely know their advisees better than the other people who have access to alerts that are posted, they are often the best ones to make the first contact with the student. Please refer students to appropriate services as needed. These may include Student Success, Counseling and Testing, dorm deans, Student Life, or academic skills centers.

International Student Services staff is notified when an alert is posted about an international student and they will be able to access the alert also.

Registration Central:

On-line registration at Andrews is through Registration Central which is accessed through Vault. A student logs-in to Registration Central using his/her Andrews username and password, verifies personal information, and then is prompted to enter a PIN (personal identification number) which will allow registration (*see more about PINs under General Guidelines for Registration*).

Access to PINs:

Academic advisors have access to the PINs for their advisees through iVue.

Chairpersons of departments also have access to the PINs for the majors in their department and can, as agreed upon by the advisor and the chair, register a student for classes. Chairpersons also have access to the profiles of students pursuing minors in their department.

Proxy Access to iVue:

Advisors may choose to grant access to his/her advisee lists to another advisor or to another staff member – this is done by granting a proxy through Vault. **Designate Proxies** is an option from the first menu page in iVue (the last link on the page) and you may grant or revoke a proxy through this option.

When you designate someone to have access to your lists and advisee profiles through a proxy, you must be clear about how you expect that person to use the proxy, specifically with reference to PINs, and whether you want the proxied staff to release PINs to students or not. Student Success will only release PINs to students with the permission of the advisor.

It is possible for you to grant students the right to view their own PIN through their iVue profile by “checking” the box beside their name on your list of advisees and then “clicking” **Reveal Registration PIN to Selected Students**. Currently this option is NOT term specific which means that you may also be revealing the PINs for future terms and that the student could record these and register for subsequent terms without consulting you.

Class Standing:

Freshmen	0 – 24 credits
Sophomore	25 – 56 credits
Junior	57 – 86 credits
Senior	87 and above

Class standing has an impact on dormitory assignments and financial aid awards. Students who have 24 credits (or less) at the end of their first year at Andrews will continue to be classed as freshmen they have earned 25 or more credits. MATH091 and MATH092 are pre-college credits and do **not** apply toward class standing.

Encourage your advisees to take (and successfully complete) sufficient credits to ensure that they attain the next level of class standing.

If this is not possible, these students may want to explore these options:

- Take a class during May Express, the intensive summer term before summer really starts!
- Take a traditional summer school class at Andrews University
- Take an AU/Griggs University class over the summer – Contact the Center for Distance Learning & Instructional Technology (DLiT) at 471-3960 or dlit@andrews.edu for additional information on courses available.

Should students opt to take a class at another college/university in the summer, encourage them to complete a petition form to ensure that the credits they take will, in fact, transfer to Andrews University for the appropriate credit.

Credits taken in a summer school setting will add to the previous school year's credits and may change the student's class standing based on total credits earned.

May Express:

As mentioned above, May Express is an intensive summer term that starts in the month of May and most classes finish in the month of May. May Express focuses on General Education classes. Tuition for classes offered during May Express is ½ of the regular tuition charge per credit. The list of classes will be available before registration for Summer sessions starts. Watch for more details!!

General Guidelines for Registration

Online Registration

Go to Registration Central (through Vault) and have the student log in. Next select a semester then go to the registration steps and choose class registration. (The student is responsible for completing all the registration steps/removing holds on his/her own.) Enter the student's PIN number. You will then be able to enter the desired CRN (Course Reference Number) and register for classes.

Student PIN Number

After you have planned with the student what he/she will be taking for the term/year, you may wish to give the student their registration PIN number so that they can register themselves. You may opt to allow the student to view his/her PIN through iVue – when you reveal the PIN through iVue (if you choose to), the PIN is essentially “released” to the student and he/she will not need it at all when in Registration Central.

Please note the PIN numbers change each term. If you have problems with the PIN number, please contact Kris Knutson (6205).

Holds

Holds must be cleared before the student can register for classes. Holds are listed in iVue and in Registration Central with the appropriate contact person also listed for each hold.

Courses you were unable to web register

Any course that will not register for any reason online will need to be registered at the registration counter in the administration building with a drop/add form. ***See the counter registration guidelines for details.***

Manual Registration

The student will have to print the form from the Registration Central home page. Student Success staff are also able to print this form for advisors if the student is not on campus to do this. The form will show any holds the student might have. It should be completed, signed by the appropriate people and accompanied by blue cards (if required).

What forms to use when

- **Manual registration form** is used for initial registration of classes
- **Drop/Add form** is used for changes to registration.
- **Blue Card** is used for independent study, private music lessons, music class and other arranged classes (see form for more details)

Important Registration Dates and Terms

(Check the Academic Calendar for each term's specific dates)

Reserving Classes

Classes may be reserved without financial clearance during the following times listed by term below. Check the academic calendar for the exact dates.

- ◆ Summer Semester - end of March until early May
- ◆ Fall Semester - end of March until August 14
- ◆ Spring Semester - end of October until December 14

Make sure the student knows he/she is to get financial clearance before the unconfirmed class reservations are cancelled. Class cancellation happens on August 15 for fall semester for students who are not financially cleared (watch for spring semester date).

Registering for Classes

A student must be financially cleared before he/she can register for classes starting August 15 for Fall Registration and December 15 for Spring Registration. When financial clearance is completed, reserved classes will automatically become registered/confirmed.

Cancellation of Reserved (Unconfirmed) Classes

Students who have reserved their classes and do not obtain financial clearance by the cancellation date posted in the academic calendar will have their unconfirmed classes cancelled.

- ◆ Students who are unable to finalized their financial plan by August 15 for Fall Semester (date for Spring will be published later) may indicate their intention to attend for a specific semester by “clicking to confirm” in Registration Central. By doing this students’ classes will not be dropped at that time, giving them additional time to finalize their financial plan. Students will receive details on this option prior to the dates indicated.
- ◆ To reinstate their classes, the student must obtain financial clearance.
- ◆ Classes may be reinstated at the records office without signatures only if no changes are made in registration and space still is available in each class. This applies only to changes made before the last day to drop/add without a fee.
- ◆ Closed classes can only be reinstated by permission from, and signature of, the teacher on the Drop/Add form.

Late Registration Fee

A late registration fee will be in effect the day after classes begin for a term. This fee will be charged to the account of students who have not registered for at least one course before the above date.

Last Day to Drop/Add Without a Fee

The last day to enter term classes, drop a class with full tuition refund, complete a drop/add without a fee or entry on permanent academic record, change audit to credit.

Dropping a class

Students will use a Drop/Add form to drop a class. Students must obtain the signature of BOTH academic advisor and the professor of the class they intend to drop. Forms will not be processed without the appropriate signatures.

Change of Registration Fee

There is a fee charged to the student's accounts for changes made from the *last day to drop/add without a fee* until the *last day to credit to audit or withdraw from a class with a W*.

