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“The quality of academic advising is the single most powerful predictor of satisfaction with the campus environment for students at four-year schools.”

National Survey of Student Engagement, 2005
Introduction to Pre-Major Advising

Definition and Importance of Advising
Academic advisers help students acquire information, reach a clear and realistic understanding of the opportunities available on campus, know what their options are, and make decisions with a full understanding of the consequences. Academic advising is the process of guiding a student through his or her academic development in a way that pays close attention to the student’s inherent strengths, academic interests, potential challenges, and short and long-term goals.

Academic advising not only connects students with faculty, it also creates a connection to Whitman as a whole. The 2005 National Survey of Student Engagement (NSSE) found “the quality of academic advising is the single most powerful predictor of satisfaction with the campus environment for students at four-year schools.” In addition, NSSE data found that “students who rate their advising as good or excellent are more likely to interact with faculty in various ways, perceive the institution’s environment to be more supportive overall, are more satisfied with their overall college experience, and gain more from college in most areas.”

The purpose of this handbook is to:
- Promote quality pre-major advising
- Communicate philosophy and goals of pre-major advising program
- Educate pre-major advisers
- Provide correct, concise, and consistent information
- Provide resources and support information
- Serve as a quick and easy reference for advising related questions
- Articulate policies and procedures related to advising and registration
- Facilitate continuous, ongoing adviser training
- Consolidate adviser information
- Disseminate current information to all advisers

National Advising Guidelines
The National Academic Advising Association (NACADA) has published the following statement and guidelines for academic advising that represent input, research and effort from hundreds of higher education professionals:

“Academic advising is a crucial component of all students’ experiences in higher education. Through advising, students can find meaning in their lives, make significant decisions about their futures, and access all that higher education has to offer. When practiced with competence and dedication, academic advising is integral to student success, persistence, and retention. In an age often characterized by impersonal detachment, academic advising provides a vital personal connection students need in order to persist and succeed.

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals. Academic advising should be viewed as a continuous process of clarification and evaluation.”

For more information see Appendix A.

Shared Responsibilities
Ultimately, the responsibility to be well-informed, to seek information, and to make personally satisfying choices belongs to the student; however, the role of the academic adviser is critical in helping students start down a strong academic path – partnering with clearly articulated expectations will go a long way in establishing a strong advising relationship.

Expectations of an Adviser
Although students have the primary responsibility for planning their programs, we expect pre-major advisers to:

- Discuss with his or her advisees their individual interests and goals
- Review general graduation requirements
- Assess appropriate course levels based on competence.
- Assist with course selection and course load
- Assist with assessing academic preparation, study skills, and the demands of the courses involved.
- Assist with academic problems during the semester such as:
  - Inadequate high school preparation
  - Heavy course load
  - Problems with study skills/time management
  - Changes in an advisee’s interests or goals
  - Deficiency slips
- Referral to campus resources when necessary

Expectations of an Advisee
Students are expected to do the heavy lifting in the adviser/advisee relationships. The expectations for advisees are as follows:

- Meet with his or her adviser as scheduled during registration periods
- Meet with his or her adviser every time they make a change to their registration (i.e. drop, add, P-D-F, or withdraw from a class)
- Come to meetings prepared
- Be familiar with the catalog, his or her academic evaluation, and other official documents
- Talk with his or her adviser if:
  - He or she receives a deficiency slip;
  - He or she is disappointed or concerned by the grades they are receiving in any of their classes;
  - He or she needs additional campus resources, but doesn’t know where to turn.

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Getting to Know Your Advisee

Ethics and Confidentiality
Students’ advising folders are part of their educational record and, as such, are legally protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). The college publishes an online directory with students’ names, addresses, e-mail addresses, phone numbers, and photos. A student has the right to withhold his or her name from these directories and can do so by notifying the Dean of Students Office.

No portion of a student’s educational record should be released without specifically expressed consent from the student, including information for the purpose of letters of recommendation. Additionally, a student’s academic record should not be shared or discussed with persons who do not have a legitimate need to know. Occasionally, a student’s parents or legal guardians will contact an adviser or faculty member to discuss their son or daughter’s academic progress. Advisers and faculty members should not share the requested information; a best practice is to contact the student and ask him or her to share the requested information with his or her parents or guardians (see Appendix D).

Personal Information
An advisee’s academic advising file contains a wealth of information about him or her – examples include what kind of high school they attended, his or her extracurricular interests, samples of previous academic work, and their high school transcript. In preparation for an adviser’s first meeting with the student, a careful review of all this information is recommended. The file might also provide insight to a student’s background (First Generation/Working Class, familial structure, languages spoken at home) and/or challenges unique to the individual such as learning disabilities, time away from academics due to a gap year, or mental health related issues. Such information should remain confidential and not be shared with anyone without a legitimate need to know.

