

# Academic Advising Handbook — LVEX 2015-Present (Updated: Fall 2019)

## UNIVERSITY OF LA VERNE. ACADEMIC SUPPORT & RETENTION SERVICES

This Handbook is designed to help guide academic advising of traditional undergraduates at the University of La Verne.

Each section briefly explains areas of importance that supports the academic advising enterprise at the University of La Verne. The handbook highlights the connections between the University Mission and the Mission and Vision of the Office of Academic Advising. Academic requirements and policies are briefly reviewed. The Handbook identifies advising resources and supports advising through academic planning. The handbook, finally, identifies resources and forms that support the vital work that academic advisors do to support their students in handling academic business and appeals. Our hope is that this handbook will set the tone and foundation for a successful, intentional, and purpose-driven academic advising experience between academic advisors and their students.

This Handbook should be used as a general guide and not as the authoritative document for all academic policies or procedures, the University Catalog is the authoritative document.

Please use this handbook alongside the University Catalog to ensure you are aware of policies and requirements that govern your advisees' degree requirements.

We welcome constructive feedback for improvement of this Handbook.

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*Concept of  
Academic Advising:  
Curriculum  
Learning Outcomes  
Pedagogy  
(NACADA)*

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**SECTION I**  
**ABOUT THE OFFICE OF**  
**ACADEMIC ADVISING**



## **UNIVERSITY OF LA VERNE MISSION STATEMENT**

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

### **Core Values**

#### **Ethical Reasoning**

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

#### **Diversity and Inclusivity**

The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty and staff.

#### **Lifelong Learning**

The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

#### **Community and Civic Engagement**

The University asserts a commitment to improving and enhancing local, regional and global communities.

(Source: <https://laverne.edu/2020-vision/vision-mission/>)

## **VISION & MISSION OF THE OFFICE OF ACADEMIC ADVISING**

### **VISION**

Academic Advising at the University of La Verne aspires to become a premiere nationally recognized system of effective academic advising, often cited as a “best practices institution” that sets standards of excellence in academic advising resulting in student learning, academic success, retention, and graduation.

### **MISSION**

The primary purpose of the Office of Academic Advising at the University of La Verne is to assist traditional undergraduates in the development and implementation of their educational plans. To this end

the Office of Academic Advising subscribes to the philosophies of developmental and appreciative advising in support of a robust and effective faculty & professional advising cohort.

Advising at La Verne is a cooperative effort between the advisor and student that consists not only of course planning and selection, but also the development of the whole person. This includes the selection of career and life-long goals.

We subscribe to the principle that academic advisors work to strengthen the importance, dignity, potential and unique nature of everyone served within the academic setting. The work of advisors is guided by the beliefs that:

- Advising is Teaching.
- Students can be successful because of their individual goals and efforts,
- Students have a desire to learn,
- Learning needs vary per individual skills, goals and experiences,
- Students hold their own beliefs and opinions,
- Students are active participants in the advising process,
- Students will think critically about their roles and responsibilities as scholars and as members of the La Verne community, and
- Students and advisors assume shared responsibilities in the advising process. However, the ultimate responsibility for decisions about educational, personal, or career goals rest with the individual student.

We are committed to upholding professional and conceptual best practices in academic advising as reflected in our Mission and our association with NACADA (National Academic Advising Association). We are committed to upholding NACADA's (n.d.b) mission to promote and support "quality academic advising in institutions of higher education to enhance the educational development of students" and its commitment to academic advising standards as outlined in the Council for the Advancement of Standards in Higher Education (n.d.), also known as CAS Standards.

We are recognized as a best practices institution with NACADA's (n.d.a) Clearinghouse for Academic Advising Syllabi. Our advising staff are active in their fields and often present at regional and national conferences.

### **PURPOSE OF THE HANDBOOK**

The purpose of this handbook is to provide information necessary for good advising. It serves to support, not replace, the University Catalog and other publications related to the student/advisor relationship. It is arranged by sections that provide advisors with theoretical and practical references about academic advising, as well as fingertip references that may be utilized during advising sessions.

As you review this handbook, please send comments, concerns, revisions, corrections, and suggestions to the Office of Academic Advising, Woody Hall (x4510), or email [advising@laverne.edu](mailto:advising@laverne.edu).

# **SECTION II**

## **ADVISING INFORMATION**





## INTRODUCTION

*Developmental Advising is "A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources."*

(Winston, Miller, Ender & Grites, 1984)

Academic advising is important. We advisors are the students' primary link to the curricular and co-curricular programs at the University of La Verne (hereafter La Verne). We are a vital factor in student retention because our advising (and teaching) relationships engage students and increase their commitment to the university.

Academic advising aligns strongly with a deep and rich history of college student retention scholarship (Bean, 2005; Lang, 2001-2002; Tinto, 1993, 2005). If this handbook has one major limitation—by design—is that we cannot capture the depth and breadth of academic advising and retention literature. However, we can certainly tip our hat to this rich scholarship by acknowledging its relevance with a brief—brief—review.

### College Student Retention

The literature on retention prior to the 1970s blamed the student if he or she failed to persist or graduate. Colleges did not assume any responsibility for a student's failure (Tinto, 1993, 2005). Since the 1980s, increasing attention on institutional programming and interventions to improve freshman retention grew because of works by Astin (1977, 1984, 1985), Terenzini, Pascarella, Theophilides, and Lorang (1985), Terenzini and Pascarella (1991), and Tinto (1975, 1987, 1989) who advocated for institutional attention and intrusive interventions through curricular and co-curricular engagement of students.

Institutional focus on college student retention starts in the freshman year, widely considered the most critical in retaining students (Terenzini&Pascarella, 1991; Durrington& Bacon, 1999; Mortenson, 2005). This consensus led institutions to target material, financial, and human resources to first-year programs that have the highest chance of retaining freshmen (Price, 2005), including greater attention to academic advising scholarship (Habley, 2000).



Retention literature is rich and interventions are as varied as there are colleges. Tinto (2005) has called for researchers and institutions to focus more on documented success stories. We know why college students fail (Tinto, 1993). We know less about best practices in the retention field but the number of studies is steadily growing (Tinto, 2005). We have yet to identify and document all effective retention interventions to enrich the literature.

College campuses are on notice that they need to develop a campus mindset that retention is everybody's business—faculty, students, and student affairs professionals—including staff in support offices where students conduct academic or financial business with the institution (Farrell, 2009). There have been positive strides across higher education to strengthen buy-in to this idea and to isolate stalwarts who feel that “it is the students' right to fail,” which is an old-school, outdated idea. The new paradigm in higher education is to provide access to students who merit an opportunity to attend college, but to also support them to succeed once they matriculate (Tinto, 2008).

Academic advising tries to fill the call for an institutional mindset that intrusive and intentional support structures can help students to succeed in college. Crockett (1985) noted that academic advising was the one institutional program in a college that was required of all students, elevating its potential to enhance their retention. Effective academic advising, backed by research and best practices, can dispel the idea that it is the student's right to fail to one that believes that access and support is opportunity (Tinto, 2008). Also, even among the most talented and selective students, the wrong attitude among administrators is to “get out their way” (Light, n.d.) as if doing so might stifle their education. In other words, the wrong attitude is pretend that if we found the best students we can neglect them because they are naturally talented and self-motivating. The decisions, policies, and institutional culture we establish on campus will set the tone about how much students matter as scholars and as individuals. As Light (n.d.) noted, the simplest, initial step toward building a strong and effective advising experience is to build lasting relationships with our students. It is with this mindset that the Office of Academic Advising approaches academic advising at the University of La Verne.

### **Academic Advising at the University of La Verne**

There are multiple facets of academic advising at La Verne. We are both technicians and advising clinicians. The goal of advisors is the successful completion of the academic degree by the student and their maturation, development, and growth.

Being a technician is easy. Once you understand the technical requirements for graduation, it is a matter of ensuring students make progress toward those requirements each semester. These requirements can be followed on “paper” using paper and online documents, degree evaluations, etc. Academic advisors are important stewards of the university degree and are vital in guiding advisees to graduate within four years, proactively engaging in dialogue and intentional planning with students to complete degree requirements within the established academic plan they decided to follow.

Serving as an advising clinician is different. It requires the advisor to know their students as individuals. In this reference, the advisor recognizes students' strengths and weaknesses and guides them toward degree completion, but also maturation as La Verne graduates. Developmental and appreciative advisors work with students to understand how they will be successful in completing their

personal and career goals, satisfying degree requirements, while balancing curricular obligations and co-curricular interests in college. A seasoned and observant academic advisor recognizes the nature of the courses their students are taking every semester and recognize the subjects where they exhibit strength or weakness. Since you know their career and academic goals, you guide them toward courses that support degree completion while developing professionalism and intellectual maturity.

Successful academic advisors utilize their knowledge and experience to guide and teach their students; they also use the tools of the craft to facilitate advising (the clinician side of advising) to complete degree requirements. For example, the College of Arts & Science published academic student educational plans for most majors, identifying sequencing of courses over 2-or 4-years. All academic advisors, for example, should use these plans to help guide their advisees to clarify the path to graduation in quantifiable and predictable ways. Predictability and clarity in understanding and following academic requirements help students to feel comfortable and confident that a college degree is achievable, but challenging, because they understand it. These educational plans should be adjusted for advanced freshmen or transfer students who are expected to earn degrees in less than four years. These educational plans can be built in MyDegree Tracker using prebuilt templates and our “Path to Graduation” to customize students’ academic plans. Advanced planning can also help your advisees to avoid costly academic mistakes such as being short units or requirements. Every student should have an academic plan by the end of their first semester at La Verne. These rubrics should be used as “working” documents that change as academic plans change.

Encourage your advisees to take ownership of their education as ways to empower them to accomplish their goals. A straightforward way to establish expectations with your advisees is to adopt an advising syllabus (online and in this document). Feel free to personalize the syllabus and edit it to reflect your contact information, expectations, or the expectations of your academic department.

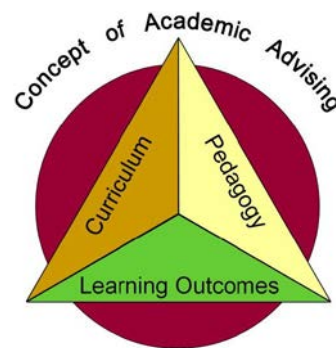
Our vision and mission statements (online and in this document) are framed through the lenses of developmental advising (Crookston, 1972) which aspires for mutual student and advisor responsibilities in advising, including strengths-based learning outcomes that are tied to effective and successful advising experiences. We are also guided by the principal of appreciative advising (Bloom, Hutson, & He, 2008) that aims to operationalize advising outcomes that encourage students to identify, articulate, and apply realistic course plans and goals in consultation with their advisors. We explain these two important guiding principles below.

## **THEORETICAL FOUNDATIONS & EXPECTATIONS OF ACADEMIC ADVISING AT LA VERNE**

### **WHAT IS ACADEMIC ADVISING?**

Academic advising is more than:

- just the casual chat with a student,
- discussing the lecture topic for the day with a student after class while walking down the hallway,
- going over the test results with a student,
- handing over the registration code without meeting, or
- signing forms without discussion or consultation.



Academic advising is taking the time to be with students, to care about students as people, to be their mentor and advocate. Academic advising is being dedicated as a teacher because to be an advisor is to be a teacher in the fullest sense of the word. In short, *advising is teaching* (Lowenstein, 2005).

Academic advising in a *developmental context* assumes that the advisor is concerned for student's specific future profession. Academic advisors are influential in helping students to develop their rational processes, behavioral awareness, problem-solving, decision-making, and evaluation skills (Crookston, 1972). It is a process that is intended also to systematically help students to achieve personal, educational, and career goals by using the full range of institutional resources (Winston, Miller, Ender & Grites, 1984).

Developmental advising encourages:

- active student participation in their own educational and personal development (King, 2005),
- the attainment of goals and expectations,
- students to map out a path to academic success and graduation,
- students to interact with the campus community (Aston, 1984), and
- focused attention on the whole student (personal well-being and satisfactory academic achievement; King, 2005).

Developmental advising encourages “Intrusive” advising by:

- proactively monitoring student progress,
- reaching out to students to inquire about their status or progress,
- asking probing questions, challenging students' assumptions, and offering fact-based guidance and observations,
- communicating with students on a regular basis, and
- connecting with students *before* problems arise.

Developmental advising refutes “prescriptive” advising (Crookston, 1972), the traditional advisor-student relationship that assumes that:

- advisor-student relationships are based on authority,
- advisors impart knowledge onto students, solves their problems, and provide directives (with no follow-up or assessment on the quality or accuracy of the advice).
- students are passive and are discouraged from being active participants.

Effective academic advisors adopt a multi-theoretical approach toward advising on the premise that not one theory, philosophy, or strategy is sufficient to support the most diverse college student-body in history, with the largest gains attributed to Latinos whose enrollments tripled (240%) from 1996 to 2013 but lag, along with African Americans, in degree attainment (Krogstad & Fry, 2014). As noted below, adopting consultative or directive approaches that are individualized give advisors more freedom to adjust to different student needs and personalities. As such, we introduce another advising framework that we feel is effective in supporting student success, *appreciative advising* (hereafter AA; Bloom et al., 2008).