Prepared by Records Office
Updated August 2008

Counter Registration Guidelines

Reasons the student may not be able to web register or may have to counter register for some of his/her classes.

1. Hold on Registration
2. Overload
3. Prerequisite Problems
4. Music Lessons
5. Independent Studies
6. Time Conflict
7. Academic Probation
8. Honors Audit
9. Audit
10. Closed Classes
11. Repeat Classes

Forms and signatures needed to register or complete registration at the records counter.

1. Hold on Registration - Print out a manual registration form from registration central. The registration hold or holds will be listed with information about where to go to get a signature to lift the hold. List the classes on the manual registration form and sign as advisor. Check to see if other signatures may be needed from the above list.

2. Overload - A dean's signature is required if the student is taking an overload (over 17 credits for UG). Financial clearance will also be needed for credits over 16 credits. The student will need to list the number of credits he/she will be taking on the appropriate page in Registration Central and then clear financially for the total credits listed. If the student is adding classes after his/her initial registration, a financial advisor may sign the drop/add form to allow the student to enter classes instead of going back to Registration Central to make the change.

3. Prerequisite Problems - The student either needs proof that he/she took the class previously which we usually verify with Undergraduate Records or if that is not available

a signature from the professor will allow the Registration Counter to enter the student in the class. This needs to be on a Drop/Add form signed by the advisor. (The teacher's signature will also let the student in the class even if it is closed.)

4. Music Lessons - Music lessons need to be signed up for in the music department. The student will need a Drop/Add form signed by the advisor to go along with the blue card they will get from the music department (see sample card on page 21).

5. Independent Studies - The student must have the teacher he/she will be working with sign a blue card (see sample card on page 21). This must be accompanied by a Drop/Add form signed by the advisor.

6. Time Conflict - Green conflict forms are available at the Records Office registration counter in the administration building. Have the teacher of both of the classes involved sign the conflict form and fill out the section that details how the conflict will be resolved. The dean of each school affected must also sign the form. This form will need to be accompanied by a Drop/Add form signed by the advisor (see sample Class Conflict form on page 22).

7. Academic Probation – The dean of the student's college/school will need to sign to allow the student to take more credits than the system is pre-set for in Registration Central.

8. Honors Audit - The professor needs to sign the form from the honors department. This form will need to accompany a Drop/Add form signed by the advisor (see sample form on page 23).

9. Audit - The professor needs to sign either the Manual Registration Form or Drop/Add form giving the student permission to audit the class. The form needs to be signed by the advisor as well.

10. Closed Classes - In order to enter a full or "closed" class, the student will need to have permission from the instructor. This needs to be a signature on the manual registration or drop/add form. The advisor's signature is also needed on the form.

The professor may choose to override the system through <http://www.andrews.edu/faculty/tools/advising/index.html>, logging-in and following the instructions to allow a student to enter his/her class.

11. Repeat Classes - If the student has been enrolled in the class before, he/she will get a repeat class message and will have to register for it manually at the registration counter.

The advisor may override this to allow a class to be repeated by logging-in and following the instructions from <http://www.andrews.edu/faculty/tools/advising/index.html>.

Prepared by Records Office

Blue Card Sample
ANDREWS UNIVERSITY
INSTRUCTOR APPROVAL CARD

INDEPENDENT STUDY, READINGS, PRIVATE MUSIC LESSONS, MUSIC CLASS,
PROJECT, THESIS, DISSERTATION, FIELD WORK, RECITAL.

Student Name _____

ID # _____

Course Number and Title _____

Topic of Study _____

Number of Credits _____

**GRADE SHEET WILL BE ISSUED TO
INSTRUCTOR WHO SIGNS CARD**

Approved _____
Instructor's Signature

ANDREWS UNIVERSITY CLASS CONFLICT FORM

Name: _____ ID # _____

INSTRUCTIONS: **No class conflict will be considered unless the following information and signatures are obtained:**

- A) List both classes that conflict**
- B) Both teacher's signatures**
- C) Dean's signature(s)**
 - a. (If classes are in two different schools, you must obtain both deans' signatures.)

Course Acronym & Number	Course Title	Credits	Days (circle)	Time
			MTWRF	
			MTWRF	

TEACHERS' SIGNATURE

DEANS' SIGNATURE

_____ Date

_____ Date

_____ Date

_____ Date

SOLUTIONS: _____

Yellow Form – available at Honors Office

PERMISSION FOR HONORS AUDIT

Semester

With your permission , _____ is eligible to honors audit your
(Student's Name)

class, _____ and pledges to attend at least 80% of class periods
(Class Name)

or withdraw. We hope the experience will be mutually beneficial.

Dr. L. Monique Pittman
Honors Director

I approve of this student auditing my class:

(Teacher Signature)

Each Scholar may audit one course tuition-free per semester, but Honors Audits are not available for individual lessons and some other classes. THIS SLIP MUST BE SUBMITTED with the Drop-Add form and any other registration materials to the Registrar's Office during regular registration, using "HN" instead of credit hours.

Registering Students for Music Ensembles for Free Audit or 50% tuition

- When students register for ensemble credit (1 credit) AND this credit puts them over 16 credits, they will be charged ½ the tuition for the ensemble credit
- When students wish to AUDIT an ensemble and they are already at 16 credits (before adding ensemble) the ensemble audit will be FREE
- Registration deadline: DROP/ADD deadline (10th calendar day of semester)

To register students for CREDIT, complete on-line registration for the student and include the 1 credit ensemble class. This must put them at or above 17 credits to be eligible for the adjusted rate.

To register students for free AUDIT, you must use a Drop/Add Form which the student will take to the Records Office counter (2nd floor AD building) to register by the Drop/Add deadline.

In both cases a manual adjustment (to charge ½ tuition or no tuition) will be made **after the drop/add deadline** at the beginning of the semester.

If a student, after registering for credit, decides to change to audit (and no tuition), this **MUST** be done by the drop/add deadline at the beginning of the semester. (Of course, students can still change to audit, or add an audit later in the semester, but automatic adjustment for tuition would NOT be made.)

There are 8 ensembles on campus: University Symphony Orchestra, University Wind Symphony, Sinfonietta, Ladies' Chorus, Pioneer Men's Chorus, University Singers, University Chorale, and I Cantori.

The 2008-2009 Bulletin, p. 66 reads:

Music ensemble fee adjustments:

- Half tuition rate for students who register for music ensemble for credit and whose combined load exceeds 16 credits
- No tuition for students who audit music ensemble and whose combined load exceeds 16 credits

Tuition Discounts

Local business employees, local area educators, and students pursuing a 2nd baccalaureate degree from Andrews may be eligible for tuition discounts. Questions about eligibility should be addressed to the offices of the respective deans.

The following explanation of discounts is taken from the 2008-2009 bulletin, page 75.

Local Business Employee—Thirty-Three Percent Tuition Discount.

