

Lake Superior State University

Academic Advising Handbook

Effective advising is one of the keys to student success in college, and academic advisors therefore play a crucially important role in the educational process.

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Introduction

“Academic advising is the only structured activity on campus which all students have the opportunity for an on-going, one-on-one interaction with a concerned representative of the institution.”

Wes Habley

Faculty advisors provide an invaluable service to students as they navigate their academic careers. When conducted well, advising can be a rewarding experience both for the advisor and the advisee.

The Advising Handbook was originally created by the 2002 Advising Committee, which was comprised of academic administrators, faculty, and university staff members. This 2020 iteration restates many of the original policies and processes, and it has incorporated updated resources and guides to DegreeWorks, as well as the current Anchor Access tools.

LSSU'S Philosophy of Academic Advising

An advisor's responsibility is to serve as a personal resource for individual students as they pursue the goal of succeeding in college. The best advising is an active rather than a passive activity. A good advisor--especially during times of crisis and at turning points--can be the difference between student failure and student success, both in college and in life. The Golden Rule of advising is to help each advisee the way you would like to be helped if you were that student.

- Advising is *teaching*
- Advising is more than registering and scheduling
- We all advise

Goals of Academic Advising

Academic advising helps students

- identify and clarify their academic, career, and life goals;
- assess the role that higher education can play in achieving these goals;
- develop educational plans consistent with these goals and with their interests and abilities;
- select appropriate courses and other educational experiences;
- evaluate their progress toward earning a degree and reaching their goals;
- adapt to the demands of college life and become active members of the university community;
- identify and utilize university and community support services;
- interpret institutional rules, policies, and procedures; and
- develop the skills necessary for independent decision-making.

My Degree Plan

My Degree Plan is a web-based tool that will assist you and your students with monitoring their academic progress toward degree completion. It organizes coursework in an easy to read degree audit summarizing completed requirements for a degree, as well as those that are still missing. My Degree Plan also provides information on how each requirement is satisfied and what courses can be taken to complete the remaining requirements. My Degree Plan does not replace academic advising - it is a supplement.

Click [here](#) for a full step-by-step guide to using My Degree Plan.

Roles and Responsibilities of the Academic Advisor

To ensure that both you and your advisees get the maximum benefit from your advising sessions, it is recommended that you adopt an Advising Syllabus. An example syllabus can be found in the appendices of this handbook (*Appendix B*).

As outlined in LSSU's Anchor Access Advising Guidelines, an academic advisor should:

- **Discuss how the student is doing in his/her current classes.** This can impact what they need in the next semester as well as prerequisites.
- **Verify the student's Major, Concentrations, Minors,** in Anchor Access and on My Degree Plan.
- **Check for any transfer credit.** Look at the Transfer Credit Evaluation. TRAN100 indicates courses that have not been evaluated. TRAN177, 277, etc. indicate courses that have been evaluated as General Transfer Credit. If, based on course title, you feel further evaluation would be helpful towards meeting degree requirements for TRAN100's, the student should get the course description and/or syllabus and submit to the Admissions Office. Check current transfer equivalencies - Faculty Tab - Course Information and Grading - Transfer Course Equivalencies.
- If a student has already earned a bachelor's degree from a different school, an additional residency credit limit needs to be met. This requirement is 15 credits for an Associate's degree and 30 credits for a Bachelor's degree.
- **Run the Online Degree Audit,** and again verify that the student's information is correct.
- **Total Required Credits** at least 124 credits for bachelor, at least 62 for associate. Developmental courses, any courses less than 100-level, do not count towards the required credits for graduation, but do count toward credit load for the semester.
- **General Education** – Students must complete the General Education requirements to graduate from LSSU. General Education courses are specific courses that have been approved by the General Education Committee that meet University requirements for General Education. As a general rule, substitutions cannot be made for these approved courses. Advisors should review the list of [approved General Education courses](#) when they meet with their advisees. Appeals can be submitted to Scholastic Standards for consideration, but this usually for transfer students. A 2.0 GPA requirement for General Education requirement is required for graduation.
- **Substitutions/Waivers** – If adjustments are made to a student's course of study, a Substitution/Waiver form should be completed and submitted to the Registrar's office.

- **Residency** –For a bachelor’s degree, students must complete a minimum of 124 credit hours for graduation. Some programs may have requirements greater than 124. At least 30 of the 124 credits and at least 50% of major 300/400 level credits must be earned at LSSU. (Verify residency requirements for other types of degrees, including minors).
- **Update paper degree audit as needed** following departmental policies. Some advisors ask students to bring completed paper audit with them to advising appointments.
- **Plan courses for next semester.** Prerequisite issues need to be resolved before a course can be taken. Instructor Overrides can be requested for students to be permitted into courses. Requests should be made in a timely fashion, ideally prior to the day the student is registering. Students should verify the registration process by referring to their Online Degree Audit.
- **Remove Web Advisor Hold.** Upon completion of the advising session, remove the Web Advisor Hold on the student’s account, to enable the student to register.
- **Look ahead for the next few semesters.** Encourage or require students to develop a 4-Year plan to assist them in the course registration process. If a student will be graduating, they will need to submit a Graduation Application and Official Degree Audit. Deadlines for these graduation documents are: Fall Semester = March 30, Spring Semester = September 30, Summer Semester = January 30th.
- **Discuss other important major, departmental, career related topics, and student’s career goals.**

Roles and Responsibilities of the Student

The student should:

- consult with their advisor at least once a semester to decide on courses, review progress toward degree requirements, and discuss the suitability of other educational opportunities provided by the university.
- explain to the advisor their personal values, abilities, interests, and goals;
- maintain frequent contact with his or her advisor in order to keep abreast of current academic information;
- be prepared with accurate information and relevant materials when contacting and meeting with the advisor;
- be honest and ethical in interactions with the advisor;
- become knowledgeable and adhere to the relevant policies, procedures, and rules of the University, college, and academic program;
- seek relevant information about career options and how they are related to the educational program;
- follow through on action plans identified during each advising session;
- acquire the information needed to assume final responsibility for course scheduling, program planning, and the successful completion of all graduation requirements;

Fundamentals of Advising

The Advising Process

Although students bear the responsibility for making decisions about their university experiences, as the academic advisor, you play a key role in students' educational growth. The keys to student success are planning ahead, time management skills, utilizing campus and community resources and taking responsibility for one's education goals. Therefore, the advising process parallels student development and is individualized to a student's needs.

Advising is an ongoing responsibility for every **faculty and staff member** throughout the year. Concentrated periods of time will exist, during academic advising in the weeks leading up to course registration (around mid-semester) and during the eighth week as students consider dropping courses.

Components of Academic Advising

No single advisor can be expected to provide all of the information listed below; however, each advisor should know that LSSU's entire advising network (faculty, professional staff, and student advisors) can provide information and advice in all of the following areas:

- **Orientation to LSSU**--includes advice and consultation regarding the mission of LSSU, the meaning of higher education, the purpose of disciplinary and interdisciplinary study, the reasons for academic requirements, the expected standards of achievement, the spirit and satisfaction of scholarly work.
- **Dissemination of information**--includes advice and consultation about registration, course offerings, areas of faculty interest and expertise, educational opportunities, academic support services and programs, degree programs, academic policies and procedures, as well as administrative procedures.
- **Short-range educational planning**--includes advice and consultation on semester-by-semester program planning and degree audits, selection of specific courses, the registration process, and schedule adjustments.
- **Long-range educational planning**--includes advice and consultation about educational and professional objectives suited to the student's interests and abilities, as well as identification of the relationship between courses, programs, and occupations.
- **Student referrals**--recognizes that the academic advisor cannot possibly meet all student needs but that specialized campus services are available for advice and consultation appropriate to the knowledge and skill of the advisor.

Advising as Teaching

Kramer (2003) identified nine principles of effective advising that are also at the heart of the successful classroom experience:

- Engage the student
- Provide personal meaning to students' academic goals
- Collaborate with others or use the full range of institutional resources
- Share, give and take responsibility
- Connect academic interests with personal interests
- Stimulate and support student academic and career planning

- Promote intellectual and personal growth and success
- Assess, evaluate, or track student progress
- Establish rapport with students

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

Marc Lowenstein

Methods of Advising

- Prescriptive Advising (Transactional)
- Appreciative Advising
- Strengths Based Advising
- Proactive Advising (Intrusive)
- Drop-in Advising
- Coaching
- One-on-One Advising
- Group Advising
- Peer Advising

The Advising Session

The advising session will assist the student in planning and decision-making, but the focus of each session will vary with each individual student. Within the first few advising sessions advisors should attempt to establish a rapport with the student. As advisors, we must remember to focus on the students advising needs, no matter how hectic our schedules may be. Making a true "connection" with our advisees early and often will assist them in becoming acclimated to LSSU and in pursuing their education.