Appreciative advising has received buzz in higher education since Bloom et al.'s publication of *Appreciative Advising Revolution* in 2008. AA is an advising framework that enables intentional student encouragement and support that is grounded in goal-setting and action plans that identify and enhance strengths to specific situations and devise targeted strategies to achieve success (Bloom et al, 2008). AA's theoretical foundations are informed by positive psychology, social constructivism, reality therapy, scaffolding, and ZDP (Zone of Proximal Development; Bloom, et. al. 2008). Bloom (2017) argued that AA was not meant to compete against, but to complement Crookston's (1972) developmental advising framework. AA is grounded in six phases of appreciative inquiry: *Disarm*, *Discover*, *Dream*, *Design*, *Deliver*, and *Don't Settle*. These phases offer a guided approach to academic advisors to lead students with open-ended questions that help them to articulate dreams to plans, plans to action to optimize their curricular and co-curricular experiences. This framework is a promising student development, student-centered approach to academic advising. Each phase is briefly defined in this section's figure below (University of Southern Indiana, n.d.):



In summary, academic advising is situational and progressive. As students mature and their advising needs change so should the advising they receive. Academic advisors might initially adopt a more directive advising approach when individual students need a stricter focus and direction. We recognize that some students might thrive in more structured settings as they struggle to negotiate the complexity of college (Heisserer & Parette, 2002).

If an advisor adopts a directive approach at the start of the advising relationship, s/he might decide to modify his/her advising approach to a consultative direction as the student learns and becomes self-sufficient. Effective academic advisors are those who can use college student development and advising theories prudently and, perhaps, conditionally based on the individual needs of students (Creamer, 2000).

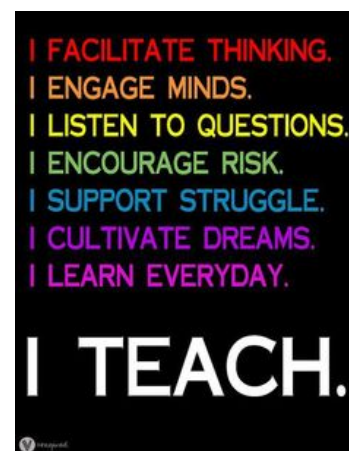
## ADVISING IS TEACHING

*“Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student’s self-awareness and fulfillment.” (O’Banion, 1994)*

There are two types of advising: *formal* and *informal*.

Formal advising occurs when an academic advisor is assigned to a certain number of *advisees* to provide routine (regular) academic and personal guidance. Academic advisors are expected to know academic and graduation policies to meet the advising needs of their students. The academic advisor interprets and explains policies, degree requirements, processes, and directs action plans in collaboration with advisees. The academic advisor signs advising or academic forms and advocates on behalf of students with university offices or departments. Academic advisors might guide advisees about studying abroad, guide them about appropriate courses to take, and maintain open channels of communication with advisees. The academic advisor thereby has the responsibility of formally advising students from initial contact, strengthening the advisor-student relationship that facilitates their persistence every year, through graduation as planned by both parties.

Informal advising is part of the normal task of teaching or discussing course material, tests and informal chats with students. In this setting, discussions may be held with students regarding their progress in school, as well as long-term career and personal goals. Academic advisors may have a positive influence on students who may need consultation about employment and career prospects or graduate school. For example, students may be asked to articulate the value of a liberal or professional education, how their education reflects La Verne’s values, and how their education has prepared them for life-long learning and career achievement. These inquiries help to reinforce topics of discussion in SoLVE courses and their overall curriculum, making vital connections between the university’s mission and core values with the mission and vision of academic advising.



### WHEN DOES ACADEMIC ADVISING TAKE PLACE AND WHAT IS AT STAKE?

Advising takes place in offices, classrooms, building corridors, on campus grounds, or at the dining hall; advising takes place wherever, whenever students and advisors meet. Of course, academic advisors have every right to decide when and where they want to meet with their advisees to maximize these interactions. At minimum, students are expected to meet with their academic advisors at least once every semester to discuss topics of interest or concern and to discuss course options for the following semester. We ensure these meetings will take place by placing registration holds on student records requiring an AAC (Academic Advising Code) that is assigned to every traditional undergraduate. All academic advisors have access to AACs in MyLaVerne and are expected to “give out” the codes to students whom they have *advised*. Individual students who do not have an AAC are prevented from registering for the following semester.



We expect academic advisors to keep office hours and to meet with their advisees throughout the semester and prior to registration to discuss the next semester's schedule and academic plan to date. Emailing the AAC codes without meeting with students undermines the intent of the AAC and the spirit of academic advising. Ignoring or delaying responses to student inquiries—by phone, email, or in-person—also undermine our professional responsibilities to our students. We all have a responsibility in upholding our student-driven mission. When we make it difficult for students to reach us we miss opportunities to meet with students who might need advising, mentorship, and guidance. Academic advisors have a professional duty to their advisees; students succeed and thrive when they build strong and trusting relationships with academic advisors (Light, 2001).

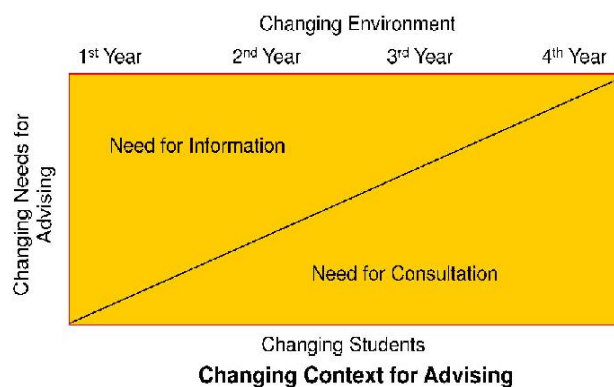
Although we make every effort to encourage students to meet with their academic advisors during “advising season” each semester, advisors still have a responsibility to meet with students who—for any reasonable or unforeseen reason—were not able to meet during “advising season.” Sending late students to the Office of Academic Advising because you *do not want to advise them* does not absolve you from meeting the advising needs of students who are often notified that only their advisors can “give” them their AACs. Take advantage of the opportunity as a teachable moment, imparting on late students the importance of early advising and timely registration to avoid unnecessary delays and frustrations. We are not asking advisors to advise students “on-the-spot” if they show up unannounced but we ask that advisors make appointments when it is convenient to meet with students.

Current students and parents are empowered—even encouraged—by university leaders more than ever to share their grievances directly with Deans, the Provost, and even the President about almost anything on campus they disagree with. Even if we might think the grievances are trivial, these happen more often than you might think. We can easily avoid escalation in cases associated with advising by ensuring that we provide academic advising sessions that are appropriate, thoughtful, and timely.

Adopting an advising syllabus is an effective way to establish clear expectations with advisees in the same way instructors would use course syllabi to establish classroom expectations and décor in classroom settings. As noted in other areas in this handbook, a draft of the advising syllabus is available for download and customization on our “Forms & Downloads” section of our website, <http://www.laverne.edu/advising>.

Good academic advisors can adapt to the changing advising needs of their students as they learn, grow, and mature (Creamer, 2000). In the process of self-discovery and socialization with others, the advising needs of college students will change through the natural process of maturation and learning. Academic advisors may follow the same trajectory by adapting to the changing needs of their students from information-dominant forms to consultation-dominant forms (Creamer, 2000). Thus, students’ advising needs will change over time as they learn to be self-sufficient within the La Verne community. As their needs for consultation grow, so will the needs for academic advising.

### Students' Stages of Development



Source: Creamer, D. (2000).

## WHAT IS NEEDED TO BE AN ACADEMIC ADVISOR?

Anyone who has a sincere desire to help college students achieve academic, personal, and career goals can become academic advisors. Academic advising in colleges and universities fits an important service and consultative-oriented role that lead to student successes when these are institutionally supported, that operate smoothly, abide by professionalism and professional standards, and establish clear expectations and standards (Frank, 2000). As such, academic advisors should have:

- an open and friendly attitude.
- a desire to be helpful.
- a sincere interest in students.
- a desire to see students succeed.
- a knowledge and understanding of university policies, procedures, academic and disciplinary rights and responsibilities.
- a knowledge of degree requirements, general education requirements, policies and procedures.
- a full understanding that they are not alone; recognize there's a large student advocacy network on campus that is willing and ready to support academic advisors.
- no hesitation to make effective referrals to the Office of Academic Advising or the larger student advocacy network on campus.



Academic advisors who are service-oriented, also have a duty to the institutional standards they uphold in guiding students throughout their academic careers. Advisors often rely on their formal education, life experiences, ethical reasoning, and values in guiding students, supporting and challenging them, and doing what's right for them. Advisors are advocates of their students (Frank, 2000) but they are also stewards of institutional values and policies. Successful academic advisors are consistent, equitable, and fair with advisees but are also able to:

- help students develop and define realistic academic and career goals.
- support students in reaching their academic, personal, and career goals.
- help students plan academic programs consistent with the students' abilities and interests.
- help the student to see the connection between academic preparation and careers.
- make referrals to appropriate offices (e.g. Academic Success Center) and follow-up with the student or the referral.

Bruce Barbee (2008), a long time faculty advisor at UCLA School of Education, at a conference of academic advisors, identified personal qualities that his advisees most admired about their advisors: balance between personal/professional; being available; being honest when the advisor does not know an answer; being organized; being sensitive to students' needs; acting as an equal; being engaging; being thought provoking; challenging; honest; teacher; supportive; approachable;



personable; sincere and genuine; know rules and policies. What personal qualities do you want your advisees to take away from their experiences with you?

## **WHO IS RESPONSIBLE FOR WHAT?**

Both the advisor and the student must assume responsibility to carry out their respective duties for a successful academic advising experience. Advising is the building of bridges between the student and the advisor, between the academic program and career goals.

## **WHEN IS ACADEMIC ADVISING NEEDED BY STUDENTS?**

Faculty academic advisors at the University of La Verne advise as part of their service toward tenure and/or promotional goals. Faculty advisors are hired on 10-month contracts but the reality of academic advising is that it is an on-going annual educational function that is not restricted by academic calendars or individuals' schedules. Academic advising requires flexibility and year-round staffing to meet the individual advising and registration needs and schedules of students which are fluid and revolving. Because OAA is open year-round, the four staff members of OAA are challenged each winter and summer seasons when individual students need academic advising and registration help, but cannot reach their major advisors. OAA must also manage the advising and registration needs of newly admitted freshmen and transfer students during winter and summer months in the absence of most academic advisors.

OAA will fill voids and absences where possible but it also requires the support and consideration of academic advisors about when and under what circumstances they are available to meet the needs of advisees when faculty advisors are on-contract. Thus, it is important that academic advisors who are contracted during the 10-month period to make themselves accessible (reachable) to their advisees within reason, and to the extent possible, when it is balanced with other administrative, teaching, and research obligations. In the summer months, please help where you can with a brief response to the students' inquiries, copying the OAA for assistance as needed. PLEASE, don't ignore student emails or efforts to reach you. It is a disservice to students, who might not know about faculty contracts, and unnecessarily aggravates situations if students decide to complain with someone in higher administration.

Among the key advising milestones in an academic year (August-June), academic advisors should be available and accessible:

- within the first six weeks of every semester,
- during advising and registration seasons in fall and spring semesters, including winter break,
- during posted, weekly, office hours for in-person meetings,
- by email or phone, within reason, to respond within a reasonable time, excluding weekends or holidays.

Academic advisors, as ethical stewards of the institution (Frank, 2000) and student advocates, should be available to:

- discuss any changes in program(s) of study; adding and dropping of classes,
- discuss any actions that might or should be undertaken that impacts academic standing,
- follow-up on any report of unsatisfactory academic performance,
- discuss personal, social, or academic adjustment problems students might be experiencing,
- effectively utilized referrals and campus resources to support the advisor and student to address issues that might impact the student's academic, personal, or physical wellbeing.
- guide students prior to a leave of absence or withdrawal from the university to help facilitate an exit strategy or to address concerns that might result in retaining them.

These advocacy duties also come with administrative responsibilities. Academic advisors possess the ability to, for example,:

- Approve a student's registration,
- Support or not support academic or financial appeals,
- Waive prerequisites for courses in the student's major or minor (and communicate changes on a timely basis to the Registrar),
- Accept transfer work to meet major or minor requirements (and communicate changes on a timely basis to the Registrar),
- Make appropriate major or minor substitutions (and communicate changes on a timely basis to the Registrar),
- Facilitate withdrawal from classes or their studies through a leave of absence or resumption of classes after returning from a leave of absence,
- Support retention efforts by utilizing the advisor-student relationship that encourages students to register on-time or to register after a prolonged delay.
- Make a powerful and lasting positive impact on a student's life,
- Positively shape students' perceptions about La Verne, its mission, and its commitment to its students.

## **IS ACADEMIC ADVISING PART OF MY ASSIGNMENT AS A FACULTY MEMBER?**

All full-time, tenured and tenure-track faculty are expected to serve as academic advisors as part of their service portfolio. Academic advising is considered in tenure and promotion. Faculty academic advisors should consult with their department chair or academic dean about specific questions or concerns about the tenure process; our office is available if advisors have specific advising concerns or if they need new or additional administrative support.



## ACADEMIC ADVISING EXPECTATIONS

A straightforward way to establish expectations with your advisees is to adopt an advising syllabus (online). Please feel free to personalize the syllabus and edit it to reflect your contact information, expectations, and the expectations of your academic department.