Full-time employees of companies located in Berrien County and the South Bend/Mishawaka area may receive a 33% reduction of tuition for undergraduate courses taken within the university's College of Technology. Application for the tuition reduction can be obtained at the dean's office and must be completed no later than the first two weeks of each semester. Students eligible for the reduction are not eligible to receive any other Andrews discretionary funds.

Prior Baccalaureate Degree—Thirty-Three Percent Tuition Discount.

Students who have earned a baccalaureate degree **from Andrews University** may receive a 33% tuition reduction for courses taken for a second baccalaureate degree in the College of Arts and Sciences, the College of Technology, the School of Business Administration, and the School of Education. This discount applies only to courses required to complete the 2nd degree. Courses included in the package tuition, but are not required for the 2nd degree, will be billed at full tuition.

Application forms are available at the offices of the respective deans. The completed forms must be filed with the respective dean no later than two weeks after the beginning of each semester for which the 33% tuition reduction is requested. An official transcript showing all class work and the awarding of a bachelor's degree must be on file with the Academic Records Office of the university before the 33% tuition reduction can be applied. Students eligible for the reduction must be enrolled for a second undergraduate degree and are not eligible to receive any other Andrews discretionary funds. Students enrolled in a graduate program but who must complete undergraduate prerequisites are not eligible.

Limitations to the Prior Baccalaureate Degree Tuition Discount.

The following limitations apply to this plan:

1. No course taken under this plan may receive graduate credit or apply to a graduate degree.
2. In the College of Arts and Sciences, the plan does not apply to the Physical Therapy programs.
3. This tuition reduction does not apply within the School of Architecture.

4. In the School of Education, the student must be enrolled in a second baccalaureate degree; however, this plan is not available until one calendar year after graduation and is limited to 16 credits each semester.
5. In the School of Business Administration, the plan does not apply to independent study/readings/research or internship credits. Also, it does not apply to any course not offered as a regularly scheduled class in a given semester.
6. The plan applies to tuition only, not for housing, food, and similar charges.
7. The discount does not apply to laboratory fees, surcharges for applicable courses, private music or flight lessons, independent study or reading courses, student teaching, courses in the Center for Intensive English, international languages taught as prerequisites for advanced degrees and courses taken off campus.
8. This plan is applicable to classes where space is available and where hiring of additional faculty or staff is not required. In the event a class is not available, notification is given as soon as possible after the end of the drop/add period.

Local Area Educators—Thirty-Three Percent Tuition Discount.

Full-time teachers employed in Michigan and Indiana area schools who are not fully credentialed may receive a 33% reduction of tuition for undergraduate, Master of Arts in Teaching, and Master of Arts in Educational Administration courses taken toward the completion of their teacher certification requirements. Application for the tuition reduction can be obtained in the dean's office and must be completed no later than the first two weeks of each semester. The student must provide proof of area school employment. Students eligible for this reduction are not eligible to receive any other Andrews discounts or any other discretionary funds applied to the program receiving the 33% reduced tuition.

SAGES Suggested Four-Year Plan

Please note that this plan is a suggestion only. The requirements of a student’s major(s) and the challenges of class scheduling may necessitate alterations in the sequence provided below. Contact the Director of Honors with any questions.

Freshman Year

Plan to take 10-14 credits of SAGES requirements as schedule allows.

HONS 105 (Western Heritage I)
 HONS 106 (Western Heritage II)
 HONS 115 (Transcribing the Self)
 PE activity course

Log 12 hours of service credit
 Attend Honors Poster Session
 Attend Honors Thesis Symposium
 Attend Honors social and cultural events

Junior Year

Plan to take 6-9 credits of SAGES requirements as schedule allows. Juniors often take from the following options:

HONS 345 (What is “Other”?)
 HONS 365 (Cosmos)
 HONS 325 (Justice)
 Life Science
 Physical Science
 Mathematics
 HONS 398 (best when taken junior year)

Defend Honors Thesis Proposal late Spring Semester if ready
 Log 12 hours of service credit
 Attend Honors Poster Session
 Attend Honors Thesis Symposium
 Attend Honors social and cultural events

Sophomore Year

Plan to take 6-9 credits of SAGES requirements as schedule allows. Sophomores often take from the following options:

HONS 215 (Scripture)
 HONS 265 (Literature and the Arts)
 HONS 225 (Materialism and Idealism)
 HONS 245 (Meanings of America)
 PE activity course

Log 12 hours of service credit
 Attend Honors Poster Session
 Attend Honors Thesis Symposium
 Attend Honors social and cultural events

Senior Year

Plan to take remaining SAGES requirements. Seniors often take from the following options:

HONS 415 (Thinking Theologically)
 Life Science
 Physical Science
 Mathematics

Defend Honors Thesis Proposal by November
 HONS 497 (Fall or Spring Semester) 2 credits
 Honors Poster Session Presentation
 Honors Thesis Symposium Presentation
 Log 12 hours of service credit
 Attend Honors social and cultural events

General Education Transfer Equivalencies

First-Year Equivalencies:

Honors	General Education
HONS 105, 106 Western Heritage (10 credits)	HIST 117, 118 Civ. and Ideas I and II (6 credits) REL 100 God and Human Life (3 credits) *Please note that REL 100 is earned over the full year of Western Heritage. IDSC 211 Creativity and the Arts (1 credit) (Students would need to take additional credits)
HONS 115 Transcribing the Self (3 credits)	ENGL 115 English Composition I (3 credits)

Second-Year Equivalencies:

Honors	General Education
HONS 265 Literature and the Arts (3 credits)	ENGL 215 English Composition II (3 credits)
HONS 215 Scripture (3 credits)	Fulfills one religion choice course (3 credits)
HONS 225 Materialism and Idealism (3 credits) and/or HONS 245 Meanings in America (3 credits)	Replace one of the required social science interdisciplinary courses: BHSC 220, BHSC 235, or IDSC 237 (each 3 credits)

J . N . A N D R E W S  H O N O R S P R O G R A M

SAGES–Scholars’ Alternative General Education Studies

CURRICULUM CHECKLIST

Required Courses		Credits	Taken
HONS 105	Western Heritage I	5	
HONS 106	Western Heritage II	5	
HONS 115	Transcribing the Self: Honors Composition	3	
HONS 215	Scripture	3	
HONS 265	Literature and the Arts	3	
HONS 345	What is “Other”? The Non-Western World	3	
HONS 365	Cosmos	3	
HONS 398	Research Pro-Seminar	1	
HONS 415	Thinking Theologically: Christian Life and Faith	3	
HONS 497	Senior Honors Project	Min. 2	
Life Science + Lab		4	
Physical Science + Lab		4	
Math 145	Reasoning with Functions (or higher level math course)	3	
PEAC	Two Activity Courses	2	
Honors Electives Select two courses from the following:		6	
HONS 225	Materialism and Idealism	3	
HONS 245	Meanings of America	3	
HONS 325	Justice	3	
HONS 380	Topics in _____ (as offered)	3	
	An AU sponsored educational tour may substitute for one elective course.	3	
Totals: Bachelor of Science Bachelor of Arts (+ Intermediate Language)		50 credits 50 + 4 credits	