Good advisers will quickly establish a congenial relationship with their advisees. As such a rapport develops, an adviser might discover that a student comes to him or her for advice on issues outside of the academic realm. Advisers should familiarize themselves with the Campus Resource List (page 37) and feel comfortable referring a student to other individuals on campus with expertise in a particular area; advisers should not feel like they need to solve every problem for a student.

Advisers, as are all employees of the college, are required to contact the Title IX Coordinator (Juli Dunn, Associate Dean of Students, Memorial 330, 509.524.2049, dunnjl@whitman.edu), if a student shares information related to a sex- or gender-based harassment incident including, but not limited to: sexual harassment, sexual misconduct, intimate partner violence, domestic violence, stalking, and/or sexual assault.

Adviser/Advisee Relationship
Each adviser will have approximately five new students assigned each year. In most cases, an advisers’ advising pool will include 8-10 students who have yet to declare a major plus a load of students who have already declared a major in the adviser’s specific department. Each adviser will develop their own style and approach to working with their advisees.
The First Meeting
The first opportunity for an adviser and an advisee to meet in person occurs on the Friday before classes start in the fall. Prior to this meeting, the students will have attended a group advising session with Juli Dunn, Associate Dean of Students, to discuss academic expectations, academic dishonesty, and academic etiquette. Additionally, they will have had an opportunity to tour the library and attend special advising sessions for programs such as health professions, pre-law, education, environmental studies, and the language programs.

The first meeting with an advisee should focus on getting to know the student. Some students will feel quite comfortable sharing information about themselves when asked; others may be a bit reserved. When an adviser conducts a thorough review of a student’s advising folder prior to their first meeting, they should be able to garner items that can help start the conversation.

The first meeting is scheduled to last between 30-40 minutes. In addition to getting to know the advisee, advisers are also tasked with helping students identify classes or a course of study in which they are interested in pursuing. Advisers should assist students in evaluating classes for content, interest, appropriate level of rigor, necessary prerequisites and type of instruction (lecture, lab-based, seminar, community-based learning, etc.), so that a student can build his or her Course Wishlist (see page 22) from an informed perspective. Students will then use the Course Wishlist on the Saturday before classes to register for a complete schedule (See Advising & Registration Procedures).

Sample Questions for the First Meeting
Open-ended questioning techniques are effective in helping a student to be an equal partner in the advising relationship. Below is a list of questions that might be helpful in getting to know an advisee:

- What specific academic areas are of greatest interest to you and why?
- How would you describe yourself as a learner?
- What was your most rewarding academic experience in high school?
- How did your high school prepare you for the academic work you will do at Whitman?
- What study skills do you hope to develop, improve upon, or refine?

Suggested Advising Timeline & Contact
After the first meeting, good advisers will interact with their advisees several times throughout the academic year. Below are a few suggestions that lend themselves to the creation of a robust advising schedule:

- Meet with advisees at the beginning of each semester to either prepare for registration (first-year students), or to review course selections from pre-registration.
- Advise students regarding the academic calendar (see Appendix B), highlighting important deadlines (add/drop, withdraw, mid-semester, PDF, and pre-registration).

3 Transfer students and students starting in January have a schedule that differs slightly from those matriculating to college for the first time.
• Identify advisees experiencing difficulty. Schedule in-person meetings as needed to assist in actively monitoring progress. Make appropriate referrals as needed (see Campus Resource List).
• Contact students prior to pre-registration to discuss course options and program requirements.

**Sample Questions for Subsequent Meetings**
Ideally an adviser will meet with their advisees in person several times throughout each semester. Changes in course registration (add/drop, withdraw, PDF, pre-registration) require an adviser’s consent. Using the college’s academic calendar or registration deadlines (see Appendix C) is a good way for an adviser to schedule meetings, interactions, or communication with his or her advisees. Below is a list of questions that might be useful in subsequent meetings with an advisee:

• How is __________________ (specific class) going?
• In what activities or clubs have you participated?4
• What has been your best classroom experience thus far?
• What is the best thing you’ve done, outside of classes, since arriving to Whitman?
• What are you most looking forward to in the coming weeks, month, or semester?

4 Students who are actively engaged in activities outside of the classroom are more likely to remain in college and report greater satisfaction with their college experience.
Giving Good Advice

General Requirements
Whitman has four requirements that every student, regardless of major or FY/transfer status, is required to complete:

- Complete 124 credits
- Maintain a 2.0 cumulative grade-point average
- Maintain a 2.0 major grade-point average
- Complete distribution requirements in six separate areas:
  - Cultural Pluralism
  - Social Sciences
  - Humanities
  - Fine Arts
  - Sciences (with at least one course with a lab)
  - Quantitative Analysis

(More detailed information about distribution requirements is available in the College Catalog and at https://www.whitman.edu/academics/catalog/general-studies-program.)