STUDENTS EXPECT ADVISORS TO, FOR EXAMPLE,:

- Offer suggestions,
- Ask questions and challenge assumptions (especially if they are unrealistic),
- Be supportive and encourage curricular and co-curricular explorations,
- Give directions that will help them realize tangible educational goals.
- Genuinely be interested in helping them.
- Be well-informed, unhurried with conversations, and give full answers to their questions.
- See in their advisors friendly, willing persons who will help them plan accurate roadmaps to degree completion.
- Care about them enough to take the time to listen and respond to inquiries.



WE AS ADVISORS SHOULD EXPECT OUR STUDENTS TO, FOR EXAMPLE,:

- Participate in the educational process,
- Be prepared for appointments and ask questions,
- Take responsibility for their own educational experience,
- Understand that they have ultimate control over their academic career,
- Trust us.

## WHAT IS YOUR ADVISING STYLE?

According to Foushee (2008), making the most of the advising experience depends on the advising style that college students experience from their advisors. For both students and faculty, some advising styles are more effective and fulfilling than others. What kind of advisor do you want to be?

*The Hurried Form-Signer.* These advisors are frequently too busy to talk with advisees. They are available to sign forms and identify errors in course selection, but have little time for anything else, expecting advising appointments to last less than 10 minutes. This type of advising is typically the easiest in time and energy expenditure, but rarely provides positive advising for students.

*The Detached Authority Figure.* These advisors are not concerned with building rapport or listening to students' needs. They function as an all-knowing source of wisdom regarding courses, career options, or requirements for the major. Students can take or leave their advice. This style is more informative than the form-signer approach, but also rarely provides the guidance that students often need or want.

*The Substitute Parent.* These advisors hover over their advisees and attempt to make decisions for them. They may become overly involved in students' personal lives and are always available and nurturing. However, students may fail to learn how to actively control their own career trajectories and frequently have difficulty making their own decisions.

*The Mentor.* These advisors provide accurate information and help students identify all possible options for growth and development at each stage of their academic careers. They are available, actively listen, and allow students to make their own decisions and support those decisions, even if they disagree with them. These advisors guide students and simultaneously provide opportunities for independence and personal growth.

*The Trail-Guide.* Over the years, my personal philosophy of advising has evolved into what I consider the "trail-guide" approach, a style most closely aligned with the Mentor. The college years are an exciting, formative, and life-altering journey for most students, providing a critical set of experiences and opportunities that build the foundation for their lives and facilitate their pathway to self-actualization. Regardless of students' individual directions and levels of dedication to achieving their goals, it helps to have at least one person continually present along the way who can guide them on their individual journeys, pointing out pitfalls, providing information about possible pathways, and supporting their professional development.

Source: Foushee, R. (2008, March). Academic advising and teachable moments: making the most of the advising experience. *Association for Psychological Science*, 21,3.

## AN ADVISOR'S CHECKLIST

- **Be available to students on a regular basis** and be conscientious about posting and adhering to a schedule of office hours for advising conferences. This is especially important during advising and registration seasons.
- **Maintain (upkeep) the degree audit in MyDegree Tracker for each advisee** with accurate information such as completed general education and major requirements and advising notes. Advising notes may include entries such as a student's failure to appear for appointments, academic difficulties, choice of career preference, decision to change major, or any other appropriate comments. *When in doubt, document.* Contemporaneous notetaking is important to document meeting or interactions with students when disputes arise (even if initial interactions are non-eventful or pleasant). From time to time a dispute might escalate and require the involvement of the Office of Academic Advising, academic deans, or the Provost. Keeping notes, documents, and correspondence are important to protect yourself and the institution from allegations of misadvising or wrongdoing.
- **Establish personal relationships** and rapport with advisees. Successful advising is more than planning classes, but is about assisting the student in planning for the short-term and long-term futures.
- **Set expectations for your advisees** so they are aware of what you expect of them prior to and during meetings and advising sessions. They should be aware about what is required of them ahead of appointments, and how to schedule an appointment with you.
- **Discuss long-range educational and career goals** and assist in planning appropriate academic programs.

- **Help resolve academic difficulties.** Be helpful and empathetic about struggling students. Sometimes students only want someone to speak with. In other times, students might be asking for help. Be ready to help or at least be ready to connect the student with campus resources that might be better equipped to help the student to address academic difficulties.
- **Know about campus resources** to refer students for information and advice (Deans' Offices, Registrar's Office, Counseling Center, Tutorial Services, Career Development, etc.)
- **Be aware of opportunities** available to facilitate curricular and co-curricular learning. (Examples include the Independent Study and Directed Study options, study abroad, individualized major programs, credit by examination, campus clubs, organizations and activities).
- **Send occasional invitations** to advisees encouraging them to visit during office hours or to follow-up on early alert notifications or concerns.
- **Help students** in their decision-making processes relating to course choices, career indecision, personal problems, etc.
- **Encourage them** to be active in campus, regional or national associations related to the major.
- **Self-assess** that the advice, information, or referrals you are making are timely, accurate, and followed through to completion.

#### CHECKLIST OF TOPICS TO DISCUSS WITH ADVISEES

- ✓ Encourage advisees to take ownership of their education.
- ✓ Stay abreast of advising best practices and be collaborative-minded.
- ✓ Make sure the information you share is accurate, timely, and useful to students.
- ✓ Expect to be considered the face and voice of your academic department and the university when students advise and guidance.
- ✓ Don't be shy about being proactive and intrusive with advisees when it is clear they might not be meeting academic expectations. Most students appreciate honesty and constructive guidance to correct at-risk behaviors or misguided academic planning.
- ✓ Challenge and support advisees—and make direct referrals to campus support services—to help them correct habits or behaviors that might negatively impact academic success.
- ✓ Don't be shy about giving directives when they're needed to keep advisees on track toward graduation.
- ✓ Be collaborative and supportive of student initiated self advocacy when their academic or course plans are thoughtful and reasoned that still keeps them on track toward graduation.

Academic advisors retain the educational freedom to work with students on a case-by-case basis in a manner that best meets the individual needs of advisees, accommodating and adjusting course plans when desired but standing firm on expected completion of milestone courses or requirements when needed. Please use MyDegree Tracker's Student Educational Planner, major completion templates within the planner, the Path to Graduation flyer, and other documents from our website to help guide academic decisions. In light of these thoughts, here are some things to keep in mind when meeting with advisees:

- ✓ LVE 200 (SOLVE) should be scheduled to be taken and completed in the sophomore year. Junior transfers should try to take LVE 200 in the first semester of enrollment but no later than the second semester of enrollment at La Verne.
- ✓ CS 305 is recommended to be taken in the second semester of the sophomore year or during the junior year, after completion of LVE 200. Completion of CS 305 should be completed before the senior year when students are consumed with the senior project.
- ✓ LVE 400 (University Reflection) should be taken in the senior year. Some majors have courses that double count for LVE 400.
- ✓ Students should continuously register in Math and Writing courses until they complete the minimum requirements for degree completion, LVQR and LVWA/B respectively.
- ✓ If applicable, students should continuously register in foreign language courses until they complete the minimum requirements for degree completion, completion of the second semester foreign language in their chosen language.
- ✓ If applicable and reasonable on a case-by-case basis, encourage students to complete general education requirements, major/minor prerequisites and supportive courses in the freshman and sophomore years, to scaffold toward the completion of advanced major/minor courses in the junior and senior years.
- ✓ Strongly encourage students to apply for graduation no later than the second semester of the junior year.
- ✓ Review MyDegree Tracker at least once every semester, prior to meeting with a student, or after grades post.
- ✓ Contemporaneously submit academic appeals, contracts, or course substitutions to the University Registrar immediately to reflect these changes in the degree audit (MyDegree Tracker). Do not wait until the end of the semester, academic year, or some future moment in submitting these materials. Failure to submit these may have negative consequences in financial aid eligibility, time to degree completion, or allegations of misadvising.

**SECTION III**  
**ACADEMIC REQUIREMENTS**  
**AND POLICIES**



## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The University of La Verne abides by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. The University's Registrar coordinates the inspection and review procedures for student education records, which include admissions, personal, academic, financial, cooperative education, and placement records. The Dean of Student Affairs oversees the review of records pertaining to social judicial matters.

Students wishing to review their education records must make written requests to the Registrar listing the item(s) of interest. Records covered by the Act will be made available within 45 days of the request. Students may have copies of their records, at their own expense, with certain exceptions (e.g., a copy of a transcript upon which a "financial hold" has been placed or copies of transcripts from other schools). Education records do not include records of instructional, administrative, and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual (except temporary substitutes); University security records; student health records; employment records; or alumni records. Health records may be reviewed by physicians of the student's choosing. In addition, students may not see financial information submitted by their parents, any confidential letters or recommendations to which they have waived their rights of inspection and review, or education records containing information about more than one student. In the latter case, a student will be permitted access only to that part of the record pertaining to him or her.

Students who believe that their education records contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar, either in person or in writing. If the Registrar agrees with a student's requests, the appropriate records will be amended. If not, the student will be informed and may request a formal hearing. This request must be made in writing to the Registrar who will inform the student of the date, place, and time of the hearing before a panel selected by the University. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of the student's choice, including attorneys, at the student's expense. Decisions of the hearing panel are final and based solely on the evidence presented at the hearing. The panel's written judgment will be delivered to all parties concerned. If the decision is in favor of the student, the education records will be corrected. If the decision is not satisfactory to the student, he or she may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. These statements will be placed in the student's education records, maintained as part of the records, and released whenever the records in question are disclosed. A student who believes that the decisions of this adjudication process were unfair or not in keeping with FERPA may make a written request for assistance to The University's President. Students who still believe that their rights have been abridged may file complaints with the U.S. Department of Education, Washington, D.C.



No one outside the University may have access to, nor will the University disclose, any information from a student's educational record without the written consent of the student. Exceptions are the University personnel, officials of other institutions in which the student seeks to enroll, persons or organizations providing the student's financial aid, accrediting agencies carrying out their accreditation functions, persons in compliance with a judicial order, and persons in an emergency to protect the health or safety of the student or other persons. Within the University community, only members acting in the student's educational interest, individually or collectively, are allowed access to student education records. These members include personnel from the Offices of the Provost/Vice President of Academic Affairs, the Chief Financial Officer, Registrar, Financial Aid, Admissions, and Academic Advising, as well as academic personnel within the limitations of their need to know.

At the discretion of University officials, the following directory information will be provided: student's name, major field of study, dates of attendance, and degrees and awards received. A student wishing to withhold this directory information must complete the Privacy Request Form at the University's Office of the Registrar or at the Regional Campus of registration. This may be done at any time and is valid until rescinded in writing to the Office of the Registrar.

(Source: University Registrar website, <https://laverne.edu/registrar/ferpa/>)

## **ACADEMIC REQUIREMENTS AND POLICIES**

### **UNIVERSITY CATALOG**

The catalog is published annually by July 1. Catalog policies become effective on day one of fall semester. All degree seeking students are bound by the academic policies in the catalog that is in effect at the time of first enrollment. Academic advisors should have a digital or physical copy of every catalog year for reference, reflecting the different class standings of their advisees; not all advisees will be following the same academic policies from any single catalog year. Academic advisors are expected to review every new catalog to stay abreast of new or revised academic and financial policies that take effect that academic year. Acknowledging the catalog of record and associated academic and residency policies will facilitate and streamline the advising experiences for you and your students because you'll be speaking the same language and same requirements. When students are in doubt, your guidance will help teach your students the importance of taking ownership of their education, building a level of predictability about the path to graduation, and strengthening a sense of control over their academic plans to degree completion.

In many cases, academic or advising mistakes can be avoided when advisors reference the correct catalog that applies to the individual students they are advising. In short, academic, residency, major, minor, and degree requirements might vary year to year, student to student. Academic advisors can easily reference the catalog of record on the top portion of each student's degree evaluation (CAPP or MyDegree Tracker).

All students have the right to change catalogs. Students can make changes online (Office of Academic Advising) or in-person in Woody Hall. Students can change catalogs with exceptions:

- Students can change catalogs only once.
- Students cannot select a catalog that is based on a year prior to first enrollment. For example, John cannot select a fall 2016 catalog if he first enrolled in fall 2017, even if the academic policies in 2016 might be more advantageous.
- Students cannot select a catalog year that has not yet been published.
- Students cannot mix catalogs.

Students might find it more advantageous to follow new academic policies. However, we encourage students to review academic differences between two or more catalogs in consultation with their academic advisor prior to changing catalogs. The students' degree audit, MyDegree Tracker, has a built-in "what-if" tool to help students to explore other majors or minors with completed course work and published degree requirements.

## **APPLICATION FOR GRADUATION**

The Office of the Registrar runs degree completion reviews of all students who reach junior standing and have applied for graduation. Every semester thereafter, the Office of the Registrar reviews degree completion standing for juniors and seniors and communicates with students and academic advisors. One-time fees associated with the application for graduation are automatically assessed to the student's fee bill. As noted elsewhere in this handbook, students should apply no later than the second semester of the junior year.

## **EARNING A DEGREE**

The Office of the Registrar posts degrees when it certifies that individual students have completed all appropriate residency, semester hours, general education, and major requirements. Students must also have earned a 2.0 GPA or higher in the major, or minor, and overall. Specific degree policies are summarized in this handbook and in the University Catalog.

## **STANDARDS**

### **STUDENT CONDUCT –**

**Refer to University Catalog for procedures**

Information regarding social behavior standards and judicial procedures is available in the University Catalog. La Verne's Student Misconduct Judicial Officer may contact academic advisors from time to time or request assistance from the Office of Academic Advising. The Dean of Students is the university's repository of student conduct cases and documents. Student conduct findings against the student may impact academic standing and GPA in specific classes and overall if sanctions require students to stop attending classes for a considerable time or permanently. Questions or inquiries can be directed to the Dean of Students.