J . N . A N D R E W S  H O N O R S P R O G R A M

SAGES Professional Degree Reductions

CURRICULUM CHECKLIST

Degree	Reductions		
B Arch	1 HONS elective	-3 credits	
	1 Life/Physical Science	-4 credits	
BBA	1 HONS elective	-3 credits	
	1 Life/Physical Science	-4 credits	
BCLS	1 HONS elective	-3 credits	
Pre-PT	1 HONS elective	-3 credits	
Engineering	Take only HONS 265 or HONS 345 (not both)	-3 credits	Take one
	from HONS 225, 245, 265, 325, 345	-3 credits	
	Reduced 1 Life Science	-4 credits	
Elementary Education	HONS 415	-3 credits	
	1 HONS elective	-3 credits	
Secondary Education	HONS 415	-3 credits	
	1 HONS elective	-3 credits	

AUGUST 2008

**Curriculum Advising and Program Planning (CAPP)/DEGREE AUDIT
UNDERGRADUATE LEVEL**

DEGREE AUDIT

A degree audit is a computer-generated analysis. This analysis enables the student and his/her adviser to assess the student's academic progress towards their degree and graduation requirements. The audit is a valuable tool for academic planning and course selection. It matches the courses that the student has taken with the requirements of his/her degree program or anticipated program.

Curriculum Advising and Program Planning (CAPP) UNDERGRADUATE LEVEL

CAPP is a tool for comparing a student's coursework against a specific set of program requirements needed to complete both their major and graduation requirements under a specific bulletin year. The analysis will answer questions such as:

- *What are the requirements for the chosen degree?*
- *What courses has the student taken?*
- *Which requirements have or have not been met?*
- *What is the student's major GPA?*
- *Is their total number of Upper Division credits met?*
- *Does their total number of credits complete the 124 minimum?*

A CAPP report will provide the requirements needed for all approved AU majors/minors. Students who have not yet declared a major or are contemplating changing majors can use the *What If Analysis* tool to show how his/her classes will meet the selected 'what-if' major/minor.

CAPP is part of the BANNER system. It is a software package which does not allow modifications from the basic operation features. In other words, it is what it is. CAPP has limitations in what it can produce. Therefore, the human element is still essential in the process of advisement and degree checking.

When reviewing an audit, it is important for the student to consult with an adviser for several reasons. If the audit identifies unfulfilled requirements, there are often several alternatives for satisfying these requirements. The student and adviser should discuss which courses could be taken based on the student's abilities, interests, and plans.

Advising may also be helpful in determining the best combinations of courses to schedule each semester in order to meet requirements. Advising is also necessary because changes to the student's audit may be appropriate. (For example, when a course transfers from another institution and does not have an equivalent AU course, it

is listed on the audit as an elective. When reviewed by the student and adviser, it may be found to meet a degree requirement-General Education, Major, Minor, Cognate, etc.)

The degree audit is not the student's official University academic record. The transcript is the official record of completed work.

You will notice on the degree audit it will state that “***This is NOT an official evaluation.***” The Undergraduate Records Office is the final authority to determine if a student has met all degree and graduation requirements in conjunction with the academic deans and academic department chairs.

Andrews University may make changes in policies, procedures, educational offerings, and requirements at any time. Therefore, it is imperative that advisers are up to date on these changes. This is especially true for those advisers who have students pursuing teaching certification.

Please let us know if you have any questions.

Thank you.

Gary Williams
Associate Registrar
garyw@andrews.edu

UNDERGRADUATE QUESTIONS:

Transfer courses: Andrej Kis, Articulation Coordinator, rkis@andrews.edu or articulation@andrews.edu; 471-3979

Degree, Major, Concentration, Minor, Catalog Term, etc: Student Success; success@andrews.edu; 471-6096

Undergraduate CAPP Report: Undergraduate Records; capp@andrews.edu; 471-3305

preVue:

preVue is a tool developed by Andrews University. Initially a recruiting tool for use by Enrollment Management, preVue is useful for departmental staff and individual advisors.

preVue enables the Andrews community to monitor what has been sent to, and received from, applicants in an effort to coordinate our contacts with potential students.

preVue is a record of a prospective students' application information and their journey from applicant to student. Once a student is enrolled and on campus the iVue profile becomes the one used.

Record the Contacts You Have with Prospective Students

All who contact prospective students are strongly encouraged to note in preVue when they have contacted a student.

You may send an e-mail using this feature in preVue – this option records the actual e-mail you sent. You may opt to record a generic document which would be an e-mail you sent out from your own e-mail account or a letter that was sent. You may also record a phone call which allows you to note the date and brief content of your call – it does NOT record the call as you are making it! There is also a feature which will remind you to make a follow-up phone call to the student.

The ability to record interactions with prospective students is one of the greatest features of preVue. Please use this feature and encourage others to do so as well.

What to look for in preVue profile:

As an advisor you should have access to preVue and be able to view your new advisees' profiles for a given term. Access preVue through Vault/Account Access – link is on the right side of the page. If you do not have access, contact Brad Christensen to request access (bradc@andrews.edu).

Students can access their own preVue profiles which will show Admission Status, Enrollment Status, and Housing Status, as well as any documents not yet received. Students will need to activate their username and password to access preVue. Most prospective students will access preVue through the "Future Student" link on the main Andrews web page – they will click on the preVue account "mouse" link at the bottom of the page. They can also access preVue through Vault .

Financial Clearance dates: For Fall semesters, students can access Registration Central and the financial plan section as of July 15 and work on completing their

financial plans. As you are in contact with your advisees, please encourage them to start working on their financial plan early so there are no surprises later!

finVue is the newest addition to our “Vues” and allows students access to their financial records, documents sent and received, financial aid awards, and other pertinent information. finVue is accessed through Vault’s main page or through preVue.

Students may still register for classes without being financially cleared until August 14 for fall semester and December 14 for spring semesters. After these dates students must be financially cleared before they can register for classes or make any changes to classes they registered for earlier.

This means that there is no financial “hold” on registering until August 15 for fall semester and December 15 for spring semester. Classes that have been reserved will stay in the system until **August 15** for Fall semester when students must be financially cleared (dates will be announced for spring semester).

Classes will be dropped on August 15 for fall semester for students who are not financially cleared **UNLESS** they have “clicked” to confirm their attendance for fall semester. This will be done through Registration Central and will be an option for only a few days before the August 15 deadline date.

When students make a payment to financially clear and have a financial plan in place, they must remember to click the final button to accept their plan. Once all the steps are completed, a check mark will show in the Financial Plan box in Registration Central.

Admissions Status

The Admission Status in preVue shows the acceptance date

If the student has yet to be accepted, this section will indicate that there are either items missing from the student or that the file is complete and ready for review.