The majority of students will also need to complete the two-semester sequence of the required first-year course Encounters (General Studies 145 and 146); only students transferring with 58 or more credits or, in rare cases, those who have completed a similar sequence of courses elsewhere will have this additional requirement waived.

Students who fail to maintain the minimum cumulative grade-point average or major grade-point average, fall behind in the number of credits they have completed, or fail a semester of the Encounters sequence will likely face consequences from the Board of Review and/or Academic Standards committee (see Assisting Students with Academic Difficulty). An adviser who assists their advisees in understanding how to read and interpret their Academic Evaluation and/or who regularly checks in with his or her advisees can help head off many of these issues before they result in significant academic damage.

AP/IB Credit
Whitman grants credit to those students who submit scores of 5 (and in a few cases 4) for 29 Advanced Placement (AP) tests and 22 International Baccalaureate (IB) classes. Approximately 15% of students that matriculate to Whitman bring with them either AP or IB credit. AP and IB credit can suffice for prerequisite work for courses in departments such as math, psychology, English, chemistry, physics, etc. AP and IB credits are denoted with a NE on a transcript (See Appendix B). AP and IB credit cannot be used to fulfill distribution requirements.

Running Start Credit
Students who take courses on a college campus while enrolled in high school may be eligible for Running Start (or dual enrollment) credit. Students who earned credits from such a program will choose one of the following two options:
1. Transfer all Running Start credits so as to be enrolled at Whitman at the class level and with the financial aid availability consistent with the number of credits (Running Start and any post-secondary) transferred to the college. Those transferring fewer than 58 credits to Whitman must complete Encounters (General Studies 145 and 146) in their initial year of enrollment.

2. Transfer no more than 14 Running Start semester credits and be considered first-year students for purposes of financial aid availability if they complete General Studies 145 and 146 during their initial year of enrollment at Whitman. For more info consult the Financial Aid Office’s website http://www.whitman.edu/offices-and-services/financial-aid.

Students must declare to the Registrar whether they plan to choose between option 1 or 2 during their first weeks at Whitman. A form to indicate which option an advisee is selecting is included in his or her registration packet (See Appendix B). However, to give students a chance to reconsider their decision in light of their Whitman experience, the choice will not become official until the end of the student’s second semester of coursework. Should a student choose option 2 at this point, he or she will be required to complete the Encounters sequence within his or her next two semesters of enrollment at Whitman.

Transfer Credit
Students can transfer up to 70 credits from other institutions. In order for courses to transfer, they need to be courses that would fit with Whitman’s curriculum – in other words, vocational or business courses are likely not to transfer, while courses in the liberal arts tradition are likely to transfer. Students need to have passed the course with a C- or better to be eligible for consideration for transfer credit. Courses from quarter systems will transfer at 2/3-credit exchange (e.g. 3 credit course taken at a quarter school will transfer as 2 credits to Whitman).

Students may also take courses at other institutions after they are enrolled at Whitman, typically during the summer when Whitman does not offer courses. For those who desire to do so, they must first have the courses pre-approved by the Registrar by completing the Request for Approval of Transfer Credit form (see Appendix B). A student is required to have his or her adviser’s signature prior to submitting the form.

Transfer credit is denoted with a “TE” on a student’s academic evaluation. For additional information see Appendix B.

Language Placement Tests
Students wishing to continue a language and jump into a sequence other than the introductory sequence must complete the Language Placement tests. Language Placement tests for German, French, and Spanish are found at http://www.whitman.edu/content/placement_tests/language. If a student has placed out of the introductory and/or intermediate sequence, those courses will be noted on a student’s transcript for the purpose of prerequisite requirements and will be denoted with an “NE” on a student’s academic evaluation; no grades or credits are assigned to these courses. Language placements for Chinese, Japanese, Greek or Latin are handled individually through the department. Individual department guidelines are available at http://www.whitman.edu/content/placement_tests.
Chemistry/Calculus Placement Tests and Chemistry Advising

Whitman offers non-binding placement tests for Chemistry and Calculus. These placement tests are designed to help a student assess whether they have the appropriate background necessary to take Advanced General Chemistry (CHEM 140) or Calculus II or III (MATH 126 or 225).

To manage enrollments for General Chemistry courses, the Chemistry department has class coordinators:

**LECTURE:**
Machelle Hartman: hartmam@whitman.edu
- Lecture CHEM 125/126: Machelle Hartman, coordinator, will be listed as co-instructor, but will teach the sections listing her name only.

**LAB:**
Deberah Simon: simondm@whitman.edu
- Lab CHEM 135/136: Deberah Simon, coordinator, will be listed as co-instructor, but will teach the sections listing her name only.