## ACADEMIC HONESTY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by the instructor, students are expected to maintain the following standards of integrity:

1. All tests, term papers, oral and written assignments and recitations must be the work of the student presenting the material.
2. Any use of wording, ideas or findings of other persons, writers or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
3. Deliberately supplying material to a student for purposes of plagiarism is also culpable.

A faculty member who has proof that academic honesty has been violated may take appropriate disciplinary action, including the refusal of course credit. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, he/she may require additional and/or revised work from the student. A faculty member shall bring to the attention of the appropriate dean all violations of academic honesty. Faculty might also communicate with the Office of Academic Advising for assistance; the Office of Academic Advising is the university’s repository of academic dishonesty cases and documents. Academic deans are notified and have the right to impose probation or suspend or expel any student who violates the academic honesty policy. Student rights in cases of violations of academic honesty are discussed in the Rights and Responsibilities section of the University of La Verne Catalog.

A student wishing to appeal a decision resulting from a violation of academic honesty notifies the dean within three (3) days of the decision. The dean forwards the appeal to the Department Chairperson for review and decision. The next course of appeal is the Provost. A student who intends to appeal the decision of the Department Chairperson to the Provost must do so within five (5) days of the decision. All decisions are in writing. Academic dishonesty findings may impact academic standing and GPA in specific classes and overall; the University Registrar will record decisions and grades on the students’ academic transcripts. A second offense will result in expulsion.

## ACADEMIC STANDING

Dean’s List - a student who is enrolled full time and has earned a minimum grade point average of 3.75 at the completion of a term is eligible for the Dean’s List. A student must have 12 semester hours per academic semester worth of letter grades to be considered for the Dean’s List.

Good Standing (GS) – a student who is enrolled full time and maintains a 2.0 institutional and overall grade point average is considered a student in good academic standing.

Academic Warning (AW) - a student is placed on academic warning when he/she has a grade point average of below 2.0 for a semester, but the overall grade point average remains above 2.0.

Academic Probation (AP) - a student is placed on academic probation when he/she has earned below a 2.0 grade point average in any term resulting in the cumulative grade point average falling below 2.0. *First semester students who fail to earn a 2.0 GPA or higher will be placed on AP immediately.* A student placed on academic probation is required to:

- a) raise his/her grade point average above 2.0.
- b) meet with his/her academic advisor.
- c) enroll in a maximum of 14 semester hours. The student or academic advisor may appeal to the Office of Academic Advising to exceed the 14 semester hour limit.

Academic Disqualification (AD) - A student on academic probation who fails to earn a 2.0 La Verne grade point average for two consecutive terms will be academically disqualified.

### **Notification to Students on Academic Probation (AP), Warning (AW), or Disqualification (AD)**

The Office of Academic Advising sends academic standing letters after grades post after fall and spring semesters to students who have not made satisfactory academic progress. Copies are sent to academic advisors. See the Progress Reports section for expected academic advisor expectations when you receive notifications about at-risk students who are your advisees.

## **APPEALS**

Effective academic advisors know, understand, and interpret academic policies. They understand appeal processes that may impact students' academic progress or standing to complete a degree. Finally, advisors know and effectively use campus support services to refer students in need. Academic advisors might be asked from time to time to support appeal decisions on behalf of their advisees by submitting signatures on appeal forms, degree completion plans, or confirmed dates of attendance or withdrawals. Students rely on academic advisors to help them understand university policies or to navigate complex university rules related to appeals. We don't expect academic advisors to be experts on financial aid matters or payment plans but we expect advisors to understand that these exist. Academic advisors serve as trusted stewards between students and institutional services.

This section briefly reviews key policies and appeal processes that academic advisors should be familiar with when/if advisees need to handle academic or financial concerns.

### **APPEALS OF UNIVERSITY (ACADEMIC) POLICIES**

Students may appeal for exceptions to University policies (based on the catalog) through the Undergraduate Appeals Committee. The committee is comprised of faculty representatives from the Colleges of Arts & Sciences, Business, and Education. The appeals committee meets on a weekly basis during the fall and spring semesters, with fewer meetings in winter and summer months.

Some of the regular policy appeals sent to the Appeals Committee include, but are not limited to:

- Extension of time to complete degree,
- Extension of time to complete “Incomplete/In Progress” courses,
- Late (current semester) registration activity (initial registration, adds, drops, withdrawals),
- Retroactive (outside the current semester) registration activity (initial registration, adds, drops, withdrawals),
- Overload of course work,
- To accept a credit (“CRD”) grade in a major course,
- To accept transfer work that was not evaluated,
- To challenge degree requirements,
- General academic exceptions not listed above.

The student is expected to obtain the advisor’s signature and collect supporting documentation including statements of support and medical or legal documentation, etc. An advisor’s signature does not mean the advisor supports the appeal but it does note that the appeal process was discussed.\* If the student is requesting a late or retroactive drop or withdrawal they must have a statement from the instructor indicating the last day of attendance in the course.

The University Registrar has some administrative discretion to make appeal decisions on behalf of the appeals committee.

\*Your signature does not constitute the support of an appeal, it simply represents the fact that a discussion on the topic took place. If you support the appeal, you should provide a short statement on the form or on a separate letter.

## **GRADE APPEALS**

Students wishing to appeal course grades should first contact the instructor of the course to appeal the grade. A successful appeal will require a “Change of Grade” form to be submitted by the instructor to the University Registrar in Woody Hall. [Academic advisors cannot submit Change of Grade forms]. If the student is dissatisfied with the appeal outcome with the instructor, s/he can appeal to the department/program chair and may continue appeals to the dean of the college and ultimately to the Provost. Provost decisions are final. Specific language and deadlines are published in the university catalog.

## **GRADE CHANGE**

A change may be accepted by the University Registrar if the appeal is made within four weeks and if the instructor concludes that the original grade that was issued was an error based on work completed at the time the original grade was issued.

## **DECLARING A MAJOR or MINOR**

### **MAJOR**

When a student is ready to declare a major he or she may select an established major. An established major is one that is published in the university catalog. If a student chooses to design a major he or she must do so with faculty advisement and departmental approval. Academic advisors must submit a major contract as soon as possible to the University Registrar to build the major on a degree evaluation. Freshmen are encouraged to select a major at admission but must declare a major prior to enrollment in their junior year. Rising juniors with undeclared majors may be prevented from registering because of an advising hold on their record. Transfer students with junior standing at the point of entry must declare a major. All students who reach junior status can change majors but should do so in consultation with their prospective major advisor. However, students with junior standing cannot change their declared major to one that is “undeclared”. Undeclared students with junior standing will not be allowed to register for classes or make changes to their course schedules until they declare a major from the list of established majors found in the university catalog. A major consists of not less than 40 semester hours. At least 24 semester hours must be upper division. Most seniors are required to pass a set of comprehensive examinations in their major and/or complete a senior project or seminar. No course can be applied toward a major unless a grade of C- or better was received.

Undecided students may initiate the process of declaring a major by submitting an Advisor/Major Change form online to the Office of Academic Advising by the end of the sophomore year. This allows the Office of Academic Advising to enter the selected major in the Banner System and provides a means for tracking students. To obtain a bachelor's degree from the University of La Verne, a student must complete all appropriate residency, semester hour, general education, and specific major requirements. To qualify for graduation, the student must have a cumulative grade point average of 2.0 or better in the major and overall.

### **Double Major**

Students are permitted to pursue double majors. Students who pursue double majors must complete all requirements in both majors. Double majors are designated as B.A. or B.S. and students must choose a single designation. Specific conditions for completing a double major are published in the University Catalog.

### **MINOR**

Students may declare a minor with the approval of the appropriate academic department if the student has completed 20 semester hours of upper division course work in that field or if the student has completed 24 semester hours in which 16 of the 24 semester hours are at the upper division level. Individual departments may require specific courses and/or additional work. Courses declared as part of the major cannot be applied toward the minor.

## GRADING POLICIES

Grades are based on work completed at the end of a scheduled term or semester. The undergraduate grading policy is as follows:

### LETTER GRADES

A = 4.0 Quality Points	B- = 2.7 Quality Points	* D+ = 1.3 Quality Points
A- = 3.7 Quality Points	C+ = 2.3 Quality Points	* D = 1.0 Quality Points
B+ = 3.3 Quality Points	C = 2.0 Quality Points	F = 0 Quality Points
B = 3.0 Quality Points	C- = 1.7 Quality Points	

\*Students who receive a grade “D” in a course receives unit credits for that course only once when it is repeated unless the course is listed as a repeatable course in the student’s catalog year. The subsequent grade results in subject credit only. Major or minor courses must earn a C- or higher. The subsequent grade—whether it is lower or higher—will replace the old grade in the GPA calculation.

**Calculating the Grade Point Average.** Multiply the quality points by the number of semester hours for each course. Add the quality points together and divide by the GPA hours.

### GRADING CODES

**CRD** - Courses for “Credit” do not compute in the grade point average. Students must earn the equivalent of a “C-” grade or better to receive CRD for the course. A maximum of four semester hours of CRD/NCR may be taken in any semester, with a maximum capacity of 16 credit hours.

**NCR** - Students who select the CRD/NCR option and earn a “D” grade or below will receive NO CREDIT for the course. The NCR will not calculate in the grade point average.

**INC** - A grade of INCOMPLETE will be awarded only when a student has petitioned, in writing, prior to the last day of the term. The course instructor must determine that illness or other extenuating circumstances justifies an “INC” grade.

**IP** - IN PROGRESS grades are reserved for directed studies, independent studies, fieldwork, senior project or graduate culminating activities where the completion date is beyond the term of registration.

**W** - Students may WITHDRAW from courses during the first half of the term with a mark of W on the transcript. The W (withdrawal) will **not** calculate in the grade point average. A student who fails to withdraw from a course may receive a NCR or F grade. A student who misses the withdrawal deadline must appeal to the Undergraduate Appeals Committee for a retroactive (“late”) withdrawal.

**WF** – A student who abandons a course and does not formally withdraw from the course risks earning an F grade or WF grade. A WF calculates into the grade point average like an F grade.

## Grade Point Rehabilitation

Students might desire or be required to repeat courses for elective, general education, major, or minor credit if grades of D or F are earned. Letter grades of D will earn units only once; successfully repeated courses will only earn subject credit. Students might also desire to repeat courses to rehabilitate a grade point average. University policy allows students to repeat courses. Students who repeat courses can rehabilitate a grade point average if the subsequent grade is higher than the previous grade. The new grade will replace the old grade in the grade point average.

Financial aid policy limits the number of times that courses can be repeated for aid eligibility. Students are aid eligible if they repeat F grades multiple times. If a student earned a D grade in courses that need C- or higher then she or he can repeat the course only once to be aid eligible; if the student earned another D grade, then the course would not be aid eligible in a third attempt.

**Final Grade** - Grade changes to the University Registrar may not be submitted if students submit additional work or repeated examinations after the end of the course to improve a final grade. If instructors expect additional work or a repeat examination then an IP or INC should be submitted on the grade report to the University Registrar. Check with the University Registrar for specific policies to change a final grade. See Grade Appeals above for brief description of grade appeal or change.

## PROGRESS REPORTS

Early observations of student behaviors might signal problems later in the semester. Research suggests that the first six weeks are crucial in students' perceptions about their future or sense of belonging at their chosen school (this is especially true of first semester freshmen and transfer students (Tinto, 1994). By intervening early, we can save students who would otherwise drop, withdraw, or walk away from school. The Office of Academic Advising coordinates early alert and outreach efforts in collaboration with instructors to identify students who are exhibiting at-risk behaviors.

Academic advisors play a key role in early alert efforts when they are notified by instructors or the Office of Academic Advising that one or more of their advisees are exhibiting at-risk behaviors that need immediate attention. The worse possible action an academic advisor can take when he or she receives one or more notifications is... to do nothing. Intrusive student outreach by the academic advisor—and everyone else in the students' circle of contacts—is the first step in addressing these concerns. Effective uses of referrals by academic advisors to campus support resources might help students to improve class attendance, correct disruptive classroom conduct, or improve academic performance.

We know you C.A.R.E. As academic advisors you might be the only meaningful institutional contact to a student that could have a major influence in their decisions to persist beyond the first year (Light, 2001). Your willingness and desire to connect with advisees and acknowledge them as individuals can make the difference in whether they feel a sense of belonging on campus (Cervantes, 2008). Responding to early alert

Connect

Acknowledge

Respond &

Engage



notification and engaging students in a positive and meaningful way might determine whether they are retained, whether they improve attendance or effort, or whether they graduate. The Office of Academic Advising uses the following interventions to identify and help at-risk students, including campus-wide efforts to ensure a safe campus to all students.

## **EARLY ALERT NOTIFICATION**

Instructors use the online Early Alert Notification to inform us of traditional undergraduates who have demonstrated early signs of distress (behavioral or attitudinal) that might put them “at-risk” of withdrawing, struggling, or failing your course(s) later in the semester. The Early Alert form is part of the Maxient Software suite that centralizes reporting and recordkeeping of student behavior records. The Office of Academic Advising partners with the Dean of Students and other campus support offices who all use Maxient to help connect the dots when administrators might have varying levels of contact with the same student(s). Using this software allows us to coordinate outreach efforts. The Early Alert portal is prominently displayed on a banner called “Faculty Early Alert” on our website (<http://www.laverne.edu/advising>).