If possible, you should develop an advising session style that includes the following elements:

- a greeting that makes the student feel welcome in your office and shows that you have an interest in them as a person;
- a clarification of the meeting's purpose (for scheduling, drop/add, discussion of academic difficulty, etc.);
- an assessment of the student's level of preparation (for academics, for the session, etc.);
- a clarification of the next steps (for both the advisor and advisee);
- a foundation for the next meeting (what should be addressed, etc.);
- some form of closure. This may include an advising summary document, such as the example included as Appendix C of this handbook.

Although some sessions will be short, others may require more preparation and more patience.

Actively listen to your advisees and take notes on each contact. You may often pick up information key to your advising, information you should note for future reference. (For example, phrases like, "my coach said..." or "before practice..." would alert you that you may be working with a student athlete.)

Advising notes help to track your interactions with your advisees so that you can later confirm issues or matters discussed during the session. Reviewing advising notes prior to a session helps to more effectively carry out advising responsibilities.

The First Ten Questions to Ask an Advisee

This section is adapted from the Pennsylvania State University's Center for Excellence in Academic Advising web page (<http://www.psu.edu/dus/cfe/tenquest.htm>), author Athleen Stere of Altoona College. The following questions are ideal for getting to know your advisees, for breaking the ice, and setting the tone for the rest of your advising sessions. While some questions go beyond purely academic discussion, it is important that you know who your advisees are and not simply what their majors are. The more you know about their goals and intentions, the easier it will be to provide useful advice and guidance to each student.

- What do you hope eventually to do with your life? What are your goals?
- Why did you choose to come to Lake Superior State University?
- What major or majors are you considering?
- Why are you considering those majors?
 - Is it to prepare for a career?
 - Do you really like that area of study?
 - Do you think it will lead to a high paying or prestigious job? Is that important to you?
- Are there any special situations that we need to consider in planning your educational program? For example, do you have a job? Are you responsible for your family? Do you have a disability? Do you have military obligations? Do you commute a long distance?
- What questions do you have about:
 - Lake Superior State University
 - your major
 - requirements
 - scheduling
 - other needs
- Where will you be living? What kinds of extracurricular activities or hobbies do you like? (sports, music, theater, student government, literary activities)
- Are you aware of the resources available to you (tutoring, success seminars, counseling, career planning, study abroad, student organizations, honors)?
- What, if anything, worries you about your college career? Or do you have concerns about adjusting to the university?
- How can I as your advisor help you most?
 - LSSU policies
 - scheduling
 - career guidance
 - problems-personal, academic
 - Information

No Matter What Approach You Use, Remember – It's About Our Students

The remainder of this handbook will provide more specific suggestions and guidelines for advising for specific purposes: educational and career planning, advising the whole person (beyond academics), and advising specific student populations. We hope you find them helpful.

*Please note that this handbook is not intended to address advising situations unique to specific academic departments. Contact your dean or department chair for more information about departmental concerns.

Advising for Educational and Career Planning

One of *the* most important functions of an advisor at LSSU is to assist students with their educational and career planning - course selection, general education, major requirements, minor requirements, degree requirements, electives, the degree audit sheet, internship or practicum opportunities, preparation for graduate school or employment, and more. This section focuses on the how, what, where, and when of effectively advising for educational and career planning.

Advising for Registration

Advising for registration is a year-round process, with peak periods for current students occurring around the mid-point of the fall and spring semesters, and peak periods for new students occurring in May, June, July, and August when students attend LSSU's orientation sessions. Students may seek your assistance any time they need to register for classes or adjust their schedules.

To prepare for advising for registration, you must be aware of current course offerings and keep abreast of any pertinent changes to those offerings and the registration process. Furthermore, you must understand the major and minor requirements, general education requirements, and degree requirements for each student you advise. The resources below will provide you with the information necessary to effectively advise for registration:

- [Academic Catalog](#) - Provides information on academic policies and procedures, program requirements, placement information, course prerequisite information, course descriptions, and more
- [My Degree Plan](#) - A web-based tool designed to assist students and advisors with monitoring academic progress toward degree completion
- Degree Audit Sheets - Provided by your academic department for each of your advisee's majors/minors
- [Course Registration Information](#) - Includes semester course schedules and registration dates
- [Anchor Access \(available through My.LSSU\)](#) - View student information, including transcripts and transfer credit evaluations, and remove registration holds

An awareness of your department's course offering schedule will strengthen your ability to assist advisees in developing educational plans. It is also useful to familiarize yourself with elective courses that may be of interest to your advisees.

Anchor Access

Anchor Access (available through [My.LSSU](#)), LSSU's online information system, may be your greatest resource in the advising process. Through the "Student Information Menu," advisors can view a student's contact information, transcripts, registration holds, schedule, test scores and transfer credit evaluation. Student midterm grades can also be viewed through the "Student

Information Menu” by selecting Registration History, then the semester for which you want to view midterm grades, and then the “Schedule of Classes.” The “Advising Functions” menu on Anchor Access also allows advisors to enter comments about advisees, view their advisee list, enter overrides to give students permission to register for specific classes, search course offerings by semester, access My Degree Plan and view and remove web advisor holds. The “Advising Toolkit” menu provides links to the academic catalog, printable forms related to advising and the transfer course equivalencies tool. Through this menu, advisors can also access academic policies, guides on advising and using Anchor Access, graduation requirements, the academic calendar and important dates.

Course Placement

LSSU's course placement policies ensure that students are placed into English and Mathematics courses appropriate for each student's level of preparation. It is important that students are scheduled into these courses as soon in their academic careers as possible to guarantee they meet any pre-requisite skill requirements for major and general education courses.

LSSU utilizes [English Directed Self-Placement](#). Students may sign up for ENGL110 (First-Year Composition I) to begin earning college credit during their first semester at LSSU. Students who expect to need assistance learning how to write college-level papers are encouraged to concurrently register for ENGL105 (Writing Workshop). In ENGL105, students meet with their ENGL110 professor two hours per week in a computer lab to work on ENGL110 writing assignments.

A similar placement procedure is possible for Mathematics, allowing many underprepared students to earn college credit during their first semester at LSSU. If students' ACT/SAT test scores or [ALEKS placement test scores](#) indicate the need for placement in Math088 (Beginning Algebra), they can also register in the same semester for the companion section of Math102 (Intermediate Algebra). This allows students to complete their developmental sequence in a single semester so they can move forward to take their program-level Math classes the following semester. All students who enroll in MATH088 or MATH102 are encouraged to concurrently register for MATH107 Building Mathematic Confidence. Appendix D of this handbook lists the prerequisite structure for mathematics courses.

It is university policy that students requiring developmental coursework must complete it within the first four (4) semesters of enrollment at LSSU. Failure to do so may result in a student's appearance before the Scholastic Standards Committee to determine enrollment status at LSSU.

First Time in College (FTIC) Students: LSSU uses a student's ACT and/or SAT scores for initial placement.

- Students can be placed into Mathematics courses using either the ACT or SAT scores.
- Non-traditional age students are not required to have ACT or SAT scores. However, they are required to take the [ALEX PPL](#) math placement exam through LSSU unless they

wish to be placed into the basic course (MATH088). GED scores are not accepted for placement.

- Any student can challenge his/her ACT/SAT placement by taking the [ALEX PPL](#) math placement exam. The highest placement score will be used in course scheduling.

Transfer Students: Transfer students must take the [ALEX PPL](#) math placement exam if they do not have ACT/SAT scores or do not transfer in math courses/credits. GED scores or placement test scores from their transfer institutions are not accepted.

Students can schedule the [ALEKS PPL](#) placement exam online through the [Math Placement Testing at LSSU](#) webpage or by contacting the ALEKS coordinator at extension 2366 (906-635-2366 from off-campus). The [Course Placement Chart](#) for ACT/SAT and ALEKS PPL scores is located on LSSU's [Testing Services](#) webpage.

The Scheduling Process

Course registration for current students takes place each semester around the tenth week. The course schedules are generally available online after the seventh week of the semester. Refer to [Course Registration Information](#) on the [LSSU Registrar](#) webpage for specific course registration dates.

As soon as the course schedules are available online, students will begin to seek your assistance for scheduling. To make this process as simple and well-organized as possible, you may wish to set up extended office hours for the two (or more) weeks preceding student registration week. You can easily structure your office hours for scheduling by placing a sign-up sheet outside your office door, listing your available time slots in 15- to 30-minute increments, depending on the amount of time you need to take with each of your advisees. It is best to set aside an amount of time appropriate for the number of advisees you have. You'll most likely need to add a few office hours to accommodate your advisees as well as your regular flow of students with course content questions, etc. Keep in mind that, like many of us, students have a tendency to put things off until the last minute. You'll find more of a "rush" the day or two before scheduling.