Please email the class coordinator, not the actual instructor, for schedule changes and/or wait lists. The coordinators will ask for the students’ schedules to confirm the need for the specific section.
### Track 1: Non-Science Majors only (no plans for Pre-Health)

*One class in the Spring semester:*

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 100  Intro to Environmental Chemistry (3 credits)</td>
<td>CHEM 102* Chemistry of Art (4 credits)</td>
</tr>
</tbody>
</table>

- Open to students with no other college chemistry credits/experience. This class usually has a long waitlist. Contact instructor for details.
- If a student goes on to take another CHEM course, credits in 100/102 will be forfeited.

### Track 2: Prospective Science Majors & Pre-Health

*Full year of general chemistry:*

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 125 (3 credits, lecture)</td>
<td>CHEM 126 (3 credits, lecture)</td>
</tr>
<tr>
<td>CHEM 135 (1 credit, lab)</td>
<td>CHEM 136 (1 credit, lab)</td>
</tr>
</tbody>
</table>

- This track is for the student that has one year of standard HS chemistry, or no previous chemistry experience.
- Please don’t put CHEM 125/126/135/136 as a 4th choice during registration. We will do our best get everyone who NEEDS CHEM 125 into a class if possible.
- Warn your students that they may have to drop a course that conflicts with Chemistry, if we only have limited seats available.

### Track 3: Prospective Science Majors & Pre-Health with Advanced High School Chemistry

Option A: Advanced students without AP/IB credits
- Recommended: placement exam on our site. Recommended score is 25/30.
- If a student starts the semester in CHEM 140 and decides that CHEM 125/135 is a better fit, we will guarantee that student a spot in a section that fits his/her schedule.

Options B & C: Transfer AP/IB credits for CHEM 125 Gen Chem Lecture
- Required: permission from Professor D. Simon either to take fall's CHEM 135 without lecture or to jump directly to CHEM 136 in the spring. Option B is usually best for pre-professional students (some professional schools require more undergrad lab credits); please see Jim Russo for details.

<table>
<thead>
<tr>
<th>FALL COURSE (credits)</th>
<th>SPRING COURSE (credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option A</td>
<td></td>
</tr>
<tr>
<td>CHEM 140 Advanced Gen Chem (4)</td>
<td>CHEM 245 Organic Chemistry (3)</td>
</tr>
<tr>
<td>CHEM 140L lab (0)</td>
<td>CHEM 251 Organic Lab (1)</td>
</tr>
<tr>
<td>Option B</td>
<td></td>
</tr>
<tr>
<td>CHEM 135 Gen Chem Lab (1)</td>
<td>CHEM 126 Gen Chem (3)</td>
</tr>
<tr>
<td>(Good for those needing extra lab credit)</td>
<td>CHEM 136 Gen Chem Lab (1)</td>
</tr>
<tr>
<td>Option C</td>
<td></td>
</tr>
<tr>
<td>No chemistry</td>
<td>CHEM 126 lecture (3)</td>
</tr>
<tr>
<td></td>
<td>CHEM 136 lab (1)</td>
</tr>
</tbody>
</table>

Pre-Major Advising Handbook 16
Advising Special Populations of Students

Advising Varsity Athletes
In any given year, approximately 150 students participate in one of the 16 varsity, NCAA-Division III affiliated sports. As a condition of their participation, student-athletes are required to be enrolled in a minimum of 12 credits (except in their final semester of school), maintain a 2.0 grade-point average, and complete 24 credits in their previous two semesters. A student will be immediately declared ineligible if his or her course load drops below 12 credits at any point during the semester. The Board of Review approves sport schedules prior to the semester of travel. The Director of Athletics sends a notification to all instructional faculty at the beginning of the semester detailing any expected absences due to participation in varsity athletics. Student-athletes are required to communicate absences to their individual faculty. Absences due to participation in varsity athletics are excused; student-athletes need to work individually with their faculty to make up any missed work.

Advising First-Generation/Working-Class Students
Students who are the first in their family to go to college (First-Generation or FG) and/or who come from a working-class (WC) background bring with them an abundant set of strengths that often go unrecognized and untapped. While it might not be the case with all FGWC students, many FGWC students are skilled time managers, can balance a diverse set of demands upon their schedule, and are able to “code-switch” with ease. Where FGWC students may struggle is in navigating ways of knowing or ways of doing that are based on dominant cultural capital. Some FGWC students might not know what a “liberal arts education” is, how distribution requirements work, or where to turn for assistance should they need it. [Note: There are also many non-FGWC students that don't know these things; clearly outlining the tenets of a Whitman College education for all advisees is strongly recommended.] Additionally FGWC students might struggle with a fear of failure, tensions at home, and/or weak high school preparation. Working closely with your advisee, taking time to develop a strong rapport, and helping him or her recognize knowledge gaps will be paramount in helping FGWC students make a successful transition to Whitman.