Instructor feedback about specific student behaviors, excluding the assignment of a midterm grade, are used to coordinate the efforts of various offices to follow-up with students who are having difficulties. This outreach may signal to students that they need to take corrective actions to their behaviors if they are habitually late or absent from classes, for example. Students will be notified automatically about instructors’ concerns when they file a report. The Office of Academic Advising will also reach out to students with cold calls or emails about instructors’ concerns.

## **MIDTERM FACULTY FEEDBACK REPORT**

Between the 6<sup>th</sup> and 11<sup>th</sup> week of the semester faculty will be asked to file midterm grades in MyLaVerne for students who have earned a C or below and might be “at-risk” of failing the course(s). This means faculty might not file midterm reports for all students, only those whom they deem “at-risk,” including those who might be “borderline C students.” Faculty might include students whom they identified earlier in the Early Alert Notification, but did not show improvements in attitude or behaviors and are now showing it in their midterm grades. The midterm notification might include new students who are struggling but were not demonstrating signs of distress earlier in the semester.

When faculty file a midterm grade report in MyLaVerne, this action will automatically trigger emails to individual students, their academic advisors, and our office. Students will be able to view their midterm grade(s) online. The Office of Academic Advising will also reach out to students who receive more than one failing midterm report.

**CARE Team  
(Campus Assessment,  
Response and Evaluation):**

The CARE Team is dedicated to assisting students who may be in distress or who may be experiencing challenging and/or difficult life circumstances. If you encounter a student exhibiting unusual or stressful behavior, report the concern to the Student Health Services, (909) 448-4441, <http://www.laverne.edu/health>. In an emergency, call 911.

**BIT Team  
(Behavioral Intervention Team):**

The Behavioral Intervention Team (BIT) addresses students, faculty, and staff whose behavior or psychological health condition may be disruptive, harmful, or pose a direct threat to themselves or to the health and safety of the University community. BIT members determine appropriate resources and implement a coordinated response with the goal of providing assistance to the individual, while mitigating risk to keep the La Verne community healthy and safe.

Please see the BIT website for additional information on how to identify a person of concern. Please report any person of concern by using the website at: <https://laverne.edu/bit/> and accessing the form provided on the site. You can also contact the Dean of Students at (909) 448-4053. In an emergency, call 911.

**Title IX Sexual Misconduct Mandated Reporters:**

All University of La Verne staff and faculty are considered mandated reporters. As such, as an academic advisor (staff or faculty), and if you are notified of any incident of sexual misconduct, you are mandated to report the incident to the Title IX Manager. Sexual misconduct includes, but is not limited to: sexual assault (e.g., forcible rape, non-forcible rape), sexual contact (e.g., unwanted touching of or by breasts, buttocks, groin or genitals), sexual harassment, dating violence, domestic violence, sexual exploitation (e.g., non-consensual or abusive sexual advantage of another) and/or stalking. Please see the <https://laverne.edu/title-ix> for additional information on the University's Sexual Misconduct Policy and Complaint Procedure. You may report any incidents of Sexual Misconduct to the Title IX and Employee Relations Manager at (909) 448-4078.

**LEAVE OF ABSENCE, WITHDRAWAL,  
REINSTATEMENT, and READMISSION**

**LEAVE OF ABSENCE**

A leave of absence is a temporary leave from the University of La Verne when students deem it necessary to take breaks from full-time study prior to or during a semester. A Leave of Absence handbook is available on our website (<http://www.laverne.edu/advising>).



A student may elect to take a leave of absence for many reasons to handle life issues that might interfere with his/her academics. Examples of life issues are:

- Family or personal reasons or hardships,
- Religious obligations,
- Financial or work-related reasons or hardships,
- Medical emergencies due to illness or accident,
- Military service (there is NO time limit for students who enlist or are deployed), or
- Volunteer service.

University policy allows traditional undergraduates to take leaves of absence for up to two consecutive semesters (fall/spring), except in cases of military enlistment or deployment. Leaves of absence for military service have no time limit and students may return at any time. Students may be asked to submit proof of enlistment or deployment. If students anticipate not being able to return immediately after a leave of absence expires, except for military service, should contact the Office of Academic Advising without delay. Otherwise, the students may be required to reapply for admission.

A leave of absence is specifically designed to help students to transition back to La Verne immediately after the leave of absence expires without reapplying for admission. Following these guidelines will assure rights granted to students by the catalog of entry and it will ease access to financial aid and housing.

First-time freshmen or transfers can take a leave of absence after the 2nd week of classes. A leave decision is governed by established tuition refund policies. *First-semester students cannot file leaves of absence prior to the start of their first semester at La Verne.* If a first-semester student cannot attend before the start of classes, students should instead update their admission applications with the Admissions Office to defer by one semester.

A leave of absence does not automatically cancel students' courses. We expect students who consider a leave of absence to first meet with an academic advisor, followed by the Registrar to drop courses. In short, students are personally responsible for dropping courses. Students might receive marks of W for all withdrawn courses based on the date of this transaction. Students may not take a leave of absence and be concurrently enrolled in any courses at La Verne. If students feel compelled to withdraw from specific courses, but stay enrolled in others, they may do so throughout the withdrawal period but may not file a leave of absence for the same semester. The leave of absence handbook identifies offices that students may need to visit as they transition out of La Verne. Leave of absence students may continue to access university libraries, but only with the consent of the Registrar and Library if the student is working on an incomplete (INC) for a course. However, access to the library terminates if the student withdraws or abandons his/her studies.

International students who file leaves of absence must meet with the International Advisor in the Office of International Services and Engagement to determine how a Leave of Absence will impact the F-1 student visa. U.S. Immigration and Customs Enforcement requires that all persons with student visas to be enrolled in at least 12 semester hours (or full-time status). Thus, a leave of absence for reasons other than medical should seriously be considered given its potential implication

on F-1 status. If a student files a leave of absence for any reason other than medical, students will be required to return to their country of origin until they are ready to return to school.

## **WITHDRAWAL**

If students intend to withdraw and do not plan to return, then a notice of withdrawal is appropriate. The leave of absence form is used. Students should meet with each of the departments that are listed on the form and get signatures to ensure they are leaving in good standing. Students should resolve any holds on the record, including financial balances, and returned library books to facilitate access to, and purchase of transcripts. Students who take leaves of absence or withdraw must move out of university housing immediately. Withdrawn students are not eligible to use library or campus services. Students and advisors can access the Leave of Absence (LOA) and Withdrawal Handbook from the “Downloads” section of our website. The handbook includes the LOA/Withdrawal form.

## **REINSTATEMENT BY APPEAL**

Academically disqualified students will not be allowed to attend La Verne for one academic year unless they are granted permission after a first-time disqualification by appeal to and by the Associate Vice President of Academic Support & Retention Services. Students who have been reinstated after disqualification by appeal will be suspended for one academic year without appeal if they fail to earn an overall GPA of 2.0 every semester until he or she removes himself/herself from academic probation.

Students who leave due to academic disqualification (AD) may appeal for academic reinstatement after a one-year absence. Students who exceed the one-year limit to appeal might be required to reapply for admission. Academically disqualified students who wish to return to La Verne are expected to enroll at another college for at least one semester—one year is ideal—demonstrating academic success on final transcripts. Students who earn a GPA of 3.0 from another college during suspension will strengthen their appeals for academic and financial reinstatement, which are separate processes. If the student is reinstated by appeal, then he or she reenters on academic probation (AX). Academic probation (AP) policies apply; financial aid eligibility is not guaranteed when a student is academically reinstated; students must appeal to the Office of Financial Aid if they wish to have their aid reinstated.

## **ACADEMIC REINSTATEMENT AFTER A PROLONGED ABSENCE**

If a student has not been enrolled for two (2) or more consecutive semesters will be inactivated by the University Registrar. Reinstatement after inactivation can also be obtained by students who are in good [academic] standing who might have stopped out but are within 32 semester hours of completing a degree. Students who wish to be reinstated to complete a degree within one academic year or less must appeal to the Undergraduate Appeals Committee for an “extension of time to complete a degree.”

An appeal for an extension of time to complete a degree requires a cover form, a student statement, and an academic plan with an end date that has been approved by the academic advisor in

the major. Students who fail to meet the appeal conditions for degree completion may appeal for another extension but risk denial. A subsequent appeal denial will require students to reapply for admission, pursuant to updated catalog and degree requirements.

## **READMISSION AFTER PROLONGED ABSENCE**

A student who has attended the University of La Verne and has not been enrolled for one semester may register for the following semester. If a student has not been enrolled for two (2) or more consecutive semesters will be inactivated by the University Registrar and must reapply for admission with the Office of Undergraduate Admissions if they need more than 32 semester hours to complete a degree. Readmission will be based on current admission requirements. The student will be required to meet catalog and graduation requirements that are in effect at the time of first enrollment. Official transcripts of all academic work taken during an absence must be submitted to the Office of Undergraduate Admissions; these transcripts will be routed to the University Registrar. Readmission does not automatically reinstate financial aid; students must apply to the Office of Financial Aid.

## **FINANCIAL AID AND ACADEMIC ADVISING**

Financial Aid is awarded to qualified students based on financial need and/or academic merit. Because federal and state regulations play such a vital role in determining eligibility for financial aid, it is advisable to involve the Office of Financial Aid in the advisement process when students share problems with you about financial or aid hardships. We are not asking academic advisors to handle financial affairs with their advisees. Rather, we ask that you take meaningful and constructive steps to bridge the communications gap, if it exists, between the student and the Office of Financial Aid. In short, effectively used referrals to connect students to campus offices, like the Office of Financial Aid, can directly and effectively help your advisee(s) to address their concerns, including, possibly retaining them.

Students must be enrolled full-time to receive full financial aid benefits. Students reach full-time status when they register for at least 12 semester hours; flat tuition rates apply for full-time enrollment of 12 to 18 semester hours. It is important that all financial aid recipient students enroll in at least 12 semester hours each semester to fully access their financial aid; ideally, students should enroll in at least 16 semester hours every semester to ensure that they can graduate within 8 semester with exactly 128 semester hours. If a student falls below full-time standing, the financial package will be adjusted accordingly.

Although nearly 90% of traditional undergraduates are financial aid eligible, knowing for sure—just ask—may help you to ensure that advisees who depend on financial aid are maintaining full-time standing to remain aid eligible. Certain grants and scholarships are renewed using the overall GPA achieved in the previous academic year. Students apply for financial aid by completing the following steps:

- 1) Complete the Free Application for Federal Student Aid form (FAFSA).
- 2) Submit all documentation as required by the Financial Aid Office.
- 3) Adhere to all deadlines established by federal and state agencies.

Financial Aid is awarded on a “first come, first serve” basis. (Not by class standing.) Please encourage your advisees to complete the financial aid process as early as possible and meet all established deadlines!

### **Federal Work-Study (FWS) (Student Employment)**

Eligible financial aid recipients might earn funds that help to subsidize part-time employment on campus under the Federal Work-Study (FWS) program. The program encourages campus employment and is available to full-time or part-time undergraduates, graduate, and professional students. FWS funds are administered by the Office of Financial Aid in collaboration with Human Resources. Students are treated as university employees and are afforded all the rights and protections that staff and faculty get under local, state, and federal employment laws. Of interest to academic advisors is that FWS can be a meaningful aid option for advisees who might be struggling financially and are eager to find employment. Financial aid-eligible students might have been awarded FWS or were awarded FWS but declined it. Knowing that FWS exists might be helpful to academic advisors in referring students who are struggling financially to the Office of Financial Aid to inquire about this aid option.

Another reason for knowing about student employment generally, FWS-specifically, is that an undergraduate’s academic load should be proportional to the hours a student works on a weekly basis. When students struggle academically, and they work, sometimes knowing how many hours they work on a weekly basis can lead to a meaningful discussion about the value of employment when it is balanced with reasonable work hours and a proportional number of hours they should study (Smith, n.d.). The effects of employment to students’ academic success can be addressed if students are made aware about the correlation between the numbers of hours worked versus the number of hours studied (Lederman, 2009). Reducing or limiting workloads can help students to improve their grades—assuming the students are taking advantage of the extra hours to study. By law, all university-employed students cannot work more than 20 hours a week during the fall or spring semesters. In the summer months and in-between semester students can work up to 28 hours weekly.

Non-university employers who hire university students are not bound by these work limits and might expect our students to work more than 20 hours a week. In cases when advisees might be employed outside the university—and there might be a possibility of employer flexibility—academic advisors can help guide struggling students to consider reducing the number of hours they work on a sliding scale. The following credit load and work load scale can be used to guide advisors’ discussions with employed students:

Outside Work Per Week	Load Recommended
14 or fewer hours	15–18 credit hours or fewer
15–20 hours or fewer	12–14 credits
21–30 hours or fewer	10–12 credits
More than 30 hours	6–10 credits

(Source: Seattle Pacific University: <http://spu.edu/catalog/undergraduate/20167/academic-policies-procedures/schedule-load>)

## Weekly Study Hours vs Employment Hours

Following the work-study theme, academic advisors can have a meaningful impact in students' academic success when both parties agree to academic success plans. Academic success plans may include memos of understanding, academic contracts, 2-and 4-year course plans, agreements of frequent communication, and student effort commitments, balancing work hours and study hours, to name a few. Student effort, motivation, and goal setting are discussed in greater detail (and heavily referenced) in other handbooks (*Selecting a Major* and *Academic Probation: Understanding AP & How to Reboot*). These handbooks have been written directly to student audiences and both are accessible online in our “Forms and Downloads” section of our website. We encourage academic advisors to read these handbooks to supplement what has already been written in this handbook.