First-semester freshmen are generally unfamiliar with LSSU's online registration process and have forgotten the how, why, where and when of course planning addressed at summer orientation sessions, in freshman seminars or in previous meetings with advisors. As an advisor, you can remind them of this information. Process is just as important as course selection for new freshmen as they prepare their schedules. You should remind them that some students may not get into their first-choice classes, although they can check on availability at any time via the online course scheduling information. Encourage your advisees to have second and third choices for their classes to alleviate frustrations on registration day. Furthermore, you will want to make sure you are aware of the freshman registration day process. Freshmen can register online beginning at 8 a.m. on the first day designated for them. Refer to [Course Registration Information](#) for specific dates for each semester.

You may wish to email or call each of your advisees (especially freshmen) as soon as the online course scheduling information is posted each term. An example advising email is included as Appendix E of this handbook. Emailing or calling advisees is a perfect opportunity to:

- remind them that they cannot register until they have met with you for advising/schedule approval and you have removed their web registration hold,
- encourage them to make an appointment to avoid the frustration of the last-minute rush, and
- highlight certain areas of concern/celebration with each student (based on midterm grades or other feedback).

Encourage your advisees to come to their "advising for registration" sessions with a proposed schedule of classes to save you some time. Be sure to look at the selected courses to make sure the student is planning for an appropriate course load and mix of classes. It is also important to verify that the student is following the required or suggested course sequence and has checked for any prerequisites. Ask if the student is currently passing all of his/her courses with a C or better, as this may prevent having to reschedule a student's classes at a later date.

The advisor should:

- anticipate future course prerequisites and timing of course offerings
- check successful completion of courses (satisfy grade requirements if applicable)
- assist in selecting a major option or concentration (if applicable)
- adjust the student's plan of study if requirements change or a student's interests change
- explain how required cognate and support courses fit into the major requirements and identify which of these courses may count toward general education requirements

It is important that you and your advisees are aware of LSSU's deadlines and procedure for adding and dropping courses. [Add/Drop Information](#) is available through the [LSSU Registrar](#) webpage.

Planning a Degree Program

Because of the considerable variation from one degree to another, this handbook cannot be used to plan a specific degree program. The handbook addresses the general process of assisting the student with planning. When working with students in planning their degree programs, be sure each student has declared a major and that the correct program (including minor and concentration if applicable) is listed in the student's information in Anchor Access.

When a student is prepared to select a particular major or change a major, s/he should be directed to the dean or department chair associated with that program. If you are the advisor for the student's intended major, you should ensure that the student is provided with the most current degree requirements and degree audit worksheet. Listings of all [Degree Programs](#) (Bachelor, Associate, Certificates and Minor) are provided in LSSU's [Academic Catalog](#).

Courses in a student's degree program can generally be classified into one of six areas (not all areas are relevant for all degrees):

- general education
- major requirements
- cognate/support requirements
- minor/option/specialty requirements
- BA/BS requirements
- free (or general) electives

General Education

General education refers to degree requirements that apply to all students, regardless of their major area of study. Its purpose is to develop knowledge and skills useful across all areas of study and in all careers. Specific general education requirements are based on the student's year of admission to LSSU. Make sure each advisee has a current degree audit sheet and assist him or her in understanding the general education system. Please note that only certain courses within various content areas are eligible as general education courses; for example, PSYC101 counts as a social science general education course but PSYC201 does not. The current [General Education](#) requirements for bachelor and associate degrees are listed in the [LSSU Academic Catalog](#).

Major Requirements

The requirements for each LSSU major are listed in the [LSSU Academic Catalog](#) under [Degree Programs](#) and on the major's degree audit worksheet. In some disciplines, there is a major with a single track or concentration. In other disciplines, there are multiple tracks or concentrations, each with its own requirements. In some majors, every requirement is a specific course. In other majors, however, some requirements provide alternatives. Thus, a student might be required to take Course A or Course B, or to take "three of the following seven courses." Courses taken to satisfy such a requirement go by a variety of names, but may be referred to generically as *designated electives*. Some majors give students further flexibility by allowing them to choose enough additional courses from within the major to reach a specified number of credits. These courses can be referred to as *major electives*. Some of this latter flexibility, however, may be circumscribed by a requirement that a minimum number of credits be taken at the 300/400 level.

Cognate/Support Requirements

In some majors, all required courses for the major are listed together, even though there are courses from multiple disciplines. In other majors, however, courses outside the discipline are classified separately as *cognate* or *support* courses (or they may be referred to by other names, as in the "professional sequence" required in some teaching minors). These cognate/support requirements often include both required courses and designated electives.

Minor/Option/Specialty Requirements

Some majors require the completion of a *minor*, *option*, *specialty*, or an approved selection of complementary courses. The requirements for all of LSSU's [minors](#) are listed in the [LSSU Academic Catalog](#). The requirements for options and specialties are typically listed together with the major with which they are associated. Requirements for minors and options may include required courses, designated electives, and minor or option electives. In many cases, students will have a secondary advisor assigned from the department housing the student's chosen minor.

BA/BS Requirements

LSSU offers both Bachelor of Arts (BA) and Bachelor of Science (BS) degrees. All BA degrees require a minimum of one year of a modern language other than English. For some programs, this requirement is listed with other major requirements with no mention of the BA requirement. It is important for advisors to understand that this is a university requirement that all BA students *must* meet. Thus, an advisor who does not understand that a major requirement is also meeting the university's BA requirement might unwisely recommend an inappropriate substitution for this requirement. If this recommendation were followed, the student would be unable to graduate.

Free (or General) Electives

Free (or general) electives are courses not required for any of the component parts of a degree. They contribute only to meeting the university's total credit requirement (a minimum of 124 credits for a bachelor's degree). Students may use these courses to experiment with other majors, to satisfy curiosity, to learn an enjoyable or valuable skill or to take courses that will complement their major or minor and enhance their career prospects. Although students are able to take whichever free electives appeal to them, faculty advisors can play an important role in helping students choose electives that further their personal or professional goals. When a student changes majors, however, any free electives s/he might otherwise have had may be consumed exclusively by what were required courses in the former major.

Working with the Degree Audit

A *degree audit* lists all course, grade, and competency requirements for any given major or minor at the university. It is used for two purposes. First, students and advisors use it throughout a student's education to monitor the student's progress toward completion of degree requirements. Second, students, advisors, chairs/deans, and the Registrar's Office use a completed and signed audit sheet prior to graduation to confirm that a student has successfully completed all requirements.

An online degree audit is available for all academic programs through My Degree Plan. This web-based tool combines LSSU degree requirements and student coursework into an easy-to-read degree audit that shows how completed courses count toward degree requirements and indicates which courses and requirements still need to be met. My Degree Plan is located in accessed through [My.LSSU](#) (Anchor Access - Faculty Services - My Degree Plan).

Most academic departments also have degree audit worksheets for each major, minor, and concentration offered by the department that can be used to track progress in a manual format. These audit worksheets are available from the academic assistant or chair. Be sure you have copies of all degree audit worksheets necessary for your advisees. Please note that these worksheets are not official in terms of student records. The official audit is the online degree audit mentioned above. This further explains why it is essential for students to have all majors, minors, and concentrations accurately recorded with the LSSU Registrar Office and student record system.

During your first meeting with an advisee, determine his/her probable course of study and provide him/her with the appropriate degree audit worksheet. Each time the student returns to

schedule classes for the following semester, ask him/her to bring along the degree audit worksheet. You may also want to keep a copy of the audit worksheet in the student's file, as students have a tendency to forget their audit worksheets. Some advisors, in fact, don't expect students to bring along an audit worksheet, as they believe it works better to keep the audit worksheet themselves.

You can use information from the online degree audit or the student's transcripts in Anchor Access to update the degree audit worksheet each semester. You should also enter the courses the student expects to complete in the current semester to allow the student to create an academic plan. If both student and advisor are diligent in keeping the degree audit worksheet up-to-date, it should be easy to keep the student on track. The student (and you) can thereby avoid missing important requirements or prerequisites. Courses offered on a rotating basis (every other year, for instance) should be noted on the worksheets to ensure the student remembers to plan for those courses in advance.

At the scheduling session two semesters prior to the student's expected date of graduation, the advisor and student should plan his/her schedule for the student's final year. At this time, or early in the second semester preceding graduation, the student (or student and advisor) must complete a neat and accurate degree audit sheet. Courses that remain to be completed can usefully be entered in ink of a different color than courses already completed (red works nicely for this purpose) and with the intended semester of completion indicated by the appropriate semester code. All blanks on the audit sheet should be filled in.

When the audit sheet is filled out completely and accurately, the advisor should sign the audit sheet and instruct the student to complete a [Graduation Application](#). This form is available from your academic assistant or on the [LSSU Registrar](#) webpage. The signed degree audit sheet and completed graduation application then go to the department chair or dean for that person's signature. Some advisors have the student take the forms to the chair or dean; other advisors send or deliver the forms themselves.