An adviser can determine if one or more of his or her advisees might identify as FGWC by examining the Family section of the Common Application included in each advising folder. Staff in the Admission Office identify students as being FGWC by reviewing this section and looking at the highest level of education.

Some FGWC are also students with high financial need. If a student with high financial need expresses concern to his or her adviser about their ability to afford course fees, class materials,
and/or emergency expenses, please direct the student to the Dean of Students Office as there are funds in place to assist these students.

Advising International Students
Each year Whitman recruits and admits students from countries all over the world. Some have attended high school in the United States while others attended schools in their home countries. Because they attend Whitman on student visas, certain regulations must be adhered to that do not apply to students from the United States. A letter outlining the visa maintenance requirements is included in each international student’s advising folder. If an adviser has concerns or questions regarding a student’s course load, registration, or visa maintenance requirements, he or she should contact the International Student Adviser, Kyle Martz (martzk@whitman.edu or 509.525.4410), in the Intercultural Center.

Advising Students with a Disability
Approximately 10% of the students on campus are registered with the Academic Resource Center for disability support services for a documented disability. While the majority of students with disabilities present with profiles attributed to learning disabilities, the gamut includes physical, hearing, visual, and psychological disabilities and differences. A student with a disability who is seeking accommodations is required to provide documentation to Rebecca Frost, the Director of Student Success and Disability Support Services (frostr@whitman.edu or 509.527.5767) and to meet with her at the beginning of each semester to renew his or her accommodations for the coming semester. For more information, see “FAQ: Advising Students with Disabilities” in Appendix C.

Advising Transfer Students
Each semester, approximately twenty students transfer from other institutions. The range of credits they are able to transfer varies significantly from student to student — some might transfer in as first-year students, others will have enough credits to begin their junior year. The types of institutions they transfer from are equally variable, from community colleges to liberal-arts institutions to large state universities. Students are not allowed to transfer more than 70 credits. Juli Dunn, Associate Dean of Students, provides academic advising to transfer students during the break prior to their enrollment, so when they arrive at campus they are already enrolled in a full complement of courses.

Advising Veterans
Veterans are returning to school in the highest numbers in recent decades. In 2012, 500,000 veterans enrolled in institutions of higher education — up 13% from 2011. Continued increased enrollments are expected in the coming year. Veteran students bring very different experiences back into the classroom. Whenever possible, the Director of Academic Resources will assign students who are attending Whitman following or during military service to faculty and staff with military service in their background.

Students who are still on active duty may need to attend mandatory training while in school or may be called up for a tour of duty while enrolled at Whitman. In cases such as these, students

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may need assistance from the Dean of Students Office in negotiating time away from college (both short and long-term leaves).

Students with military service experience are eligible to receive credit for such service (per Faculty Code – Chapter V, Article 1, Section 7.H) as well as specific financial assistance. Advisers with specific questions related to advising students with military service background should contact Juli Dunn, Associate Dean of Students (dunnjl@whitman.edu or 509.527.5013).
Advising Students with Interests in Specific Programs

Advising Students Interested in 3:2 Engineering or 3:2 Computer Science
Students who are considering pursuing the 3:2 Engineering or 3:2 Computer Science program should attend one of the informational sessions held at the start of each academic year. Additionally, any student who is considering this program (even tentatively or casually) should carefully read the catalog description of the program and schedule an appointment with Professor Moore (moore@whitman.edu, Science 246, 509.527.5954), the 3:2 Program Adviser, as early in his or her time at Whitman as is possible. The program options are complicated and carefully planning each semester's coursework is critical. To complete the Whitman portion of the program in three years it is typically necessary to begin requisite coursework during one's first semester at Whitman.

Advising Students Interested in Education
Students who are considering college experiences or careers in education should attend one of the informational sessions held at the start of each academic year. Whitman College does not have a major or minor in education, but several courses, co-curricular opportunities, and events sponsored by the Pre-Education Advising program offer students exposure to current issues in the field of education, connection to education professional networks, and access to post-graduate paths. Because specific careers within education carry with them disparate recommended prerequisite courses, internships, examinations, and application guidelines, students are encouraged visit the program's website (http://www.whitman.edu/academics/careers-professions-and-the-liberal-arts/education/education-opportunities), join the Education listserv, and meet with one of the Pre-Education Advising program advisers early in their time at Whitman. These advisors include Jennifer Mouat (Language Learning Center Coordinator, mouatjh@whitman.edu), Nathan Boland (Assistant Professor of Chemistry, bolandne@whitman.edu), and Michelle Janning (Associate Professor of Sociology, janninmy@whitman.edu).