Of interest in this section is to highlight the importance of studying an appropriate number of hours on a daily and weekly basis. We feel that study hours can (and should be) quantified and tracked. We created a brochure that demystifies the process of studying and quantifies the numbers of hours that students should study on a weekly basis. This brochure, *Academic Expectations: Study Plan & Study Cycle* is available in the same handbooks section of our website. Our goal is to teach students that they should be more intentional—and strategic—about how and why they study. Students who are intentional about their study habits have been shown to improve grades by one-third (Che et. al., 2017).

We expect students to study a minimum number of hours per week based on the number of semester hours they are attempting. We expect students to study a minimum of 2 hours for every credit hour of enrollment. If a course is worth 4 semester hours then students should study at least 8 hours a week for this course. A full-time enrolled student (say, 16 semester hours) should study at least 32 hours a week! Aside from the obvious rewards that come with a strong GPA, financial aid eligibility is closely tied to satisfactory academic progress. Specifically, students must earn at least 67% of attempted units (credits/semester hours) every semester to maintain aid eligibility. Students who fail to make satisfactory academic progress risk losing their financial aid. Students who are on financial aid probation are also held to compliance policies and aid limits, including aid termination. The following sections describe these issues in more detail.

## **ENROLLMENT IN DEGREE-REQUIRED COURSES ONLY**

To remain compliant with the Department of Education, California Bureau for Private Postsecondary Education and Veteran Affairs, the University of La Verne must carefully monitor student degree progress and all courses applied to a student's degree. Each of these agencies have statements within their regulations to address the institution's responsibility to:

1. Monitor a student's degree progress,
2. Provide advisement to ensure timely degree progress and,
3. Ensure students only enroll in those courses required for their declared degree program.

Please discourage students from enrolling in classes that are not required for the completion of their degree. Here are some examples of situations we have encountered that have required the university to act. In some of these cases the university was required to return funds to the appropriate agency:

- Student enrolled in additional courses to improve their GPA for graduate school. These courses are not required for the student's degree. The degree is posted and now the student has courses they may not be able to pay for if financial aid is returned.
- Student has an IP/INC in a course that will complete their bachelor's degree for the fall semester. The student continues to enroll in spring term as an undergraduate so they can participate in the May ceremony (cleared for the winter ceremony but did not attend). The student completes the IP/INC during the spring semester, the degree is posted. Student is enrolled in courses not required for their degree is now at risk to have funds being returned, leaving the student with an outstanding balance.
- Transfer student wants to be eligible for school honors and needs 1 more semester hour in residency for honors only. Has completed all degree requirements by transferring the final requirements. The course the student enrolled for honors is not needed for degree completion. School honors is not a degree requirement. The degree is posted and the aid received for the course enrolled to earn school honors is returned.

The DPE (aka the Degree Evaluation) is the best tool for both students and advisors to use to determine degree requirements. Please utilize this audit when meeting with students to select classes and plan enrollments. Students and advisors can download the audit from Degree Audit in MyPortal.

Students should be discouraged from enrolling in courses that are not directly required for degree completion. However, students can take non-degree bearing courses and pay out-of-pocket. Students who wish to take additional courses for personal reasons can do so by clearly stating their intent, in writing, to the Office of the Registrar, Student Accounts, and Financial Aid prior to enrollment. Below are two of the regulations the university must comply with in awarding and disbursing aid.



## Supporting Documentation:

### Department of Education – Financial Aid Handbook 2016-17

- If a student is enrolled in courses that do not count toward his degree, certificate, or other recognized credential, they cannot be used to determine enrollment status unless they are eligible remedial courses. This means you cannot award the student aid for classes that do not count toward his degree, certificate, or other recognized credential. Also, federal student aid can be awarded only for learning that results from instruction provided or overseen by the school. It cannot be awarded for any portion of a program based on study or life experience prior to enrollment in the program, or based on tests of learning that are not associated with educational activities overseen by the school.

### Veteran Affairs - Course Applicability

- Only courses that satisfy requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file and courses certified should be checked. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

### Example:

Radio 426 is required to be taken twice for degree completion requirements but students are advised to register in the course two additional times to meet professional and career development goals. Should students be encouraged or discouraged to take the course?

Our Take: there is no way a first-time freshman can take ONLY GE and Broadcasting with Radio (as an example) and reach 128 units for the degree or, in some cases, the 44-upper division residency requirement. Many students would be short about a semester's worth of electives to reach 128 units to earn a La Verne degree. Transfer students might need closer advising scrutiny but might have wiggle room to take electives to reach the 44-upper division residency policy. Individual cases will vary. Thus, in many cases "Radio Broadcasting" majors would be OK in taking the additional two courses (for 4 total units)—as electives—to help reach the unit limit of 128 to earn a ULV degree or to reach the 44-upper division residency requirement.

In either case, though, we recommend closer advisor scrutiny and advanced planning to design, with your advisees, 2- or 4-year course plans that include in them two additional Radio 426 courses—as electives to help reach 128 units or to meet the 44-upper division residency requirement. Scheduling these courses into a 2- or 4-year academic plan with your advisees' knowledge and consent will help them to plan for these courses as electives to reach either the 128-unit minimum or 44-upper division residency. Planning with advisees will help them to avoid taking unrelated courses for elective credit toward the degree, leaving no room for an additional 4 units of Radio 426. If advisees veer from a course plan and consume non-Radio 426 electives and circle back to take Radio 426 later that exceed the units needed to earn 128 units or the 44-upper division requirement then technically they would be violating the spirit of the financial policy that we referenced.

We have 2-year and 4-year student educational plans within MyDegree Tracker, our online degree audit. We also have PDF worksheets to help get ideas written on paper. Online documentation and videos are available on the University Registrar and Office of Academic Advising websites.

### **Financial (AID) Appeals**

The Office of Student Accounts handles billing (tuition, fees, or refunds); it communicates with students about making payment arrangements or settling financial accounts prior to the start of each semester. Students who fail to make payment or billing arrangements risk:

- Frozen accounts and denied registration,
- Denied access to transcripts or diplomas,
- Being dropped from classes for non-payment,
- Being referred to collection agencies,
- Negative marks on credit reports.

Instructors are expected to deny entry to students who have been dropped from classes for non-payment unless written exceptions have been approved by Student Accounts or the Registrar.

Financial aid appeals (loans, grants, institutional, federal, or state aid) are handled by the Office of Financial Aid in Woody Hall. The Office of Financial Aid communicates with students concerning financial aid matters, including timely completion of the Free Application for Federal Student Aid application (FAFSA) no later than March each year to be fully eligible for financial aid for the following academic year. This office will also communicate with students who have been selected for financial verification requiring students to submit tax documents to verify aid eligibility. Students who fail to submit required documents risk suspension of financial aid funds until verification is completed.

### **SATISFACTORY ACADEMIC PROGRESS (SAP) APPEALS**

The Office of Financial Aid communicates with students after each semester who have not made satisfactory academic progress (SAP). In short, SAP provisions expect students to earn a minimum number of attempted semester hours each academic year to stay on track. More specifically, students must earn at least 67% of attempted semester hours each year to be considered making “satisfactory academic progress.” Students who fail to meet academic standards may be required to appeal for aid reinstatement. This appeal includes a student-written statement, supporting documentation, and an SAP contract that is filled out by the academic advisor in consultation with the advisee. The SAP contract is a course plan that indicates the number of semester hours needed for, and length of time to degree completion. Academic advisors should include course or subject area flexibility in SAP forms that will help students to have course or subject area options that meet the spirit of the course plan. The more prescriptive you are in SAP forms the less flexibility you’ll give students. Be flexible where possible, be specific where needed in course and subject planning when filling out SAP forms.

## **150 Percent Rule**

The Office of Financial Aid also enforces the Department of Education's degree completion rules governing aid eligibility. One such rule is called the "150 percent rule" stating that financial aid recipient must complete a degree prior to reaching 150 percent of the number of semester hours needed to complete a degree. This rule applies to all attempted units; thus, for a degree that is worth 128 units, students must earn a degree prior to reaching 192 units/credit/semester hours. This rule applies to all college level, vocational, and transfer courses. This rule applies to students who have not previously received financial aid. Although students may appeal to exceed this rule. Academic advisors might be asked to submit a course completion plan, like the SAP contract, as part of the student's appeal for extended financial aid support. Students whose SAP or 150% rule appeals are denied may be allowed to continue their education if they are able (or willing) self-finance their education. Financial aid recipient might decide to defer their La Verne education or withdraw from college without financial aid. Academic advisors can facilitate a student's transition out of La Verne in such cases by guiding them through the withdrawal or leave of absence process.

**SECTION IV**  
**ACADEMIC PLANNING**  
**AND**  
**ADVISING RESOURCES**



## REGISTRATION PROCEDURES

Students are expected to complete registration procedures by the first day of classes. General registration continues through the seventh business day of classes for each semester and the third day of classes for January Interterm. [When the 6<sup>th</sup> day falls on a holiday, the seventh business day extends by one day].

**NEW STUDENTS** - Each summer the Office of Academic Advising and the Office of Student Affairs co-sponsor SOAR (Summer Opportunity for Advising & Registration) where newly admitted freshmen and transfer students are invited on campus for curricular and co-curricular activities culminating in academic advising and registration in fall classes. If students cannot attend SOAR then they will be assisted by the Office of Academic Advising with alternative arrangements leading to advising and registration.

Spring admitted and confirmed freshmen and transfer students are assisted in setting up individual academic advising appointments with academic advisors to discuss and register for spring semester courses.

Academic advisors are encouraged to visit the SOAR page (<http://www.laverne.edu/soar>) to familiarize themselves with the summer's premiere event for all confirmed freshmen and transfer students.

**RETURNING STUDENTS** – Registration appointment dates for continuing students are determined by academic standing. Academic standing is based on earned units (transfer and in-residence combined), with seniors and special student populations leading all groups, followed by juniors, sophomores, and freshmen and newly confirmed students. Certain student populations, as determined by the University Registrar and Dean of Students, are also granted advanced standing for priority registration (ie. ASULV Officers, Honors students, and students with disabilities, among others). Generally, advising season generally starts in mid-October and mid-March and continues for two-three weeks prior to the first day of registration by appointment day and time. Registration, without appeal, continues through the first week of every semester.

The Office of Academic Advising, with the help of academic advisors, make every effort to encourage students to make appointments and meet with academic advisors prior to the first day of registration. Our goal is that all continuing students are registered on-time during their scheduled days and times, reducing the number of students that need to be followed-up with when they've been identified as not having been advised or registered. If students do not take advantage of early registration, they may register for classes up until the deadline published on the academic calendar on the Registrar's website.

**NORMAL ACADEMIC PROGRESS** - A full-time undergraduate student will be considered making normal academic progress when he/she completes the requisite semester hours listed below while maintaining a cumulative grade point average of 2.0 or above. **However, to graduate within four years, we recommend that students complete a minimum average of 32 semester hours per year. [Students can register in a maximum of 18 semester hours each semester without appeal and to qualify for flat tuition rates].**

Undergraduate students who fall below a 2.0 cumulative GPA or complete less than 24 semester hours within one year may be placed on academic probation and/or financial aid probation. Academic standing is determined by earned units:

Freshman:	0-27 semester hours		Sophomores:	28-59 semester hours
Juniors:	60-91 semester hours		Seniors:	92+ semester hours.

**COURSE LOAD** - A student must be officially accepted for admission prior to registering as a full-time student. Students may accumulate only 11 semester hours at La Verne before completing the admissions process. A bachelor's degree candidate must complete an average of 32 semester hours per year to earn the bachelor's degree within a four-year period. In order to maintain full-time status, a student must enroll in a minimum of 12 semester hours each semester. If a student is a financial aid recipient, he/she must maintain full-time standing to meet eligibility requirements. Student athletes and residential students must also maintain a full-time course load. Refer to the "Financial Aid" and the "150%-rule" portions of Section III for financial aid limits to earning a degree.

**SCHEDULE CHANGES** - Students must complete schedule changes by the deadline published on the academic calendar on the Registrar's website. If the student wants to make schedule changes beyond the "deadline for dropping", he/she must petition the Undergraduate Appeals Committee and will be assessed a fee if the appeal is approved. Students may also be assessed a late registration fee.

## UNDECIDED STUDENTS

### DECIDING ON A MAJOR AND A CAREER

Many students begin their La Verne experience without knowing the major and/or career that they are interested in pursuing. It is not unusual for students to have an undetermined major during their freshman year and the first semester of their sophomore year; however, it is important to encourage students to take steps toward making an excellent choice every semester. However, university policy requires that all continuing students who are undeclared must select a major prior to their junior year. In addition, students who are admitted with junior standing must have a declared major at admission, excluding undeclared. In both cases, students with junior standing cannot drop their major unless they have another major to replace it. Also, students with junior standing cannot select the undecided major. Students who continue to be undecided as they enter their sophomore year may need special assistance and intervention before reaching junior standing.

Students may need to be reminded that the *General Education requirements provide an excellent opportunity to explore majors and careers*, and that they should be intentional in selecting their General Education courses. In many respects, the process through which students go to determine their major is like the career decision making process. To help direct students to possible majors and careers, we have developed a handbook for selecting a college major and can be downloaded from our website. For discussion's sake, you can use the following questions as you counsel undecided students:

## **1. INTERESTS**

- a. Read through the La Verne catalog and check the courses that sound interesting to you. Why do they sound interesting to you?
- b. Which classes did you enjoy and do well in during high school? Which activities and clubs did you enjoy? Ask yourself why you enjoyed them.
- c. What are your hobbies and strong interest areas? (Have the student list everything that comes to mind, then assist him/her with making connections to majors/careers, if appropriate).