When the department chair or dean has signed the audit sheet, the signed audit sheet and completed graduation application must be submitted to the LSSU Registrar Office. The deadline is March 30 for fall graduation, September 30 for spring graduation and January 30 for summer graduation. The Registrar then carries out an official audit based on the student's transcript. When this audit has been completed, the student receives notification from the Registrar indicating the courses that must be completed prior to graduation. When everything goes well, there are no surprises in this notification. If mistakes have been made, however, this careful audit catches those mistakes while there may still be time to correct them without a delay in the student's intended date of graduation. With this goal in mind, it is important that the signed audit sheet and graduation application be completed and submitted by the due date.

Transfer Credit

Many students have transfer credit from other institutions. If a student has completed all of the necessary paperwork, the LSSU Admissions Office will have completed a *Transfer Credit Evaluation* which indicates how courses taken at other colleges and universities transfer to

LSSU. This document is available in Anchor Access under the Student Information Menu. It is always wise to confirm with your transfer advisees that all courses taken at other colleges and universities have been transferred. If a student neglects to request that a transcript be sent to LSSU for the last semester of work taken elsewhere, the student's transfer credit evaluation will need to be updated.

If a student has a transfer course that has not previously been evaluated by LSSU, the student should email the LSSU Registrar's Office (registrar@lssu.edu) with the course description and/or syllabi. The LSSU Registrar's Office will pass on this information to the chair or dean of the appropriate department for evaluation. You should complete a Transfer Credit Correction Form and submit it to the chair or dean of the appropriate department if you or your advisee believes an existing evaluation needs to be reassessed. If your recommendation is approved, you will receive a copy of the approved form, and the original will be sent to the LSSU Registrar's Office. The Transfer Credit Correction Form is available in Anchor Access under the Advising Toolkit menu.

In recording transfer credit on a degree audit worksheet, both you and the student need to record only the LSSU credit granted and "Tr" for "transfer." There is no need to enter the semester the course was taken or the grade received. Courses with grades lower than "C-" will not have transferred, and transfer grades do not affect a student's LSSU grade point average.

Students may wish to take classes from other institutions while attending LSSU. To ensure that the courses will transfer to LSSU and meet any relevant requirements, students should check with the LSSU Registrar's Office. Students may also use LSSU's [Transfer Course Equivalencies](#) tool to determine how coursework from other institutions transfers to LSSU. If a course has not previously been evaluated, the student may take a course description to the appropriate chair or dean for evaluation. The chair or dean will provide a written confirmation for the student and the LSSU Registrar's Office of how the course will transfer to LSSU. It is important that students understand they must receive a "C-" or better in any course they wish to transfer.

Substitutions and Waivers

It is sometimes appropriate to waive a requirement or substitute another course for a required course. This might be due to a student's unique needs, the nature of some transfer credit, the failure of LSSU to offer a required course regularly, or other factors. Chairs and deans have the authority to make such waivers and substitutions for the programs they supervise (although in some cases they may rely on the concurrence of departmental faculty). Only the Scholastic Standards Committee is able to waive or substitute for general education requirements.

Advisors may recommend a substitution or waiver to the chair or dean (as appropriate) by using the Course Substitution and Waiver form. If the chair or dean approves your recommendation, you will receive a copy of the signed form, and the original will be sent to the Registrar's Office. It is important for advisors to keep in mind that the credits from a waived course may need to be replaced for the purposes of a total credit requirement for the major, minor, and/or degree.

Career Planning

As an advisor, you can assist students with initial career planning by helping them identify their skills and interests and introducing job opportunities in their fields of study. You can also discuss graduate school, internships and professional certifications, provide recommendation letters and references and help advisees build a network of professional contacts. Students should consider their future career goals when choosing a major, a minor, and electives. [LSSU Career Services](#) provides students with career exploration and job-placement resources and links students with potential employers.

Advising the Whole Person

As an advisor, you must help your advisees satisfy the university's requirements and plan for successful careers. However, the students you advise are not just registrants in courses and degree programs; they are also people with individual backgrounds, individual combinations of strengths and weaknesses, individual problems and challenges, and individual hopes and dreams. The academic advisor must therefore take the whole person into account when helping an advisee. to make course choices that will assist to foster their academic success.

Stages of Development

In addition to being unique individuals, your advisees are developing individuals. Their interests, needs, and perspectives are related to their stage of development: freshman advisees are not the same individuals as senior advisees. The needs of the freshman student focus on transition and adaptation. A developmental framework for freshmen to experience positive opportunities in the areas of academic, interpersonal and personal orientation influence their adaptation. Whereas the senior student prepares for long-term decisions and explores life-long learning experiences. See the table below labelled as Figure 4.1-adapted from the University of California at Berkeley's parent handbook-outlines the healthy development of the typical college student.



<p>FRESHMAN (EXPLORING)</p>	<p>SOPHOMORE (DEFINING)</p>	<p>JUNIOR (RESEARCHING)</p>	<p>SENIOR (IMPLEMENTING)</p>
<p><i>ACADEMICS:</i> EXPLORE THE UNIVERSITY</p> <ul style="list-style-type: none"> • Read the LSU Catalog • See an academic advisor • Meet many professors • Enroll in a freshmen seminar course (USEM 101-Fall semester) • Attend student success workshops • Explore general education program requirements • Explore the honors program 	<p><i>ACADEMICS:</i> GAIN SPECIFIC INFORMATION</p> <ul style="list-style-type: none"> • Seek academic advice • Establish a personal GPA goal • Choose a major and electives • See a faculty advisor • Develop a tentative academic plan • Talk with people about your major • Explore study-abroad, volunteerism, and other educational opportunities beyond the classroom 	<p><i>ACADEMICS:</i> MAKE INITIAL CHOICES</p> <ul style="list-style-type: none"> • Take mock GRE, LSAT, MCAT exams • Focus on major courses • Relate academics to future life • Attend seminars, lectures related to major • Attend relevant conferences • Update your degree audit worksheet • Develop an academic mentor • Consider research and internship opportunities 	<p><i>ACADEMICS:</i> LONG-TERM DECISIONS</p> <ul style="list-style-type: none"> • Prepare grad school and job applications • Apply for awards • Present projects/papers at scholarly meetings • Do a senior project or thesis • Become a tutor or mentor for underclass-men • Explore life-long learning interests • Complete a degree audit form and review online in My Degree Plan
<p><i>CAREER:</i> EXPLORE CAREER AREAS</p> <ul style="list-style-type: none"> • Attend career exploration workshops • Talk w/ parents, peers, professors, advisors • Do career testing by trying out jobs through volunteering • Identify past accomplishments, skills and abilities, career related hobbies, personality style, career values. 	<p><i>CAREER:</i> COLLECT MORE INFORMATION</p> <ul style="list-style-type: none"> • Research careers through the library • "Shadow" or talk with a professional • Make short-term career goals • Find a summer job or internship in field • Spend a day on the job • Talk with career advisors 	<p><i>CAREER:</i> INCREASE EXPERIENCE</p> <ul style="list-style-type: none"> • Find internships that interest you • Make tentative career decisions • Attend grad school or career info sessions • Start a small business • Attend a resume writing and interview workshop • Talk with career advisors 	<p><i>CAREER:</i> FIRST CAREER CHOICE</p> <ul style="list-style-type: none"> • Attend workshops on job searches, resume writing, interviewing, grad school • Establish life goals • Develop a contact list • Interview for jobs at fairs or off-campus • Develop a budget for job or grad school • Check job listings
<p><i>SOCIAL:</i> INITIATE RELATIONSHIPS</p> <ul style="list-style-type: none"> • Participate in resident hall government • Join a club or activity, or get involved in campus life. • Make friends with your classmates • Nurture hobbies • Seek out community volunteer opportunities 	<p><i>SOCIAL:</i> INCREASE INVOLVEMENT</p> <ul style="list-style-type: none"> • Work on a project for the club/organization of your choice • Volunteer on student committees • Volunteer in the community • Join intramural teams • Attend university-wide events 	<p><i>SOCIAL:</i> EXERCISE NEW SKILLS</p> <ul style="list-style-type: none"> • Run for an elected office/get involved in student government • Become a resident advisor or tutor • Be a big brother/sister • Volunteer for university or community organizations • Attend leadership workshops 	<p><i>SOCIAL:</i> LEADERSHIP</p> <ul style="list-style-type: none"> • Lead a group or club • Supervise a few student projects • Join a professional organization • Tutor students in the Learning Center LSSU Academic Success Center • Practice your presentation skills
<p><i>PERSONAL:</i> SELF-UNDERSTANDING</p> <ul style="list-style-type: none"> • Develop a group of friends • Take a personality test and do values clarification exercises • Explore individual counseling or tutoring • Identify fears of college life • Redefine family relations • Learn to budget time and \$ 	<p><i>PERSONAL:</i> EXPLORE NEW ROLES</p> <ul style="list-style-type: none"> • Learn about cultural diversity • Explore new ways of thinking • Join a group for personal development • Find a mentor who can offer support and guidance 	<p><i>PERSONAL:</i> RISK PERSONAL OPENNESS</p> <ul style="list-style-type: none"> • Seek out sources of support • Help others with their problems • Continue discussions with a mentor • Test ideas through discussion groups • Disagree with authority 	<p><i>PERSONAL:</i> MAKE COMMITMENTS</p> <ul style="list-style-type: none"> • Prepare for your chosen lifestyle • Attend stress workshops • Talk about your first year out of school • Make a list of your firm decisions • Write down three life goals

The Referral Process

As an advisor, you are a resource for students, and, in some cases, you are seen as a confidante, someone they feel comfortable talking to. When you are viewed in this capacity, it is not unusual for students to come to you with non-academic concerns.