Advising Students Interested in Health Professions
Students who are interested in a career in the health professions (Human Medicine, Dentistry, Nursing, Physician Assistant, Public Health, Physical Therapy, Pharmacy, and Veterinary Medicine) should start by attending the health professions orientation meeting during the opening week. Students will have a chance to sign up for the Health Professions listserv in order to be kept informed about issues surrounding the health professions, events on campus, and information about internships and applications. A student should then schedule an appointment with Professor Jim Russo, The Health Professions Advisor (russo@whitman.edu, Science 336, or 509.527.5228), to discuss his or her career plans, courses and majors, internships and health care experiences, and application timelines. Detailed course selection guidelines are available at http://www.whitman.edu/academics/careers-professions-and-the-liberal-arts/health-professions.

Advising Students Interested in Law
Whitman does not have and does not recommend a formal pre-law major as preparation for law school, believing that no specific series of courses can be considered to be “correct” for every student who intends to enter the legal profession. Major law schools and the Association of American Law Schools agree that a broad liberal arts program is the best general preparation.
Those students interested in the combined program with Columbia University that will permit them to obtain a law degree and a bachelor’s degree at the end of six years rather than the normal seven should meet with a pre-law adviser as soon as possible; it is essential to plan for this program as early as possible in order to meet all requirements. Associate Dean for Student Engagement, Noah Leavitt, (leavitns@whitman.edu) is the current adviser.

Students interested in attending law school should use the P-D-F grade option with caution because law schools tend to look unfavorably on classes taken in a pass/fail format. Students who hope to attend law school the fall following graduation should take either the October or December Law School Admission Test during their senior year in order to meet most law school admission deadlines. It may be advantageous to take the October test since scores will be available prior to most law school deadlines and students will be able to assess their chances for admittance to certain programs.

Advising Students Interested in Studying Off-Campus
Nearly 40% of students in their junior year will study off-campus; good advisers begin the conversation to prepare for such experiences in a student’s first year. Listed below are suggestions from the staff in the Off-Campus Studies Office to help get students off to a good start; Off-Campus Studies also has additional, more detailed information available on their website (http://www.whitman.edu/offices-and-services/off-campus-studies):

- Direct students to the OCS Advising Sheets by major on our website.
- Remind students to be aware of prerequisites for programs in which they're interested (e.g. language requirements for non-English speaking programs)
- Students must declare their major at least a month before the OCS deadline for their specific program. This is most important for students wanting to study abroad in the fall of their junior year or in a specific program with an earlier than normal deadline; all other deadlines will be met by the regular requirement to declare one’s major before registering for their fifth semester of classes.
- Students must show that they can finish a major; not having a declared major can be a barrier to good OCS advising and to the OCS application process.

Additionally, students should be advised that any course taken outside the US for academic credit must be pre-approved by the OCS office. Whitman will not approve study abroad credit retroactively.
Engaging Students Beyond the Classroom

In addition to all the amazing things that happen in a classroom, students can also add meaning to their academic direction by participating or becoming involved in high impact learning opportunities outside the classroom. A good adviser should encourage their first- and second-year advisees to be aware that the experiences they create in and outside of the classroom can be invaluable in gaining knowledge about their academic and career directions. The central hub for a good number of these high-impact learning opportunities is the Student Engagement Center (Reid 219). Advisers can assist students in taking full advantage of all that the Student Engagement Center (SEC) has to offer by encouraging their advisees to:

- Get connected
  - Explore the SEC’s homepage (http://www.whitman.edu/student-life/student-engagement-center)
  - Register for iEngage and create a profile in order to receive targeted information about careers, internships, community service, job search strategies, civic engagement, etc. (see Appendix E)
  - Learn about opportunities in the SEC through the SEC’s Facebook page.

- Look for experiences in settings where they can apply their substantive knowledge, curiosity, and work ethic to problems that need solutions.
  - Identify, apply to, and in many cases, get funding for, internship experiences.
  - Explore off-campus volunteer opportunities by visiting the SEC and meeting with a staff member (see Campus Resource Guide).

Advisers who engage their advisees early and often in a discussion about how and when they will gain necessary experience beyond the classroom can impact their advisees in positive ways. Students often tell the staff in the SEC that it is incredibly helpful when faculty members ask their advisees about future plans.

Finally, advisers should always feel free to send students with questions about their long-term professional goals, and what they can do at Whitman to move toward accomplishing them, to the Student Engagement Center (Reid 219 or 509.527.5183).
Online Advising Tools

my.whitman.edu
my.whitman.edu is a one-stop shop for pre-major advisers. In addition to viewing their students’ schedules, academic evaluations and wishlists, advisers who teach can also use my.whitman.edu to search the College’s directory, grant consent for classes they teach, or add students to his or her waitlist.