## **2. SKILLS**

- a. What do you do well?
- b. Do you have any specialized skills?
- c. What skills do you enjoy using?
- d. Do you enjoy working with your hands, analyzing situations, assisting people with their problems, etc.?

## **3. ABILITIES AND APTITUDES**

- a. What kinds of things do you do well that come "naturally" to you, that you can do without much effort?
- b. Are there certain subject areas or topics that are easier for you to learn than others?

## **1. PERSONALITY**

- a. Do you prefer working with people or by yourself?
- b. What kinds of people do you like to work with? What kinds of people would you rather not work with?
- c. How would you describe yourself?

## **2. VALUES**

Getting a sense of the student's value system and assisting him/her in determining his/her own versus his/her family values. The student may be strongly interested in a major or career, which the family does not deem valuable, thereby hindering the student from making the choice for him/herself. It is also valuable for the advisor to recognize cultural considerations and values that may aid in the relationship and communication.

# **INTERNATIONAL STUDENTS**

## **What is SEVIS?**

SEVIS stands for Student and Exchange Visitor Information System. SEVIS is an internet-based information system that the U.S. Government uses to maintain information about non-immigrant students who have been granted educational visas (F and M visas) to attend American schools, colleges or universities. SEVIS also tracks educational exchange visitors (J visas), and dependents of primary (educational) visa holders. SEVIS access and maintenance is the responsibility of designated university officials when I-20 records are created and issued by a designated university official upon admission to the university or program of study. An I-20 is a Certificate of Eligibility for Nonimmigrant (F-1) Student Status for Academic and Language

Students that includes school and program information, start date, and other relevant information that facilitates the issuance of a student visa and entry to the country through a US port of entry.

**Visas** - Students who wish to study in the United States must first obtain or already be in possession of a valid F-1 status.

**Full-time Enrollment and Exceptions** - Federal regulations mandate that international students must be enrolled full-time throughout his or her academic career. Undergraduates are required to be registered in and to complete 12 semester hours. Side note: graduate students are required to be enrolled in and complete six credits/units per term or semester.

There are exceptions to full-time enrollment:

**First Semester/Term** – Only if student is having initial difficulty with the English language, improper course level placement, or unfamiliarity with English teaching methods.

**Last Semester/Term** – Student is in his or her last semester/term prior to graduation and needs less than a full load to fulfill graduation requirements.

**Medical Reason** – Student may take less than a full course of study for a documented medical condition. Students can be certified in SEVIS as less than full-time for a documented medical condition for a period not to exceed one academic year (two semesters for undergraduates and three terms for graduates). Medical leaves must be approved by Office of International Services & Engagement.

### **Satisfactory Academic Progress (SAP)**

International Students are subject to University standards that govern GPA requirements and satisfactory academic progress (SAP). F-1 status remains valid for students who might be on academic probation (AP) but are not yet subject to academic dismissal.

Students who are dismissed from the university for academic deficiencies can be terminated in SEVIS and lose their F-1 status.

### **Grades**

A grade of F does not place a student in immediate jeopardy because the credit value of the course can still be applied to a student's F-1 full-time requirements (12 credits for undergraduate, 6 credits for graduate students).



Grades of W and Incomplete (Inc) can place international students out of status because they drop the student below the full-time requirements as mandated by policies that govern F-1 status (12 credits for undergraduate, 6 credits for graduate students).

### **Authorized Periods of Vacation**

International students are eligible to take a vacation period. For both graduate and undergraduate students, summer sessions are traditionally defined as vacation periods during which enrollment is optional. During this period, a student may choose to enroll in less than a full-load of courses as defined above or in no courses at all.

*Undergraduate students can only take the summer as a legal designated vacation period.*

Graduate Students, who wish to take a vacation term other than summer, will have to complete three consecutive terms to be eligible for a vacation term other than summer. *Example: Student A wishes to take spring 2018 term as a vacation term. Student A must have registered full-time and completed spring 2017 term, fall 2017 term, and winter 2018 term.*

### **Leave of Absence (LOA)**

International students can be granted a leave of absence in accordance with university policies. During the granted leave, international students must depart the United States. If the leave of absence exceeds five months, the student must reapply for a new F-1 visa prior to reentry into the United States.

### **Employment**

International students are eligible for the following kinds of employment:

*On campus Employment:* International Students are eligible to work on campus immediately following their registration. To maintain their employment eligibility, international students must be registered full-time and maintain satisfactory academic progress as defined by university policy. This employment is authorized by the Office of International Services & Engagement.

*Curricular Practical Training (CPT):* CPT is defined as internship-based employment authorized by the students' specific academic department. Under CPT students can work part-time or full-time off campus. Undergraduate and graduate students are eligible for CPT after completing two semesters or three terms respectively. This employment is authorized by the students' academic advisor and the Office of International Services & Engagement.

*Economic Hardship:* This type of employment can be applied only if the student has completed one full academic year and has suffered a sudden and unexpected financial hardship caused by the sponsor's loss of income or a sudden devaluation of the student's home country currency.

## **STUDY ABROAD**

Each year, the University of La Verne offers students the opportunity to study in a foreign country. Traditional undergraduates are not required to study abroad. However, many students decide to study abroad each year through the University of La Verne or on their own through agencies or directly with other colleges and universities. La Verne students who choose to study abroad should be aware about the differences between studying through the University of La Verne or with an outside entity. *La Verne-approved programs should be prioritized over non-La Verne programs to secure financial aid and academic residency benefits.*

### **Non-University of La Verne Programs**

Non-La Verne study abroad programs will be treated as transfer courses and are subject to all university academic, residency, and transfer policies and restrictions. Students are not eligible for financial aid. Students must secure pre-approval of all [potential] courses by the University Registrar and/or major or minor academic advisors. Students who study abroad during the fall or spring semester should submit a leave of absence form to the Office of Academic Advising. The Leave of Absence form is downloadable online.

### **University of La Verne Study Abroad Programs**

La Verne students who study abroad through La Verne-approved programs are afforded all the residency privileges they have at our campus. Abroad courses are treated as “in residence”—as if they took these courses at our campus—and are eligible for full subject and unit credit as determined by the University Registrar and academic advisors. Courses taken abroad may fulfill major, minor, general education, or elective credit. Of course, students are held to all applicable academic policies.

Students can select sites from BCA Abroad or the Council for International Educational Exchange (CIEE). Listed cities and countries (as amended) can be viewed online: <https://laverne.edu/abroad/>. Students who are interested should contact the Study Abroad Office and attend information sessions each semester. The student must attend an information session offered through the Study Abroad Office held every semester. Students should meet with their academic advisors early and often, and stay in touch as noted below.

### **Steps to Take Prior to Studying Abroad**

Students should review the program site online and try to find the courses that are available. The amount of information the student can obtain online will vary depending on the

program and the university. All programs should have study abroad staff (in the United States or abroad) who can answer questions about the courses that are taught at a site abroad.

Students should consider sites with as much “academic flexibility” as possible. It is usually best if they can find 6-7 possible courses at La Verne that can be met during the semester abroad. They should focus on courses that will earn subject credit for the major, minor, or general education.

Students should meet with major and/or minor academic advisors before departure to determine which courses to consider for subject credit. They should maintain open and frequent contact with academic advisors until a schedule abroad is selected. Students should be advised (and registered) while abroad ahead of their return to La Verne to continue their studies.

Students should ensure that transcripts are sent from the host site to La Verne to receive appropriate academic credit. They should ensure that the academic advisor(s) has submitted appropriate substitution forms to the Registrar and that appropriate units and subject credit are accurately represented in degree evaluations.

## **SUPPORT SERVICES AVAILABLE ON CAMPUS**

### **ACADEMIC SUCCESS CENTER**

The Academic Success Center (ASC) is an educational resource for students. The services help students to successfully attain their educational goals at La Verne by providing tutoring services in math, writing, foreign languages, and other subject areas. ASC also provides:

- a. study skills assistance such as note taking and reading comprehension,
- b. test taking skills such as objective and essay examinations,
- c. tutoring services,
- d. computer assisted instruction,
- e. AV tapes for help in specific courses,
- f. time management seminars,
- g. cooperative programs with the library,
- h. memory training.

### **OFFICE OF CAREER SERVICES**

The Office of Career Services offers the following services:

- a. Assessment instruments: Strong-Campbell Career Interest Inventory, Self-Directed Search Career Interest Inventory, Myers-Briggs Type Indicator (personality), and worksheets to examine skills, abilities and values,
- b. Major and Career Counseling,

- c. Resources: books and magazines on occupations as related to careers and career-specific information,
- d. Provides assistance with resumes, cover letters, mock interviewing, “thank you” letters, business and dining etiquette tutorials.

## **CRISIS INTERVENTION DIRECTORY -PRIMARY RESOURCES**

Life-Threatening Situations: Call 911 immediately.

Campus Security: Parking Structure, 2021 D Street, La Verne, CA 91750  
Emergencies: (909) 448-4950.

Counseling & Psychological Center (CAPS): 2215 E Street, La Verne, CA 91750  
Business Hours: (909) 448-4105 | After Hour Crisis: (909) 448-4650)

BIT Team (Behavioral Intervention Team).

Please report any person of concern by using the website at: <https://laverne.edu/bit/> and accessing the form provided on the site.

CARE Team (Campus Assessment, Response, and Evaluation).

Student Health Services, <http://www.laverne.edu/health>. CARE Team Chair: Cindy Denne, Director of Student Health Services, [cdenne@laverne.edu](mailto:cdenne@laverne.edu), or by telephone at (909) 448-4441.

Title IX Concerns or Complaints.

Please see the <https://laverne.edu/title-ix> for additional information on the University’s Sexual Misconduct Policy and Complaint Procedure.

You may report any incidents of Sexual Misconduct to the Title IX and Employee Relations in Human Resources.

Dean of Students: Campus Center Room 137.

Ruby Montano-Cordova: (909) 448-4770.

Juan Regalado (Housing & Judicial Affairs): (909) 448-4448.

Campus Advocates:

Undergraduate Academic Support & Retention Services:

Dr. Carlos Cervantes, (909) 448-4676.

Dr. Amanda Miller, (909) 448-4574.

Registrar: Adam Evans, (909) 448-4001.

University Chaplain: Zandra Wagoner, (909) 448-4446.

Student Health Services: Cindy Denne, (909) 448-4441.

International Student Services and Engagement: Pressian Nicolov, (909) 448-4330.

Multicultural Affairs: Daniel Loera, (909) 448-4321.

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# **APPENDIX A RESOURCES**



## **APPENDIX A – RESOURCES**

(Updated: November 2019)

The following documents, forms and handbooks, are often referenced by academic advisors to handle the advising needs of students. We have decided to omit copies of these documents in the handbook to limit its overall size. We provided links and commit to ensuring that links remain active and up-to-date. We recommend checking for an updated list—separated from the main handbook for easy retrieval—prior to the start of each academic year, as noted on the “Updated” date above.

Look for the updated Appendices A and B here:

<https://laverne.edu/advising/advisor-resources/>

- A(1).....Academic Advising & Registrar Forms: <https://laverne.edu/advising/downloads/>
- 2.....Academic Probation Handbook: [https://laverne.edu/advising/wp-content/uploads/sites/52/2010/11/Academic-Probation-Handbook\\_Draft2\\_Final\\_Published.pdf](https://laverne.edu/advising/wp-content/uploads/sites/52/2010/11/Academic-Probation-Handbook_Draft2_Final_Published.pdf)
- 3.....Advising Syllabus: <https://laverne.edu/advising/wp-content/uploads/sites/52/2012/03/AdvisingSyllabus.pdf>
- 4.....Articulation and Transfer Information: <https://sites.laverne.edu/articulation/articulation/>
- 5.....CAS Academic Roadmaps (by discipline and major): <https://laverne.edu/arts-sciences/departments/four-year-academic-roadmap/>
- 6.....Directory, Academic Advisors: <https://laverne.edu/advising/advisors/>
- 7.....Directory, Office of Academic Advising Staff: <https://sites.laverne.edu/academic-advising/staff/>
- 8.....Leave of Absence Handbook: [https://laverne.edu/advising/wp-content/uploads/sites/52/2014/08/LOA\\_Withdrawal-Handbook\\_Rev.Fall-2014.pdf](https://laverne.edu/advising/wp-content/uploads/sites/52/2014/08/LOA_Withdrawal-Handbook_Rev.Fall-2014.pdf)
- 9.....Selecting a Major Handbook: [https://laverne.edu/advising/wp-content/uploads/sites/52/2016/09/Selecting-a-Major-Handbook\\_Final\\_v4-LVGE\\_Final\\_.pdf](https://laverne.edu/advising/wp-content/uploads/sites/52/2016/09/Selecting-a-Major-Handbook_Final_v4-LVGE_Final_.pdf)
- 10.....Workshops: <https://laverne.edu/advising/workshops/>

# **APPENDIX B**

# **FORMS AND WORKSHEETS**

# **GLOSSARY**



## **APPENDIX B - GLOSSARY OF FORMS AND WORKSHEETS**

(Updated: November 2019)

The following documents, forms and handbooks, are often referenced by academic advisors to handle the advising needs of students. We have omitted copies of these documents in this handbook to limit its overall size. We provided links and commit to ensuring these remain active and up-to-date. We recommend checking for an updated list—separated from the main handbook for easy retrieval—before the start of each academic year, as noted on the “Updated” date above.