If a student comes to you with a problem that you cannot address or do not feel comfortable discussing, do not turn the student away. Although you may not be a licensed counselor, you can do the student a favor by referring the student to the appropriate person or office (even walking the student to the appropriate office if the issue is serious). Always use tact and caring when dealing with upset or frustrated students. You should feel honored that a student has shared personal/confidential information with you; this means that s/he feels comfortable with you and trusts you.

When referring students to other offices and services on campus, be as complete and thorough as possible. Make sure you know the name of the person and the location of the office; better yet, call the office to see if someone is available to assist the student in need. If the situation is severe enough, you may want to walk with the student to the office of referral to ensure that the student receives the necessary attention and follows through with your advice. The list below provides some suggestions on where/who to refer your advisees to for various issues:

ISSUES:	WHERE TO REFER STUDENTS:
Academic problems	<u>Learning Center</u> or the <u>Academic Success Center</u>
Transportation problems	Ride Board located in Cisler Center just outside the Galley; <u>Resource Center for Students with Disabilities</u> ; <u>Counseling Center</u>
Roommate problems	The student's Resident Assistant or <u>Director of Housing</u> (if living on-campus); <u>Counseling Center</u> (if living off-campus)
Time management problems	<u>Learning Center</u> , <u>Academic Success Center</u> , or <u>Counseling Center</u>
Stress management problems	<u>Counseling Center</u>
Motivational/goal-setting problems	<u>Counseling Center</u> or <u>Learning Center</u> or <u>Academic Success Center</u>
Money problems	<u>Financial Aid</u> or <u>Counseling Center</u>
Homesickness	Resident Assistant or <u>Director of Housing</u> ; <u>Counseling Center</u>
Loneliness	Encourage involvement in student organizations or refer to <u>Counseling Center</u>
Family problems	<u>Counseling Center</u>
Death in the family	<u>Counseling Center</u>
Pregnancy	<u>Counseling Center</u> or <u>Health Center</u>
Chemical use/abuse (incl. drugs, alcohol)	<u>Counseling Center</u> or <u>Health Center</u>
Depression	<u>Counseling Center</u> or <u>Health Center</u>
Thoughts of suicide	<u>Counseling Center</u> (walk student to center; do not leave alone)

[Campus Support Services](#)

Office of Student Life, Cisler Center:

The Campus Life Office provides co-curricular programming, activities, events, and services that support the following initiatives to all students (on-campus and commuter students): community involvement and volunteer activity; leadership development; alcohol/drug abuse education and prevention; acquaintance rape education and prevention; and assistance and advising for Student Government, the President's Council, Inter-Greek Council, Student Programming Board, and the student newspaper and radio station. Student Life also handles student discipline cases and enforces a student discipline code made available to all students.

A comprehensive [web site](#) provides information on student organizations and student life programs, as well as resources to help students with many needs. On average, every year Campus Life connects students with 60+ active student organizations, including Student Government (see Appendix B5). Contact Campus Life at 635-2236 (ext. 2236 on-campus).

[Career Services, Library 240:](#)

Career Services provides students with free personalized vocational planning resources and assistance, as well as job placement resources. Contact Career Services at 635-2752 (ext. 2752 on-campus).

[Academic Success Center, Library Learning Commons:](#)

The Academic Success Center (ASC) is located on the main floor of the library, in the northwest corner of the Learning Commons. The ASC provides academic support services for all enrolled students. Contact the ASC at 635-2366 (ext. 2366 on-campus).

Services available to students include: one-on-one and small-group tutoring; writing lab; walk-in hours at the Math Center; and supplemental instruction (SI) sessions. All services are free to enrolled students and are first-come, first-served. Encourage your advisees to seek assistance as early in the semester as possible.

[Financial Aid Office, Fletcher Center:](#)

The Financial Aid Office, located in the Fletcher Center, counsels students and families concerning the costs of attending LSSU, the availability of financial aid, and application procedures. Many students worry about how they will be able to pay for their education, especially with increasing costs. A combination of LSSU, state, and federal programs enables many students to receive a "financial aid package" which may include a combination of scholarships, loans, grants, and/or work-study. Priority in aid awards will be to full-time undergraduate students.

All students should carefully consider the full cost of their education, parental support, and savings, including savings from summer employment, in determining their need for financial aid.

Students with excellent high school or community college grades are encouraged to apply for scholarships regardless of need. Students with need will be considered for loans, grants, and/or employment on the basis of need established from the Free Application for Federal Student Aid (FAFSA). Encourage your advisees to complete applications in the Financial Aid Office or call ext. 2678 (or 635-2678 if calling from off campus) for more information.

[Accessibility Services, Library 233:](#)

The Office of Accessibility Services coordinates accommodations and other support services for students with disabilities. Potential services include the following and are based on each student's documented needs:

- Extended testing time
- Distraction reduced testing environment
- Alternative format textbooks
- Classroom audio recording
- Test readers or scribes
- Assistive technology
- Alternative classroom seating

Individuals with disabilities have a right to request accommodations and receive appropriate and reasonable accommodations to meet their needs in order to fully participate in, or benefit from, the university's programs, services, and activities in a non-discriminatory, integrated manner.

To develop and receive the necessary accommodations, students must do the following:

1. Complete the Accessibility Services Registration Form and Consent Form;
2. Provide current documentation verifying accommodation needs;
3. Meet with the Accessibility Services Coordinator.

Upon receipt, consent, and evaluation of the documentation, the Accessibility Services Coordinator will provide appropriate accommodation information to the faculty and staff involved. It is the responsibility of the faculty, staff, and student to work with the Accessibility Services Coordinator to ensure all parties' needs are addressed. All documentation is kept in strict confidence by the Office of Accessibility Services. Contact Accessibility Services at 635-2752 (ext. 2752 on-campus).

[Testing Services, Library 251:](#)

Testing Services coordinates the administration of classroom tests for students with accommodations at Lake Superior State University. Students must be registered with LSSU's Accessibility Services to receive testing accommodations in our center. Makeup tests may also be scheduled at the Testing Center, by prior arrangement initiated by a faculty member. Students may also schedule ALEKS, CLEP, or proctored tests at the Center. Detailed information on all

services in the Testing Center can be found at the [webpage](#). Contact Testing Services at 635-2027 (ext. 2027 on-campus).

[Student Service Center \(Fletcher Center\):](#)

LSSU's Student Service Center, housed in the Fletcher Center, maintains students' school accounts and handles all financial transactions relating to those accounts. The Student Service Center (in conjunction with the [Business Office](#) and [Financial Aid Office](#)) is responsible for billing and collecting tuition and fees, processing refunds, and applying financial aid awards and scholarships to student accounts. They also cash LSSU and personal checks, sell parking permits, and provide students with copies of their transcripts for a minimal fee.

If a student is in a short-term money crunch, s/he can apply for a short-term loan available through the Financial Aid Office.

The Student Service Center, in conjunction with the [Registrar's Office](#), processes all student course scheduling requests and changes. They also oversee all "holds" on student accounts. "Holds" are placed on students' accounts when they have unpaid tuition, fees, or other bills from LSSU such as library fines, parking tickets, or disciplinary fines. Other types of holds require a specific signature and/or a visit to a specific individual and are usually explained on SIS screen 148. Students who have holds on their accounts are generally unable to register for classes or access student information. Students may contact the Student Service Center staff by calling ext. 2810 (or 635-2810 if calling from off campus).

[Title IX](#)

The Title IX resource page contains resources, LSSU's Title IX policy, and a reporting form.

Advising Specific Student Populations

This section provides information on various student populations in order to assist you with understanding and addressing each group's characteristics and needs.