Probation – students accepted on probation are typically transfer students and are advised by major department with intervention by the designated person in the college/school.

If a student has withdrawn an application, has deferred to a future semester, or has declined acceptance, this will be noted in Admissions Status as well.

Items required for admission are listed in this section also. Checkmarks in the boxes indicate documents received – if you note any “unchecked” boxes, please bring this to the attention of the prospective student.

Enrollment Status

Enrollment Status shows additional information on:

- Registration – if the box is checked, scroll down to see the list of classes
- Financial Plan – available on-line, through Registration Central
- finVue – students can access their financial information through this link
- Community Values Agreement – see *CV Hold* below
- Immunizations – see *ME Hold* below

All holds must be removed before web registration is possible.

Holds listed in preVue:

CV hold (Community Values Agreement) is one that the student can take care of by logging into Vault, then Registration Central, and then to the CV Agreement. There are a few questions which the student will need to answer and then that hold will be lifted. This is the one hold the student can truly care for on his/her own. This agreement must be completed each semester by all students.

IM hold is an immigration hold. This hold will be removed when the student arrives on campus and goes to the International Student Orientation session. International Student Services staff can answer questions about this hold. International students will not be able to register for classes until this hold is removed.

ME hold is a medical hold. Proof of childhood vaccinations for measles, mumps, and rubella (MMR) plus a negative TB test done within 6 months of the start of the semester will clear this hold. The form for medical records must be filled out and returned to the Student Health nurse whose office is at University Medical Specialties – 269-473-2222. The form is available from Enrollment.

TR hold involves the student's final transcript. Depending on when high school ended for the student in the spring, transcripts may not be available until well into the summer. The student should be encouraged to check with his/her high school to request the transcript or verify the status of the request. Undergraduate Admissions (269-471-6346) receives the transcripts and lifts transcript holds.

Housing Status

This section shows if a dorm application and/or deposit has been received and will show the room assignment and roommate information if that has been finalized.

All students under the age of 22 are required to live in the dorm. If a student intends to live at home with his/her parents, he/she will need to contact Student Life (269-471-6686) for the appropriate form and permission.

Advisor Assignment

Academic advisor assignment and major (Current Curricula) is shown on the right side of the preVue profile.

Most students will be advised by an advisor from their major department. If a student is pursuing two majors, two advisors will be listed. Students should be encouraged to consult with all their advisors in planning for their classes and programs.

Students who are accepted into the Bridge to Success program will be advised by Carletta Witzel in Student Success. She will show as the only advisor for these students. These students will be switched to a major advisor as soon as they have successfully completed the appropriate skill building classes or have tested out of the program. These students are encouraged to attend department functions and are full members of their major department.

Students who have one low ACT/SAT score have a major advisor and Carletta Witzel as a second advisor. While she is listed as an advisor but will simply be monitoring the students' progress in that perceived low score area and will drop off as advisor when appropriate. Students are not informed that she is listed as a Student Success advisor and she will not be involved with registration for these students.

Andrews University
Undergraduate Advisor Handbook

SECTION 3

**Placement Tests,
Scores, and
Tests at Andrews**

**Student Success Center
Nethery Hall 204
269-471-6205**

Placement Tests and Scores:

Scores for ACT, SAT, Nelson-Denny Reading Test, and the Math Placement Exam appear on students' iVue profile pages.

ACT:

The ACT is a national college admission examination that consists of subject area tests in English, Mathematics, Reading, and Science Reasoning. The scale for the composite score and for scores on the four tests is from 1 (low) to 36 (high).

ACT English scores are used to recommend placement in English Composition. Students with a score of 16 or above should take ENGL115. Students who score 15 or below in the English portion of the ACT are strongly encouraged to take Basic Composition (ENGL110). Please note that ENGL100 is **only** offered Fall semester.

SAT:

The Scholastic Aptitude Test (SAT) is a test that measures basic verbal and quantitative reasoning skills related to academic performance in college. Student performance on the SAT is reported on a scale of 200-800.

Students who score 400 or below in the Verbal portion of the SAT are strongly encouraged to take Basic Composition (ENGL110). Please note that ENGL100 is **only** offered Fall semester.

Nelson-Denny Reading Test:

Placement based on Nelson-Denny scores:

Score of 0 – 25 on “Vocab” or “Comp” or “Total” EDTE140 Reading Vocabulary Development – is required. EDTE140 is followed by EDTE160

Score of 26 – 40 on “Vocab” or “Comp” or “Total” – EDTE160 College Reading Efficiency is required.

EDTE164 Dynamic Reading Strategies is recommended when reading rate is below 200 words per minute.

Questions about Nelson-Denny Reading Test and scores? Contact Annie Lopez (alopez@andrews.edu) or Carletta Witzel (witzelc@andrews.edu)

Who must take the Math Placement Exam (MPE)?

All new students, including transfer students, must take this examination during the first semester of residence and before taking any mathematics courses, with the following exceptions:

1. Students who at admissions transfer College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge 'A Level' pass in Mathematics, or Advanced Placement (AP) Calculus fulfill the mathematics reasoning requirement. They do not have to take the MPE and the math skill requirement is waived.
2. Some courses other than those listed in 1. above may be accepted for the reasoning requirement, provided they are presented at admission and the skill requirement is separately fulfilled. Current criteria will be applied case-by-case. Student wishing to have a course evaluated should bring a description to the Mathematics Department.
3. Students who transfer from a four-year college into Physical Therapy or Clinical Laboratory Science (CLS) and are classified as Seniors in their first year at Andrews are deemed to have met the mathematics requirement of the college or university from which they are transferring. The Andrews mathematics requirement is waived and these students do not have to take the MPE.
4. Students enrolled in the English Language Institute (Center for Intensive English) are not required to take the MPE until the first semester of enrollment in regular college level courses.

See the 2008-2009 Andrews University Bulletin pages 36 and 37 for more details about General Education Mathematics.

The General Education Mathematics Road Map provides information about transfer math credit and shows which math courses a student may take based on the Math Placement Exam score.

General Education Mathematics Road Map for New Students 2008-2009

General Education requirement is met by any course in a heavy box.

Arrows
 →
 - - ->
 indicate prerequisites.