The Wishlist
One of the best ways to assess an advisee’s interests is to explore his or her Wishlist. Students use the Wishlist feature to identify courses they are interested in taking. At their assigned pre-registration time, students move courses from their Wishlist to their Course Schedule (See Pre-Registration or Registration)

To view a student’s Wishlist, log into my.whitman.edu

Use a Whitman username and password.
Select **Advising** from the tabs along the top.

Select **View Wishlist** in the right hand column for any advisee.

Courses that a student has added to his or her Wishlist will be visible.
To assist a student in adding courses to his or her Wishlist, advise him or her to log in to my.whitman.edu…

using his or her Whitman username and password.

Select **REGISTRATION** from the tabs at the top
Select **Add Courses to your Course Wishlist.**

Add **Subjects** and, if appropriate, **Course Level** and then select **Search for Classes.**

Select the **+** icon next to courses that he or she wants to add and then select **Add to Wishlist.**
Search for Classes
Schedules for both semesters of the current academic year can be searched online. This is an important skill in helping to advise a student about how classes might fit together, manage course conflicts, review co- or pre-requisites, and/or identify courses that fulfill specific distribution areas. Advisers can follow a similar process of selecting departments and course level such as the one outlined in Adding Courses to a Wishlist (p. 22) to Search for Classes.

Course Schedule
Advisers can view a student’s schedule for any term, including a forthcoming term for which a student has pre-registered, by selecting View Course Schedule for the right hand column adjacent to a specific advisee:

Select the desired term for the pull-down menu:

Academic Evaluation
The Academic Evaluation is a student’s roadmap to stay on track. Good advisers should spend time with each advisee reviewing his or her academic evaluation so that students develop the skills necessary to accurately read and interpret their academic evaluation. A how-to guide for reading the academic evaluation is available in Appendix B.
**Course Consent**
In addition to working with advisees through my.whitman.edu, advisers who also teach can provide consent for students desiring to enroll in one of his or her classes. In order to provide consent for a student, faculty should log in to my.whitman.edu:

Type the student's name into the search box.

Select the specific class from the list provided.

**Add to Waitlist**
Faculty can also add a student to his or her waitlist for a particular class by selecting Add to Waitlist and selecting the appropriate class.

**CLEo Advising Resources**
Advisers have an additional repository of advising resources in the CLEo Pre-Major Advising site. Advisers who are unable to gain access to the CLEo site should email Juli Dunn, Associate Dean of Students (dunnjl@whitman.edu). The site includes planning sheets, links to advising articles, and other advising resources.
Advising & Registration Procedures

The First Registration
First-year students matriculating for their first semester at Whitman register in person on the Saturday before classes begin. Students arrive to the arena-style registration having already met with their pre-major adviser. During a student’s advising appointment (see page 11), he or she should have received instruction on how to populate his or her Wishlist (see page 22). First-year students are assigned randomly to registration times. In the first round of registration, students can register for up to 14 credits (including Encounters, in which they are automatically enrolled).

After a student has completed his or her first-round registration, he or she can then designate up to six additional classes that, if open, he or she would want to add to his or her schedule. The list of additional classes is submitted via the Additional Course Request form (see Appendix B). The staff in the Registrar’s Office then works through the paper forms in reverse order (ie. the last student in the first round is the first student registered in the paper-round).

First-year students will meet briefly with their advisers following the first round of registration to review the courses added to the paper form, if they opt to participate in the paper round, and then complete their registration by turning in the paper form to Registrar staff before leaving the arena.

Pre-Registration
For all subsequent semesters, students will register online during their pre-assigned registration time. Registration times are assigned in descending order by class level. Pre-registration occurs around the 10th week of classes in the preceding term. Good advisers should work with each advisee individually to meet and discuss his or her academic plan for the coming semester.

Academic Overload
A full-time load for students is between 12-18 academic credits. Students wishing to take more than 18 credits must apply for a course overload. In order to be eligible for course overload, students must have earned a 3.75 or greater in the previous term. The Academic Overload form (see Appendix B) requires students to obtain signatures from every instructor from the preceding term. Students who either do not meet the grade-point average requirement or who are unable to obtain signatures/consent from all their faculty from the preceding term can petition the Board of Review for an exception (See Appendix B).

Class Conflict
In some cases, students need to register for two classes with a scheduling conflict (e.g. the classes overlap 30 minutes, on one day a week). Students wishing to register for two classes that conflict must obtain signatures from the instructor for each class and submit the Class Conflict Resolution form (see Appendix B) to the Registrar’s Office. Advisers should assess a student’s ability to manage the course conflict and only approve such a request if the student is able to clearly articulate how they will balance the competing needs of each course.

6 For students matriculating mid-year, advising and registration occurs before they arrive to campus.
7 Students in their first semester at Whitman are not allowed to overload.
Drop/Add Period
Each semester, students are permitted to add courses to their schedules for the first two weeks of classes. After the first week of classes, a student will need not only consent from his or her adviser, but will also need to seek consent from the instructor of record for the class he or she desires to add.