Important Contacts and Resources

- [Registrar](#)
- [Human Resources](#)
- [Career Services](#)
- [University Policies](#)
- [Important Dates](#)
- [FERPA](#)
- [Title IX Office](#)
- [Counseling Services](#)

First-Year Students

Typically, a first-year student will attend orientation sessions each summer and fall for new students (and their parents, if applicable). Students are strongly encouraged to attend one of these sessions to ensure that they receive important information regarding financial aid, housing, food service, support services, student activities, campus employment, and more. These orientation sessions are a joint effort between admissions, student affairs, and academic affairs and last anywhere from 2 hours to 2 days.

Some students are not able to attend an orientation session or elect not to; many students, overwhelmed by all the information, forget what was covered in the orientation sessions. Advisors may field numerous questions pertaining to typical new student concerns: campus resources, financial aid, student activities, LSSU policies/procedures, etc. It is important that you are knowledgeable in these areas; this doesn't mean that you have to know everything about each area, but you should know how to refer students to the proper people or offices if you cannot answer the questions yourself. Consult your faculty/staff directory for office phone numbers and locations. When working with a student, pick up the phone (if you have time) to see if the person/office needed is available to work with the student. Assist new students in making the transition to academic life at LSSU by modeling processes and procedures for inquiry and responsibility.

Advising first-year students takes more than completing a registration form. First-year students are making the transition from high school to LSSU, from the world of work to LSSU, and/or from parenting to LSSU. If you are advising freshmen, it is important that you are familiar with the concerns and experiences unique to first-year students. Although you do not need to be a walking catalog, you should be able to address the following if necessary: working with professors, balancing personal life and academics, student activities, selecting or changing majors, study strategies, time management, etc. Furthermore, you should be familiar with general education requirements and know where to access information on various majors and programs. If a student has declared a major, make sure s/he picks up a degree audit form.

Keys to Successful First-Year Advising

Mediation: Freshman advisors help students adjust to the differences between the expectations and realities of the university experience.

Orchestration: Freshman advisors assist students in creating a balanced, well-orchestrated existence at LSSU. They provide advice in time management, goal setting, and organizational skills; they assist in the scheduling process; and they refer students to the appropriate resources on campus. Freshman advisors also orchestrate the transition from freshman advising to advising in the academic disciplines by helping their students become independent learners.

Intervention: Freshman advisors monitor student progress and intervene when they see their advisees heading in the wrong direction. They recommend possible solutions or opportunities to help students turn themselves around.

Transfer Students

New-to-LSSU Transfer Students

New transfer students will need additional attention for their first semester. As soon as a transfer student has been accepted and his/her official transcripts received by LSSU, a transfer credit evaluation will be completed. Transfer credit will be viewable in My Degree Plan. (*Note: Grades less than C- will not transfer to LSSU.*)

If you advise transfer students, it is important that you and the student work on a degree audit through My Degree Plan to ensure that the student is on the right track.

Former LSSU Students Returning as Transfer Students

Students who attend another college or university after leaving LSSU must submit official transcripts and meet LSSU's transfer student admissions policy. This applies to students who have been away from LSSU for more than one semester (or two semesters if summer is included).

If you are advising a former LSSU student transferring back to LSSU, you will want to familiarize yourself with the student's LSSU transcript in Anchor Access. Be sure these students begin working on a degree audit worksheet if they have declared majors; it is important that they

are on "the right track" as soon as possible after being readmitted to LSSU. Consult My Degree Plan to determine how these courses fit into the degree audit.

Note: When working with the former LSSU student who has returned to LSSU, you should be aware that the student's catalog year requirements should fall under the catalog the student was *most recently admitted under*. For example, John J. attended LSSU from 2011-2012, but left school for personal reasons and transferred to Lansing Community College. He was readmitted to LSSU for Fall 2020; therefore, he should be advised under the current (2020-2021) catalog requirements, and follow a degree audit applicable for a current program.

Further information is available at [Michigan Transfer Agreement](#).

Undecided Students

Career Services at LSSU provides counseling and works collaboratively with faculty, alumni and employers to help undecided students make choices and set goals. Students work with a career counselor to explore values, interests, abilities and personality to determine what academic area might appeal most to the student.

More information is available at the [Undecided Webpage](#).

"Stop-Out" Students

"Stop-Out" students are former LSSU students who left LSSU and then returned with *no additional coursework* from another institution. Students may stop attending LSSU for any variety of reasons: academic dismissal, financial situations, personal reasons, etc. If more than two semesters have passed since the student was last registered at LSSU, the student must reapply for admission.

You will want to familiarize yourself with the student's past performance by looking at his/her transcript in Anchor Access. You'll also want to see if the student intends to pursue his/her original major. Frequently, students change majors after stopping out for an extended period. If this is the case, make sure the student fills out a "Major Change" form available at the Registrar's Office.

If the student attended LSSU prior to 1993, his/her records prior to Fall 1993 are not available online. The student will have to bring a copy of his/her transcript to you if you wish to see the student's performance prior to Fall 1993. Furthermore, the student may have attended LSSU when we were on the quarter system. If so, an evaluation will need to be done to determine how past courses will be applied to current major/degree requirements. The student must get a copy of his/her transcript from the Registrar's Office and work with you to determine how his/her previous coursework fits into the current degree audit sheet.

Note: When working with the "stop out," you should be aware that the student's catalog year requirements should fall under the catalog the student was *most recently admitted under*. For example, John J. attended LSSU from 1995-1996, but left school for personal reasons. He was readmitted to LSSU for Fall 2002; therefore, he should be advised under the current (2002-2004) catalog requirements, and follow a degree audit applicable for a current program.

The Adult Learner

Adult learners, sometimes known as non-traditional age students, are defined as students who are beginning college for the first time at the age of 25 or older. Some adult learners may have had some previous university experience as "traditional-age" students, but have been out of school for many years and are returning as adult learners.

It is important that you are sensitive to the unique needs of adult learners as you assist them with educational planning, course registration, and general orientation to LSSU. They may have rusty basic skills (i.e. haven't had a math class since 1980) and/or may need reinforcement in self-esteem and self-confidence since their educational experience here may be quite different from their previous educational experience (i.e. they see themselves as too old to be in college and feel awkward sitting in a freshman composition class with a bunch of people their sons' and daughters' age).

You should also keep in mind that, typically, adult learners have a variety of demands in their lives (work and/or family). They may be trying to balance a full-time job, a full-time course load, and a full-time family, which can put a strain on academic performance. You may want to talk to your students about their priorities and work out an educational plan appropriate for the time they have available for education. You may want to encourage a student to attend part-time in order to maintain a satisfactory GPA while working full-time and meeting family commitments.

When it comes to course registration, you should be aware of evening and weekend offerings for those students who work during the day.

Student Athletes

An advisor of student-athletes should have some understanding of the NCAA regulations concerning student-athletes and should fully respect the fact that athletes require some special attention to make schedules fit around practices/ competitions. Furthermore, advisors should be able to put a student-athlete on a degree track and keep him/her on that track. Advisors should also be able to contact tutors through the Learning Center and cajole student-athletes into using tutors when necessary; they should also encourage the student-athletes to work well with coaches and athletics administrators to keep a line of communication open on problems and questions.

Advisors should be aware of the unique scheduling concerns facing student-athletes. Each fall, the student-athlete receives the student-athlete handbook which contains all the eligibility requirements, continuing and initial, and carries the Code of Conduct and all the rest of the things student-athletes (and advisors) should know. If you find yourself advising a student-athlete, be sure to schedule students around practice times.

Veteran Students

When working with students who are veterans, it is important to approve course registration forms that contain only those classes that are required for the degrees the students are seeking if they wish to receive benefits.

To be certifiable for benefits, a VA student must be registered for courses that are required for the degree-awarding program in which s/he is enrolled. If the student wishes to take a course that is not required of the major, it may not be certifiable.

The veteran and/or dependent must be actively, honestly seeking their declared educational goals. If the student is listed on the computer as declaring one major but is seeking another major, the student must complete a major change form as well as a "change of program" or "place of training" form for the Department of Veteran Affairs.

For further information, visit [Veteran Educational Benefits and Services](#).

International Students

International students at LSSU may come from social and academic cultures vastly different from ours, and they may have expectations for university study that are quite different from LSSU's expectations. Be frank in your questions to your advisees about their culture and expectations for their education, and be equally frank about our educational system, our expectations of students, and about strategies for success at LSSU. However, be careful not to assume that any difficulties are the result of cultural differences when they may be a matter of personality. Appreciate the cultural influences, but remember that you are advising an individual.

Remember that Canadian students are international students and must comply with federal regulations related to their study and employment.

Consult [International Students](#) for further information.

Dual Enrollment and Early College

High school students can take classes at LSSU through the [Dual Enrollment Program](#).

[The Eastern Upper Peninsula Early College Program](#) is a partnership between LSSU and the constituent school districts of the Eastern Upper Peninsula Intermediate School District. This five year high school program allows a student to earn a high school diploma and college credits leading up to an associate's degree from LSSU or a Michigan Early/Middle College Association (MEMCA) technical certificate.