Transfer college math credit

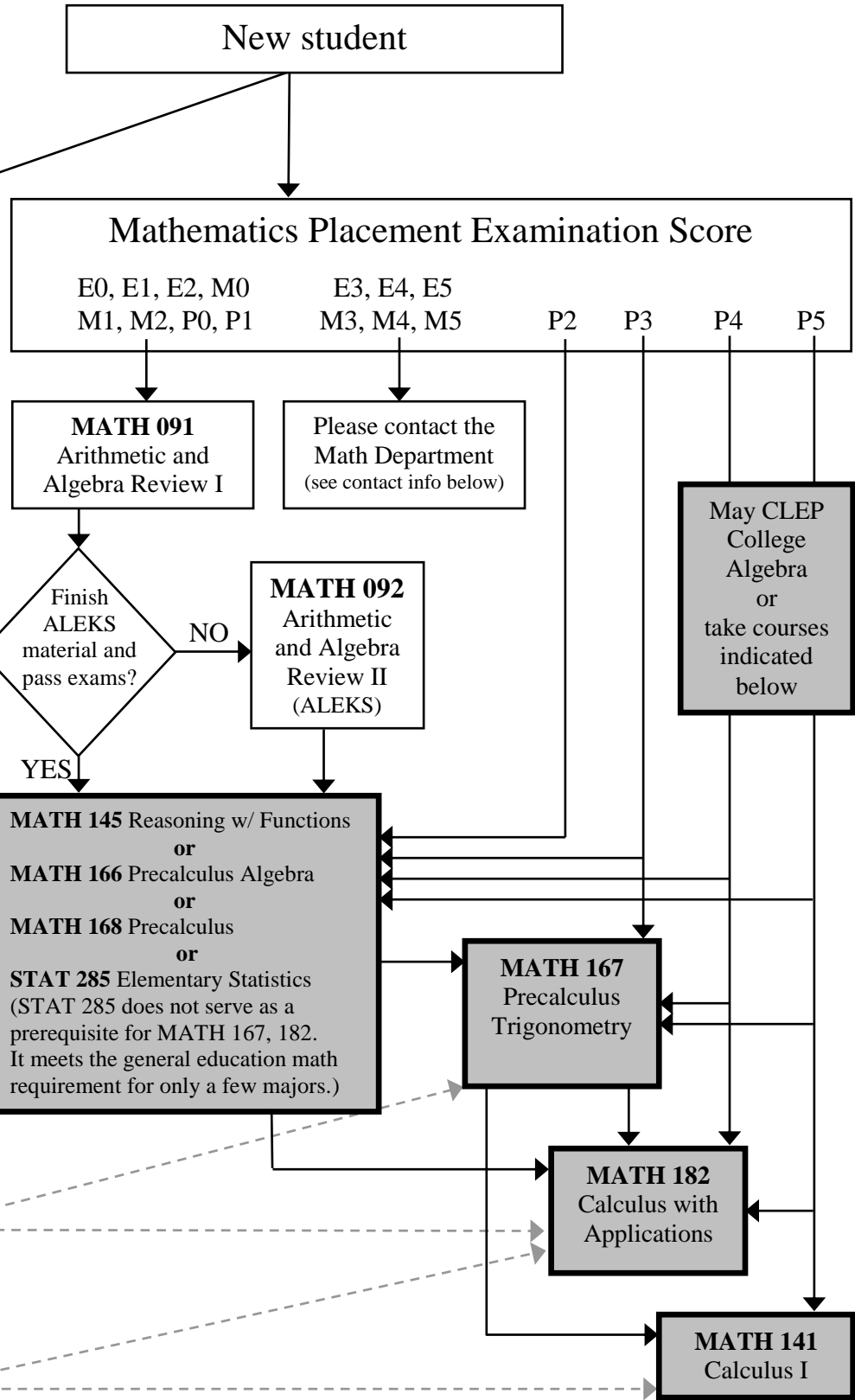
If the student has college credit for a math course at the level of College Algebra or above, then the Math Placement Exam is usually not required. Please note that the credit must show on the student's AU transcript in order for the student to register for classes. If no transfer credit appears, the student must take the Math Placement Exam.

Calculus

- AP Calculus AB test with score at least 3 = MATH141
- AP Calculus BC test with score at least 4 = MATH141 & 142
- Cambridge A level pass = MATH166, 167, & 141

College Algebra
Precalculus Algebra

College Algebra & Trig
Precalculus



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Questions? Contact Bob Moore (269-471-3424, moorer@andrews.edu) or Lynelle Weldon (269-471-3866, weldon@andrews.edu.).

Math Placement Exam – Fall 2008

Exam Schedule

Review Session	8:00-10:50 am, Mon, Aug 18	Halenz Hall 107, Chemistry Amphitheater
Exam	1:00-2:30 pm, Mon, Aug 18	Halenz Hall 107, Chemistry Amphitheater
Exam	2:45-3:15 pm, Mon, Aug 18	Halenz Hall 107, Chemistry Amphitheater
Exam	4:30-5:45 pm, Mon, Aug 18	Halenz Hall 107, Chemistry Amphitheater
Exam	3:30-4:45 pm, Tue, Aug 19	Haughey Hall 133, Physics Amphitheater
Exam	3:30-4:45 pm, Fri, Aug 22	Haughey Hall 133, Physics Amphitheater
Exam	7:00-8:15 pm, Tue, Aug 25	Haughey Hall 133, Physics Amphitheater

We will have a review session and other exam times during the fall semester. For the **latest schedule**, please visit www.math.andrews.edu and click on Math Placement Exam.

Resources for Review

1. A **self-test with sample questions and answers** is posted on the Math Department web page: <http://www.math.andrews.edu>. Click on Math Placement Exam.
2. You might want to try these web sites for math review. If you find a good web site to recommend to other students, please tell Dr. Moore (moorer@andrews.edu) about it.
<http://www.uiowa.edu/~examserve/mathmatters/index.html>
<http://www.algebrahelp.com>
<http://www.purplemath.com/index.htm> (Try the “How do you really do this stuff?” link)
<http://www.math.com>
<http://www.sosmath.com/index.html>
3. Dr. Moore has limited supply of books and might be able to loan one to you (269-471-3424, moorer@andrews.edu).

Information about the Exam

1. **Please bring your ID card.**
2. The purposes of the exam are to make sure you have the math skills you need to succeed in college and in your career and to place you in a math class where you will be successful.
3. The exam has five parts that represent arithmetic, algebra, precalculus, and trigonometry. Since the purpose of the exam is to place you in an appropriate class, we do not expect you to know all of the material on the exam. For example, to avoid having to take a non-credit class you should do reasonably well on the arithmetic and high school algebra questions (the first three sections), but to qualify for calculus you need to do reasonably well on all five sections of the test.
4. Your score will have a letter (E, M, or P) and a number from 0 to 5. E and M mean extremely and moderately deficient in arithmetic, whereas P means proficient in arithmetic. The number indicates how much algebra, precalculus, and trigonometry you know. The prerequisite for MATH145 Reasoning with Functions, MATH166 Precalculus Algebra, MATH168 Precalculus, and STAT285 Elementary Statistics is P2; the prerequisite for MATH141 Calculus I is P5.
5. Calculators are not allowed.
6. We provide a pencil, scratch paper, an exam, and an answer sheet.
7. The time limit is 60 minutes.
8. We try to have the exams graded and the scores posted on iVue by the next day, sometimes even the same day. You can see your score on your iVue profile.
9. You may retake the exam after a 3-month waiting period.
10. The \$17 fee for the exam will be charged to your student account.