Look for the updated Appendices A and B here:

<https://laverne.edu/advising/advisor-resources/>

### **ADVISING FORMS**

- B1.....Advisor/Major Change:** This form is used to declare a major(s), minor, concentration and/or to request to change advisors. The completed form is online and submitted electronically Office of Academic Advising. For the most part department chairs make the final determination on advisor assignments. Access the form from: <https://laverne.edu/advising/major-minor-advisor-change-form/>
- B2.....Application for Graduation:** This form is used when the student applies for graduation. Download from <https://laverne.edu/registrar/wp-content/uploads/sites/35/2010/09/Application-for-Graduation.pdf>
- B3.....Directed Study:** This form is used to register for a course that is an existing university course that is not offered in the current schedule of courses. This form is to be completed by the student, signed by the faculty member and *must accompany* either a Registration or Program Change form. Directed study courses cannot be registered for on *MyULV*. Download from <https://laverne.edu/registrar/wp-content/uploads/sites/35/2010/10/Directed-Study-Form.pdf>
- B4.....Grade Option Change:** The student uses this form after their initial registration to adjust their academic schedule. The Grade Option Change form is used to change the grade option of a course. Download from <https://laverne.edu/registrar/wp-content/uploads/sites/35/2010/10/114011gradeoptionchangeform.pdf>
- B5.....Incomplete Contract Instructions for Students:** A student should request for an incomplete unless at least 60% of the course has been completed. Students and instructors submit requests for incompletes and contracts via their *MyLaVerne* accounts. Download from <http://sites.laverne.edu/registrar/student-information/mylaverne-information/student-information-system/how-to-request-an-incomplete-inc-grade>
- B6.....Incomplete Contract Instructions for Faculty:** Faculty should not grant a request for an incomplete unless at least 60% of the course has been completed. Students and instructors submit requests for incompletes and contracts via their *MyLaVerne* accounts. Download from <https://laverne.edu/registrar/mylaverne-info/faculty/accept-create-inc/>
- B7.....Independent Study:** This form is used to register for an original course created by the student and faculty member. These courses generally do not exist in title in the university catalog. This form is to be completed by the student, signed by the faculty member and *must accompany* either a Registration or Program Change form. Independent study courses cannot be registered for on *MyULV*. Download from <https://laverne.edu/registrar/wp-content/uploads/sites/35/2010/10/Independent-Study-Form.pdf>
- B8.....Major Course Substitution or Waiver:** This form is used to accept work from other colleges to apply towards a requirement in the major, or to substitute major requirements. The form must be signed by the student’s advisor and should be submitted to the Registrar’s office. Download from <https://laverne.edu/registrar/wp-content/uploads/sites/35/2013/05/Major-Course-Substitution-or-Waiver-Form-Final.pdf>
- B9.....Petition to the Undergraduate Appeals Committee (last revised August 2013):** This back-sided form is submitted when students wish to appeal university policies. The form requires the advisor’s signature (which does not indicate support), a statement outlining the appeal and the reason exception to the university policy should be granted. Additional supporting documents are usually required as referenced in the instructions. The form is submitted to Academic Advising. The Registrar and a Committee of faculty representatives hear the appeals on a weekly basis. If approved, there is usually an appeal fee students must pay. Download from <https://laverne.edu/advising/wp-content/uploads/sites/52/2015/01/UG-Appeals-Form.pdf>
- B10.....Program Change (last revised February 2005):** The student uses this form after they can no longer conduct registration activity via *MyULV* to add, drop or withdraw from a course. Program changes are done online at *MyULV* through the first week of classes only. After that students must fill out the form if the deadline has not passed yet. If the deadline has already passed then the only way a student can change their classes is by submitting an appeal (see Petition to the Undergraduate Appeals Committee). Download from <https://laverne.edu/registrar/wp-content/uploads/sites/35/2010/10/Program-Change-Form.pdf>
- B11.....Third Party Authorization (last revised July 2017):** This form allows students to give authorization to other individuals access to information about academic progress, grades, and student accounts. Financial aid has a different form they use. Download from <https://laverne.edu/registrar/wp-content/uploads/sites/35/2013/02/Third-Party-Authorization.pdf>
- B12.....Withdrawal/Leave of Absence (last revised December 2016):** This form is used to withdraw or take a leave of absence from studies at La Verne. The student needs to gather the required signatures and then submit the completed form to the Registrar’s office. The form is located at [https://laverne.edu/advising/wp-content/uploads/sites/52/2016/11/LOAHandbook\\_Fall-2016.pdf](https://laverne.edu/advising/wp-content/uploads/sites/52/2016/11/LOAHandbook_Fall-2016.pdf). A Withdrawal/Leave of Absence Handbook designed to ease the student’s transition from La Verne which also includes a copy of the form.

## ADVISING WORKSHEETS

- B13.....**Class Schedule Worksheet:** This form is a blank day by day schedule grid for students to plan their schedules. Download from <https://laverne.edu/advising/wp-content/uploads/sites/52/2010/11/ClassScheduleWorksheet.pdf>
- B14.....**Path to Graduation and Four-Year Plan Worksheet – Track I (last revised April 2010):** This double-sided worksheet is for students and advisors to plan a student's four-year coursework plan. Download from <https://laverne.edu/advising/wp-content/uploads/sites/52/2010/11/PathToGraduationandFourYearPlan.pdf>

## ARTICULATION AND TESTING FORMS AND WORKSHEETS

- B15.....**Articulated Advanced Placement (AP) Exams Effective Fall 2009:** This is a sheet showing where students who take advanced placement tests will get credit and/or have a class requirement waived. Download from <https://laverne.edu/evaluation/wp-content/uploads/sites/38/2018/07/AP-EXAM-7-19-18-New.pdf>
- B16.....**Articulated CLEP Exams:** This is a sheet showing where students who take CLEP exams will get credit and/or have a class requirement waived. Download from <https://laverne.edu/evaluation/wp-content/uploads/sites/38/2018/05/College-Level-Examination-Program-exam-articulation-v161019.pdf>
- B17.....**Articulated DANTES (DSST) Exams:** This is a sheet showing where students who take DANTES exams will get credit and/or have a class requirement waived. Download from <https://laverne.edu/evaluation/wp-content/uploads/sites/38/2018/05/DANTES-Subject-Standardized-Test-exam-articulation-v170530.pdf>
- B18.....**Articulated International Baccalaureate (IB) Exams:** This is a sheet showing where students who take IB exams will get credit and/or have a class requirement waived. Download from <https://laverne.edu/evaluation/wp-content/uploads/sites/38/2018/05/International-Baccalaureate-exam-articulation-v150810.pdf>
- B19.....**General Education Transfer Credit or Appeal Form:** This form replaces the previous form titled Official Acceptance of Transfer Credit and indicates a matriculated student's intent to bring in transfer work from another institution to meet a La Verne General Education requirement. **This form is only needed if the course is not on the other college's Articulation Agreement.** The form is filled out at <https://laverne.edu/evaluation/transfer-credit-review-request-form/> and submitted to the appropriate evaluator in the Registrar's office.

## GENERAL EDUCATION & CERTIFICATION FORMS

### GENERAL EDUCATION

- B20.....**General Education, La Verne Experience (Fall 2015-Present):** This is a list of the learning outcomes for the La Verne Experience GE. View: <http://laverne.edu/general-education/>
- B21.....**General Education, Track II\* (Before Fall 2009):** This is a list of the learning outcomes & requirements for GE Track I. View: <https://laverne.edu/ge/track-ii/>
- B22.....**General Education, Track I\* (Fall 2009-Fall 2014):** This is a listing of the General Education Track I Requirements. View: <https://laverne.edu/ge/track-i-requirements/>

\*Students who might have abandoned their studies and later returned to “finish” their degree, should be assessed to determine if 1) the student can finish within one academic year (2 semesters) by appeal for “extension of time” to complete the degree or 2) reapply for admission, if approved, resulting in pursuing the most current catalog and associated academic requirements based on the admitted date.

### CERTIFICATIONS

- B23.....**Community Service:** Information indicating what students need to do to request to be certified as having met the Community Service general education requirement (includes form to use). Download from <https://laverne.edu/ge/wp-content/uploads/sites/23/2010/08/alternative-assessment-final-revision-4-17-1.pdf>
- B24.....**Creative and Artistic Expression:** Information about the creative and artistic expression general education requirement is available at <https://laverne.edu/ge/track-i-requirements/creative-artistic/>
- B25.....**Foreign Language:** Information about the foreign language general education requirement is available at <https://laverne.edu/ge/track-i-requirements/humanities/>
- B26.....**Lifelong Fitness General Education Competency:** This is a sheet and a form for students to use to appeal to the MSS Department to request to be certified as having met the Lifelong Fitness general education requirement. Download from <https://laverne.edu/ge/track-i-requirements/lifelong-fitness/>
- B27.....**Quantitative Reasoning:** Information about the quantitative reasoning general education requirement is available at <https://laverne.edu/ge/track-i-requirements/quantitative-reasoning/>
- B28.....**Written Communication:** Information about the written communication general education requirement is available at <https://laverne.edu/ge/track-i-requirements/written-comm-a/>

## PLACEMENT TESTING

**B34.....Placement Tests Recommendations (last revised September 2012):** This sheet shows what class a student is placed into to satisfy their English, Math and Foreign Language general education requirement based on the results of the University's placement tests in those areas. Download from <https://sites.laverne.edu/academic-advising/downloads/>



# Withdrawal/Leave of Absence

**FILL OUT THE FORM IN ITS ENTIRETY AND RETURN TO:**  
**Main Campus Students: The Office of Academic Advising in Woody Hall**  
**CAPA and Regional and Online Campuses: Your academic advisor**  
**University of La Verne, 1750 3<sup>rd</sup> Street, La Verne, CA 91750**

Student's Name (please print) \_\_\_\_\_ ID# \_\_\_\_\_  
Campus: \_\_\_\_\_ Program/Major: \_\_\_\_\_ ☐ Undergraduate ☐ Graduate ☐ Doctoral  
Forwarding Mailing Address \_\_\_\_\_  
Forwarding Phone Number \_\_\_\_\_ Forwarding Email Address \_\_\_\_\_

## \*SECTION 1—LEAVE DETAILS

- ☐ **Withdrawal** -- I am leaving the University of La Verne and am not planning to return.
- ☐ **Leave of Absence:** I am leaving the University of La Verne temporarily  
beginning \_\_\_\_\_ and returning \_\_\_\_\_  
Sem/Term Year Sem/Term Year
- I am requesting the leave of absence or withdrawal for the following reason:**
- ☐ Academic ☐ Financial ☐ Medical ☐ Personal ☐ Religion ☐ Military/Volunteer Service ☐ Work  
☐ Other (please specify) \_\_\_\_\_

## \*SECTION 2—CLEARANCES

### Academic Advisor or Dean Interview:

Comments: \_\_\_\_\_ Signature: \_\_\_\_\_

**Registrar's Office:** ( ) Not Reg. ( ) Withdraw ( ) Drop Eff. Date: \_\_\_\_\_ Initials: \_\_\_\_\_

**Student Accounts:** Balance details: ( ) \$0 [Zero] ( ) \$ \_\_\_\_\_ Signature: \_\_\_\_\_

**Financial Aid:** Comments: \_\_\_\_\_ Signature: \_\_\_\_\_

## \*SECTION 3--STUDENT CERTIFICATION

I certify that I have read and understand the policies governing leave of absence and withdrawal in the University of La Verne Catalog. I recognize that the submission of this document does not absolve me from any academic or financial obligations that might be outstanding at the time of my departure. Return signed form to: Main Campus students: Office of Academic Advising in Woody Hall; CAPA and Regional Campus Administration (RCA) students: Your academic advisor.

\_\_\_\_\_  
Student Signature (required)

\_\_\_\_\_  
Date

### For Office Use Only:

Eff. Date \_\_\_\_\_ ( ) SFAREGS ( ) SGASTDN ( ) SPACMNT ( ) SGAADV

Initials \_\_\_\_\_ ( ) Change of Address ( ) Cohort/LOA/Withdrawal Lists

Original = Academic Advising Yellow = Advisor: \_\_\_\_\_ Pink = Student

## Academic Advisor Handbook

### Special points of interest:

- Advising is teaching.
- We are institutional members of NACADA (National Academic Advising Association).
- We're committed to academic advising standards as outlined in the Council for the Advancement of Standards in Higher Education, also known as CAS Standards.
- We are a "best practices" institution with NACADA's Clearinghouse for Academic Advising Syllabus".
- Staff are active in the field and often present at regional and national conferences.

### Special points of interest:

- Academic advising at La Verne is theoretically sound, consistent with best practices in the field.
- Our mission and vision statements are framed through the lenses of developmental and appreciative advising.
- Academic advisors and students are co-equal partners in achieving academic advising learning outcomes (see our syllabus).
- Academic advisors are sometimes the single-most important institutional member that a student connects with.

### Special points of interest:

- Academic advisors are not alone!
- Academic advisors can count on an entire community of student advocates who are eager and willing to support them and their students.
- Good academic advisors are committed student advocates and stewards of institutional values and policies.
- Successful academic advisors use referrals often to connect students in need with campus resources.