Non-Degree-Seeking Students

Non-degree seeking students are students who wish to take a class or two (up to 11 credits per semester) at LSSU for personal or professional development. They typically have no intention of applying for admission or obtaining a degree. These students do not attend orientation sessions, do not qualify for state/federal financial aid, and are not assigned to advisors. They are, however, encouraged to seek assistance from the appropriate academic school in which their interests/courses are held. Placement information is not required of them, although in many cases, this information would be helpful. Non-degree seeking students must meet any prerequisites necessary for the courses they plan to enroll in.

Appendices

Appendix A: Frequently Asked Questions

Appendix B: Advising Syllabus

Appendix C: Advising Summary Sheet

Appendix D: Prerequisite Structure in Mathematics

Appendix E: Sample Advising Email

Appendix F: My Degree Plan Faculty Instructions

Appendix A: Frequently Asked Questions

1. What skills do I need to be an effective advisor?

You need to be knowledgeable about LSSU--about academic policies and procedures, program requirements, general education, etc. The [LSSU Catalog](#) contains all of this information.

You need to have good interpersonal communication and listening skills. Students may seek you out or you may need to seek them out. You may need to be stern with students in some situations and compassionate in others. Each student is unique and has his/her own needs and skills. Some students may "get it" the first time you explain something, while others may not. Take the time to get to know your students and really listen to what they have to say. You may need to "read between the lines" at times.

You need to know when you can assist someone and when you cannot. Know whom to refer the student to.

Refer to the "Roles and Responsibilities" section of the handbook for a clarification of what you may be expected to do as an advisor.

2. If a parent contacts me with concern about his/her son or daughter, what am I able to share with them?

Per LSSU policy and FERPA, we will not give out information related to specific grades or GPA without a written student release.

3. How do I know who my advisees are? How do I learn about them?

You can access your advisee list through Anchor under Advising Functions.

4. If a student asks me who his/her advisor is, how do I find out?

The student's advisor is listed on My Degree Plan and in Anchor under Student Information.

5. How do I make myself available for advising?

Students should be encouraged to visit you during office hours or by appointment. You may want to send your advisees (new advisees especially) an email to introduce yourself and let them know how they can contact you.

6. When should I be meeting with my advisees?

At a minimum, you should meet with your advisees when it is time to register for classes. Most advisors start meeting with their advisees as soon as the next semester's schedule is viewable.

7. How do I help an advisee to plan a course of study?

Check to see if your program has a general plan of study to use as a starting point. You can access a student's current progress towards degree completion on My Degree Plan. Make sure to plan for prerequisites and courses that are not offered every semester.

Your advisees should also look at their progress on My Degree Plan and come to their advising appointment with an idea of what classes they need to take. Students may not know this expectation so it would be a good idea to include it in your introduction email.

8. What is considered a normal course load per semester?

A student taking 12 credit hours or more is considered full-time. Anything less than 12 credit hours is considered part-time. Students must pay for each credit hour over 16 hours (in addition to the flat rate for full-time enrollment). Students on academic probation are allowed a maximum of 15 credits per semester. The maximum course load is 20 credits per semester. Special permission from the provost is required if a student wishes to take more than 20 credits in one semester. To ensure students graduate on time, it is recommended that students average 15.5 credits a semester.

Students who place into preparatory courses are encouraged to take between 12 and 15 credits per semester, until they have established a solid GPA and have proven to the advisor that they can handle additional coursework.

9. How does a student get into a closed class?

The student must request an override from the class instructor. If granted, the instructor will complete a course override in Anchor (under Advising Functions) and the student will be able to register for the course.

10. What is the policy for adding and dropping courses?

Any course may be added to a student's schedule for up to six days after the start of a semester. Full semester courses can be dropped with an "N" grade through the 10th week of classes.

11. What happens if a student drops below full-time?

Dropping below 12 hours can affect financial aid, on-campus employment, and scholarships. Students must maintain [Satisfactory Academic Progress](#) to retain their financial aid.

12. Can students receive college credit for Advanced Placement work done in high school?

It depends on the type of Advanced Placement course, the student's score on the A.P. exam, and the relevant LSSU department. Each department has its own standards; if the student has

completed an A.P. course and has taken the A.P. exam, they should talk to the chair of the appropriate department when the student registers for first semester classes.

13. Does LSSU offer CLEP tests?

Yes, CLEP tests are offered for many subjects. Contact Admissions for more information.

14. What should I do if a student wants to change their major?

The student must complete a Major Change Request and bring a signed copy to the Chair of the new department. A new advisor will be assigned to the student.

15. I've released the advisor hold but the student has told me they can't register. Why?

Several things can prevent students from registering for classes. If this occurs, students are informed that they have a "registration hold" and should contact a specific office or person for further information.

Student registration can be held for the following reasons:

- **Departmental procedure:** Certain departments hold registration until the student has met with their advisor.
- **Business Office:** If students have unpaid bills (i.e. phone bills, damages, tuition, parking tickets, overdue books), the Business Office will prevent them from registering.
- **Classification:** Students register according to classification (senior, junior, sophomore, freshman). If a student attempts to register at an improper time, they will be asked to return at the appropriate time.

16. How do I discover if credits from another institution have transferred to Lake State?

If the student has submitted an official transcript to the Registrar's Office from each institution previously attended, the Admission's Office will perform a transfer credit evaluation. This evaluation will tell the student whether a course has transferred to LSSU as well as what the equivalent LSSU course is. The transferred credits can be viewed on My Degree Plan.

17. What is academic probation? How do I help a student in academic difficulty?

Academic probation is a warning that scholastic performance is below the University's minimum requirements of a cumulative 2.0 GPA. During this probationary period, the student will be allowed to carry only up to 15 credit hours per term. To return to good standing, the student must raise their cumulative grade point average (GPA) to at least a 2.0. If the GPA falls into the dismissal range, the student will be dismissed.

You can help a student in academic difficulty by encouraging him/her to recognize the problem—is the student skipping class, not doing their work, having personal problems, or taking courses they aren't ready for? Find out what the root of the problem is. If the student is unsure, you may refer the student to the counseling center if you suspect the problem is personal or you may refer the student to the Academic Success Center if they are having difficulty with coursework, time management, study skills, or writing abilities.

18. When can a student return to school if they have been dismissed for academic reasons?

After a first or second dismissal, the student has the following options:

- Sit out two semesters (summer can be counted as one semester) before re-enrolling.
- Petition the Scholastic Standards Committee for immediate readmission. The committee can either permit early readmission with specific conditions required or deny the request.

A student dismissed for the third time cannot be reinstated without permission of the provost. Three semesters must elapse from the time of dismissal before a petition for readmission is considered.

19. What should a student do if they are unable to attend class due to emergency or illness?

Students should always contact the professor(s) of the class(es) to be missed if the absence is of one class period. However, students should also contact the Provost's Office if the absence is unexpected and extended beyond one class period.

20. Can students repeat a course?

Yes, a student can repeat a course twice if they earned a grade in the course. The last grade received will be used to determine the GPA.

21. Where can students get help for their classes?

First, the student should meet with the professor to discuss performance and progress. In many cases, students can resolve problems by speaking with their instructors. If students need additional help, they should contact the Academic Success Center.

22. What is SI?

"SI" stands for "Supplemental Instruction." SI sessions are group study sessions/tutorials led by an SI leader. The SI leader is a student who has received at least a "B" in that particular course and is familiar with the professor's instructional and testing methods. SI leaders may provide study guides and sample quizzes to the students who attend the SI sessions.

Courses with SI are posted on the Supplemental Instruction tab of the [Academic Success Center website](#).

23. What is a degree audit?

A degree audit is a listing of all course, grade, and competency requirements for any given major or minor within the university. Most academic departments will have several degree audits depending on the number of different majors, minors, and concentrations offered within the particular department. Degree audit worksheets are available from the advisor, department chair, or the departmental academic assistant. Audits can also be accessed through My Degree Plan.

24. How does a student withdraw from the university?

Students can drop all classes within the first ten weeks of the semester. After the first ten weeks, students can only withdraw if they have extenuating circumstances and must submit a Request for Late Withdrawal and/or Tuition Appeal Form.

Appendix B: Advising Syllabus

Advising Syllabus

<u>Advisor:</u>	<u>Phone:</u>
<u>Office:</u>	<u>Major:</u>
<u>E-mail:</u>	<u>Minor:</u>

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday

Advising Hours:

Monday	Tuesday	Wednesday	Thursday	Friday

The LSSU Advising Model

Vision: The vision of the Academic Advising Program at LSSU is to create a positive climate of respect and cooperation between students, faculty, and staff. This positive climate will empower

students to utilize the full range of resources and opportunities offered at LSSU as students maximize their capacity for success.