INFS 110 Computer Tools Competency Exam

The Computer Tools Competency Exam (i.e., “challenge” exam) that allows students the opportunity to waive the General Education Computer Literacy requirement will be offered to:

- (1) ***New incoming Freshmen*** (during Freshmen Orientation Week)
- (2) ***New transfer students*** (within the first few days of the semester)

For New Incoming Freshmen:

<i>What</i>	<i>Who</i>	<i>When</i>	<i>Where</i>
Phase 1: Self-survey 5 – 10 minutes	*All New Freshmen	*Monday, August 18 1:00 p.m. <u>or</u> 2:45 p.m. <u>or</u> 4:30 p.m.	*Biology/Chemistry Amphitheaters Science Complex
Phase 2: Written Part	*Names listed in advisor’s email sent Monday night *Names posted on Student Center notice board Tuesday morning *Names posted on Chan Shun Hall entrance doors Monday night	*Tuesday, August 19 2:30 – 3:30 p.m.	*Chan Shun Hall Garber Auditorium
Phase 3: Lab Part	*Names posted on Chan Shun Hall entrance doors by 6:00 p.m. Tuesday night	*Wednesday, August 20 1:00 – 3:00 p.m.	*Chan Shun Hall Computer Lab Room 226

For Transfer Students:

<i>What</i>	<i>When</i>	<i>Where</i>
Phase 1: Self-survey 5 – 10 minutes	Monday, August 25 <u>OR</u> Tuesday, August 26 8:00 a.m. – 12:00 noon, 1:00 – 4:00 p.m.	MMIS Department Chan Shun Hall Suite 218
Phase 2: Written Part	Wednesday, August 27 8:00 a.m. – 12:00 noon, 1:00 – 4:00 p.m.	Chan Shun Hall Suite 218
Phase 3: Lab Part	Arrangements will be made with those eligible	Will be arranged

NB: A student may take the test only once. The student who has not successfully completed both Phase 2 and Phase 3 will need to take INFS 110 as part of his/her degree requirements.

Thank you very much for your assistance in this matter!
Contact: Betty Gibson, ext. 6596 or ext. 3339

2008-2009 Senior Exit Test Information

Please remind your senior advisees of the Senior Exit Test. The test will be given online, in groups of 19, in the Bell Hall computer lab. To accommodate small groups, the Counseling and Testing Center will administer the test several times each semester.

Just as last year, students can sign up online for the test event of their choice at **Senior Testing** in **Vault**. Some dates and times will fill quickly, so seniors should register early.

Here are the dates, times, and location for the testing events:

Fall Semester:

Tuesday, September 30, 2008	9 am	Bell Hall 182
	2 pm	Bell Hall 182
Wednesday, October 1, 2008	9 am	Bell Hall 182
	2 pm	Bell Hall 182
Tuesday, November 4, 2008	9 am	Bell Hall 182
	2 pm	Bell Hall 182

Spring Semester:

Thursday, January 22, 2009	9 am	Bell Hall 182
	2 pm	Bell Hall 182
Wednesday, February 11, 2009	9 am	Bell Hall 182
	2 pm	Bell Hall 182
Wednesday, February 25, 2009	9 am	Bell Hall 182
	2 pm	Bell Hall 182
Thursday, March 26, 2009	9 am	Bell Hall 182
	2 pm	Bell Hall 182
Tuesday, April 7, 2009	9 am	Bell Hall 182
	2 pm	Bell Hall 182
Monday, April 13, 2009	9 am	Bell Hall 182
	2 pm	Bell Hall 182

For more information, contact Alice Williams at 3373 or alicew@andrews.edu

Major Field Tests (selected departments) will still be in Garber Auditorium. Students may register online at Senior Testing in Vault. Dates for Major Field Tests are as follows:

November 13, 2008; March 30, 2009; and April 16, 2009. Either students or department personnel may sign students up for Major Field Tests. Also new this year, students should only see the tests they are eligible to take, instead of the entire list.

Please Note: Moving Major Field Tests online has some complications. When Counseling and Testing has a new test administrator, Alice Williams would like to schedule a meeting with chairs and administrative assistants of affected departments to discuss our options.

Andrews University
Undergraduate Advisor Handbook

SECTION 4

**Campus Academic Support Services
and
Resources**

**Student Success Center
Nethery Hall 204
269-471-6205**

Advisors' Referral Guide

Got Questions?	We've Got Answers	Where to Go	Phone	Email
Academic Advising	Kris Knutson	Student Success	6205	knutson
Bridge to Success program	Carletta Witzel	Student Success	3227	witzel
CAPP – On-line Degree Audit	Gary Williams	Ad. Building 2 nd floor	3305	garyw
Career Exploration	Leilani Langdon	Bell Hall 123	3470	langdon
Change a Major or Advisor	Student Success	Nethery Hall 204	6096	success
Chapels & Choices Attendance	Student Life	Campus Center	6686	
Counseling & Assessment	Judith Fisher	Bell Hall 123	3470	jfisher
Disability Accommodation	Carletta Witzel	Nethery Hall 204	3227	witzelc
English Language Skills	Center for Intensive English	Nethery Hall 202	2260	brysonj
General Education	Don May	Nethery Hall 101	3249	may
General Studies Degree	Erling Snorrason	Student Success	3398	esnorra
Graduation Application	Gary Williams	Ad. Building 2 nd floor	3305	garyw
Group Tutoring	Erling Snorrason	Student Success	3398	esnorra
Hearing or Speech Problems	Darah Regal	Bell Hall 157b	3468	dregal
Honors	L. Monique Pittman	Nethery Hall 100	6084	pittman
Housing - Off Campus	Steve Yeagley	Campus Center	6683	yeagley
Job Placement	Student Success staff	Student Success	6096	success
Job Placement Web Site	Darla Smothers-Morant	http://www.collegecentral.com/andrews		
Library	JWL Web-Site	http://www.andrews.edu/library/RefDesk/research.html		
Math Homework Help	Bob Moore	Haughey Hall 112	3424	moorer
Medical Holds	Carolyn Moyer	University Medical Center	473-2222	
Presentation Preparation	Multimedia Center	http://www.andrews.edu/library/screens/media/services.html		
Reading Help	Annie Lopez	Bell Hall 203	3480	alopez
Research Help	Library Reference Desk	JWL Main Floor	3283	
Resume & Cover Letter Help	- Leilani Langdon - Writing Center	Bell Hall 123 Nethery Hall 203	3470 3358	langdon writery
Skill building - Math or Reading	Nancy Agnetta	Bell Hall 200	6074	agnettan
Sports and Activities	Dave Jardine	Campus Center	3965	srfun
Student Financial Services	Front Desk	Ad. Bldg. 1 st floor	3334	sfs
Student Intervention	Carletta Witzel	Student Success	3227	witzelc
Ticket Appeals & Parking	Public Safety	http://www.andrews.edu/safety Click on "Appeals"		
Tutoring for Any Class	Erling Snorrason	Student Success	3398	esnorra
UCRLA (Reading & Assessment)	Annie Lopez	Bell Hall 203	3480	alopez
Undeclared Advising	Kris Knutson	Student Success	6205	knutson
Writing Skills & Term Papers	Writing Center	Nethery Hall 203	3358	writery

Compiled by Student Success

Updated November 2008

Academic Support Services

❖ **Student Success** - Dr. Erling Snorrason, Tutoring Coordinator Darla Smothers-Morant, Administrative Assistant

Location: 204 Nethery Hall
Phone: Ext. 6096 or 3398; Email: esnorra@andrews.edu; smothers@andrews.edu
Hours: Monday-Thursday: 9-12; & 1-5, Friday: 9-12

Student Success provides both group and individual tutoring in numerous courses. Call, email us, or stop by for more information.