Mission: The mission of LSSU's Academic Advising Program is to collaborate with students to define, plan and fulfill their educational goals.

Goals:

1. Provide students with the degree requirements for their degree program and the tools and resources available to plan their course of study. Possible delivery methods:
 - a. Faculty
 - b. Learning Commons
 - c. USEM
2. Promote reflections on successes and challenges in order to encourage students to recognize that basic abilities can be developed through dedication and hard work.
3. Assisting students to plan for further study or for career after graduation.
4. Collaborate with students to pursue excellence and to persevere to accomplish personally meaningful life goals.
5. Encourage students to take pride in and accept responsibility for their educational decisions.
6. Familiarize students with campus resources, to enable them to smoothly transition into campus life.

Student Learning Outcomes

1. LSSU students will be able to:
2. Demonstrate knowledge of course requirements for their degree.
3. Register successfully using the student information system (Anchor Access).
4. Utilize advising resources and other on-campus resources.
5. Identify short-term and long-term goals.

Expectations of the Advisee:

- Your advisor expects you to:
- Check your LSSU email regularly (at least 2-3 times per week)
- Use resources (handbooks, web, myLSSU) to find answers to questions you may have
- Schedule and attend advising appointments each semester
- Be on time and prepared for each appointment with questions & topics for discussion
- Ask questions if you do not understand an issue or have a specific concern
- Review your degree audit each semester and track your progress towards completing your graduation requirements
- Familiarize yourself with the academic calendar and be aware of deadline dates
- Be open to developing and clarifying your personal values and goals
- Keep a personal record of your progress toward meeting your goals
- Organize official documents in a way that enables you to access them when needed

- Become familiar with campus programs, policies, procedures and opportunities
- Accept responsibility for your decisions and actions
- Be an active learner by participating fully in the advising experience
- Seek help when needed and use appropriate campus resources

Expectations of the Advisor:

You can expect your advisor to:

- Understand and effectively communicate curriculum, graduation requirements, and university policies and procedures
- Listen to your concerns and respect your individual values and choices
- Assist and guide you in defining your academic, career, and personal goals
- Encourage and support you in creating an educational plan that is consistent with those goals
- Monitor and accurately document students' progress toward meeting their goals
- Be available to answer your questions through scheduled meetings, phone calls, or emails
- Provide students with information about and strategies for utilizing the available resources and services on campus
- Refer you to other campus offices as appropriate
- Maintain confidentiality

Appendix C: Advising Summary Sheet

Name of Student:

Date:

Semester:

When Admitted:

Total Credits to Date (Includes Current Semester):

GPA—Cumulative:

General Education Courses Still Needed –(list):

Developmental Courses Needed (Courses with “0” as in 091) :

Major Credit Hours Completed:

Major Courses Still Needed:

Minor Declared (if any)

Total Minor Credit Hours:

Minor Courses Still Needed:

Midterm Grades for Current Semester:

Other:

When planning to Graduate:

Grad Degree Audit

Internships, etc:

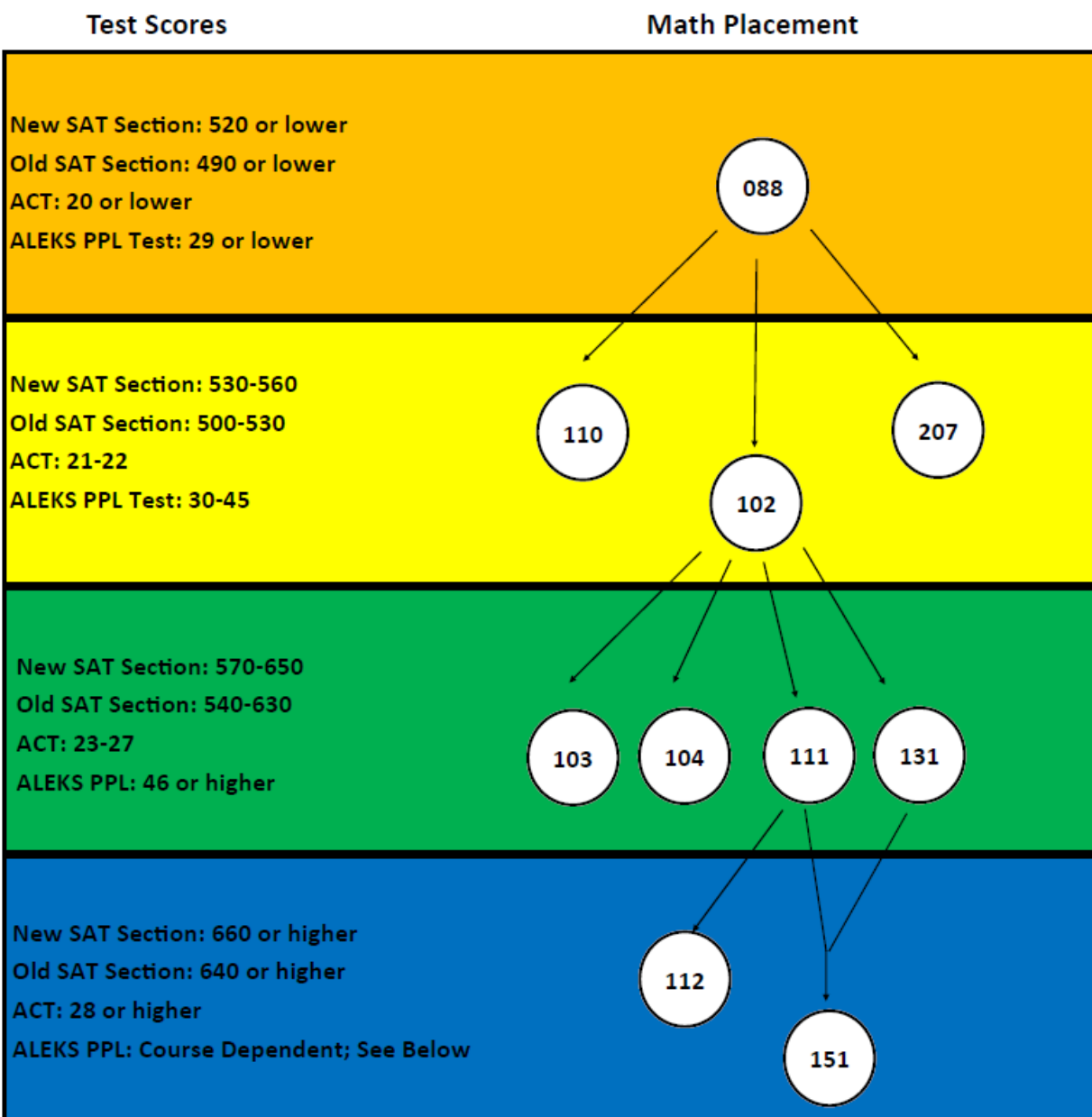
Current Employment:

Future Plans: Grad School/Career

If Grad School—when applying

Psychosocial, Other:

Appendix D: Prerequisite Structure in Mathematics



For MATH 112, an ALEKS PPL score of 61 or higher will meet the prerequisite.

For MATH 151, either an ALEKS PPL score of 76 or higher, or an ALEKS PPL score above 61 and a grade of C or above in MATH 131 will meet the prerequisite.

Appendix E: Sample Advising Email

Hello,

The [insert semester and year] classes are now viewable on Anchor and registration starts on [date] for seniors. Please read this message carefully so you know what to bring and when I'm available. Your best bet is to meet with me some time before registration starts and not wait until registration has already started.

You will need to sign up for an advising appointment instead of just dropping in during office hours. This will help me keep my office hours available for class questions and other student needs. I set up a Google doc (link below) you can use to sign up for an appointment. Just write your name next to the time slot that works best for you. Note that you need to sign up 24 hours before your appointment. This allows me time to look up your information and plan my time.

[insert link]

Please bring the following to your appointment:

- **A list of classes** you think you need to take. **Check My Degree Plan to get an idea of which classes you need.** Make sure you check for time conflicts and prerequisites before you come. We'll look at the list together and see if any changes need to be made.
- A list of any questions you have. It's a good idea to write these questions down so you don't forget them.

If you do not have a list of classes I will ask you to come back after you've checked My Degree Plan and drafted a schedule.

What if you can't make any of those times?

Email me the days and times **you** are available

Do not send an email asking to when I'm available - my schedule constantly changes due to meetings. Send me **your availability** and I'll find a time that work.

I look forward to meeting with all of you!

Appendix F: My Degree Plan Faculty Instructions

Click [here](#) for instructions on how to use My Degree Plan. In addition to viewing a student's current program progress and requirements, you can use My Degree Plan to:

- Run a What If analysis for a new major or minor
- Log advising notes such as which classes you recommended the student take or reminders for future advising sessions
- Use Graduation, Term Calculator, or Advice Calculator GPA tools
- Print a PDF of the current or the What If audit