❖ **Math Center** – Dr. Robert Moore, Director

Location: 112 Haughey Hall
Phone: Ext. 6662 or 3424
Hours: Sunday: 7-9; Monday-Thursday: 4-6, & 7-9, **or as Posted**

The Math Center provides help for students enrolled in university math courses. The center is equipped with 12 web-connected computers for the use of students, especially those enrolled in MATH 091 and 092, and has a collection of videos on basic math, algebra, and statistics. The services are free and appointments are not necessary –just walk in.

❖ **University Center for Reading, Learning and Assessment**

- Dr. Annie Lopez, Director

Location: Suite 200 Bell Hall
Phone: Ext. 3480
Hours: Monday-Thursday: 9-12; & 1-6, Friday: 9-12

Courses are offered that enhance reading skills, speed, vocabulary, and comprehension. They include individual tutoring. Other course offerings include individual academic learning assessment (EDPC 115). Computer based tutorial program can be registered for as a course or can be charged to the student's account on an hourly basis. A lending library of children's books, K-12, is also available for education majors, for field experiences, and for free check-out.

❖ **Writing Center** – Dr. Bruce Closser, Director

Location: 203 Nethery Hall
Phone: Ext. 3358 or 3172
Hours: Monday-Thursday: 1:30-8:30; Sunday: 5:30-8:30, **or as Posted**

The center provides feedback and assistance on student writing.

Updated Aug. 2008

Reading Classes:

EDTE140 Reading Vocabulary Development

Course designed to develop vocabulary skills including word recognition, structure of the orthography for reading and spelling, dictionary skills, roots and affixes, and use of context. Course intended for those who need basic reading skills. Laboratory required.

May be repeated one semester.

ACT Reading Score of 10-14

SAT Verbal <400

EDTE160 College Reading Efficiency

Course is designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Laboratory required. May be repeated one semester.

ACT Reading score of 15-18

SAT Verbal 400 - 470

EDTE164 Dynamic Reading Strategies

Designed to assist average and above average readers in increasing their comprehension and reading rate. Laboratory required.

ACT Reading Score of 19-21

Faculty Guide for Assisting Students with Disabilities at Andrews University

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, colleges and universities may not discriminate against any person because of a disability and must provide reasonable accommodations or auxiliary aids so that students with disabilities can have access to all programs and activities of the institution.

Appropriate documentation about a student's disability is kept in the Student Success office. Faculty members do not have a right to access diagnostic or other information about a student's disability, nor should they ask the student for details about the disability. It can be appropriate to discuss the nature of the accommodations in a process of making sure the student has full access. All other information is confidential unless the student chooses to share it. For example, faculty should not announce that a change is being made because of one person's disability.

Colleges and universities are not required to alter admissions requirements or program requirements for students with disabilities. Course waivers may sometimes be granted, but only if the campus academic committee has determined that the course to be waived is not an essential component of the student's course of study. Substituting another course with similar goals may also be considered. No accommodations, including waivers or course substitutions, should in any way lower the academic standards established by the institution. In other words, once the class has been made accessible, the student is responsible for meeting all of the course requirements.

Faculty should request verification of a student's eligibility for any requested accommodations. The student will obtain an Accommodations Referral Form from the Student Success office which will be signed by the student and the disabilities officer and will list the accommodations that should be made for that student. The instructor should sign and date the form and return it to Student Success. The instructor may want to make a copy for his/her records. Faculty are not required to provide accommodations for students who have not obtained an Accommodations Referral Form.

Students should bring the Accommodations Referral Form to the instructor before the accommodations are needed (not just prior to a test!). Accommodations do not need to be made for classes or activities which have already taken place before a student has delivered the Accommodations Referral Form (a test taken before the accommodation was requested does not have to be redone).

Some students need text in an alternative format. Because it takes weeks to convert text, you may be asked to provide syllabi, required textbooks selections, course packets, etc. several weeks in advance. Please work with us so we can have materials ready when your class begins.

Faculty may not deny the student the use of an accommodation. However, faculty may wish to propose an alternate way to make their classes accessible. For example, if the accommodation requests that copies of the instructor's notes be made available, the instructor may offer outlines or summaries from the instructor's teaching materials, or may find a classmate who takes good notes and would be willing to share them. Please call Student Success (3227) if you wish to discuss the goals of the accommodation and workable, appropriate ways to meet them.

Job Placement Services

Student Success is proud of the fact that once again Andrews University offers an online job placement website for our current students and alumni. The cooperative effort of Andrews University and College Central Network makes accessing the positions available easy and convenient for our students on campus and our alumni around the world. Our job placement website is closely monitored and we are exclusive about what types of jobs are posted to our site. Along with an employer's ability to post their available jobs the website allows students and alumni to post their information and even upload their resumes after being approved by Student Success. Our job bank is still growing and we are always interested in getting the word out to more employers, whether they are alumni who could offer jobs or internships or other business contacts through your department. The more jobs we have to offer the more useful our job placement website is. The website not only provides for posting full time positions but the ability to offer part-time, seasonal, and internships as well.

As advisors we welcome you to take a look at the website and see for yourselves what we are offering our students and alumni. You are welcome to use this as a tool to help advise your students in searching for a job. We have made available a "fake" account for the purpose of advisor use and below you will find the steps to follow in order to log on to the website.

1. Go to: www.collegecentral.com/andrews
2. Click on STUDENTS
3. Log in at STUDENT CENTRAL
4. Enter Access ID: Andrews
Password: Faculty
5. You will know you have access when you see at the top of the page: **Welcome, J.N. Andrews!** Now you are free to help students search for a job, upload or view their resume, or simply to view what the students are able to see.

Student Success is excited about the future of our Placement Services Program. There are many wonderful additions still in the planning stage that we look forward to offering our students in the year to come. Please be watching for announcements in the upcoming months. We are open to suggestions from both advisors and students as to what the needs are for placement services and how we, as a department, can better serve our students and alumni.

For questions and/or suggestions please feel free to contact Darla Smothers-Morant at 471-6096 or email her at smothers@andrews.edu.