Students can drop a course without record up until the end of the 6th week of classes. After the 6th week of classes, students’ transcripts will be marked with a “W” designating that the course was dropped after the drop period passed (see Withdrawal).

Withdrawal
After the 6th week, but before the end of the 10th week of classes, students can drop a class with record. Students will need to seek their advisers’ consent for withdrawal. A course from which a student withdraws is denoted with a “W” on his or her transcript; no credit is given and the grade of W is not figured into his or her grade-point average.

P-D-F
During the 10th week of classes, students who are in good standing (See Academic Deficiency) have the option to elect to pass/fail a course (P-D-F). The P-D-F option may allow some students to enter areas of study comparatively unfamiliar to them without the potential of lowering their overall grade-point average, so long as the grade earned in the class is a C- or greater.

Students who register for a class on P-D-F basis will be assigned a grade of P if they earn a grade of C- or above. If a D or F grade is earned, those grades will be recorded as for any graded course and will be used in the computation of the grade-point average.

To apply for P-D-F for a class, a student must complete a P-D-F Application (see Appendix B), have it signed by his or her adviser, and file it with the Registrar’s Office before the end of the 10th week of classes. Courses that a student elects for P-D-F may not be used to fulfill distribution requirements. Students should consult with individual department chairs and review the guidelines in the College Catalog (http://www.whitman.edu/academics/catalog), relative to individual department policies regarding the application of P-D-F courses toward major or minor requirements.

Changing Advisers
All students remain with their pre-major adviser until they are prepared to declare a major. If at any point a student needs to change his or her pre-major adviser, he or she should make an appointment to meet with Juli Dunn, Associate Dean of Students (dunnjl@whitman.edu, 509.527.5013, Memorial 330) or Rebecca Frost, Director of Academic Resources (frostr@whitman.edu, 509.527.5767, Memorial 327).

8 Students who participate as varsity athletes or who are at Whitman as an international student on a student visa, should check specific regulations to ensure NCAA eligibility and visa maintenance respectively. (see Advising Special Populations)
Declaring a Major
It is quite common, and almost expected, that your advisees might not know how to declare their major when they finally reach that point. A good adviser can help them navigate questions such as: Who do I ask? Where is the form? What if I still don’t know? These are all natural questions that pop up in one’s thinking as he or she gets ready to shape the next chapter of his or her academic life.

Preparing to Declare a Major
Many sophomores feel as if they “have no direction” when in reality they have so many directions that it is hard to choose just one. It is important for an adviser to help his or her advisees adjust their mindsets. One strategy in dealing with advisees that are still uncertain is as follows:

1. Narrow down the options by eliminating fields in which the advisee is definitely NOT going to major
2. Help an advisee identify one or more areas that he or she is leaning toward: BBMB or Bio, English or Gender Studies, etc.
3. Encourage advisees to visit the Academic Resource Center and make an appointment with the Director of Academic Resources to map out these possible majors using the Four-Year Planner (See Appendix C). This is also an activity that advisers can do with advisees to help give them a sense about what it might feel like/look like to major in a particular field.

Once they’ve narrowed it down, then what? It is important to remind an advisee that they will likely be spending a fair amount of time with his or her major adviser between the day he or she declares a major and graduation. In some cases, he or she will be doing research side by side with his or her major adviser, so it is a good practice to advise students that when considering options for a major adviser, he or she should:

- Have, or have the ability to establish, a working relationship with the prospective major adviser.
- Have an interest in the prospective adviser’s research – this isn’t a must, but can certainly help establish a strong working relationship. For instance, if a student has a passion for snakes and reptiles, he or she might want to consider Professors Hutchison or Jackson rather than those in Biology who focus more on plants or humans. Other departments have specialists as well, such as “the Americanist” or “the Medievalist” in Politics and History, so it is a good idea to encourage advisees to give thought to their interest in light of the interests of the faculty in a particular department.
- Talk with as many people as possible. Your advisees should visit with prospective advisers during their office hours, ask about their research, engage them in conversation, and begin to develop important ties to their potential future departments. If an advisee isn’t comfortable chatting it up with someone during office hours, he or she might want to reconsider whether that person would be the best fit for a major adviser.

How to Declare a Major
Once an advisee has decided what and with whom – the final hurdle is how to actually declare.

In the hallway leading to the Registrar’s Office and available online is the Declaration of Major form (see Appendix C). Advisees will need to make three stops before they are officially declared in a selected major. They will need to visit:
1. The person they are approaching to be their major adviser,
2. Their pre-major adviser, and
3. The Registrar’s Office.

Reminding your advisee about some general academic etiquette points can go a long way in establishing a successful professional relationship:

- Students should not ask someone to be their major adviser at an inconvenient time (right before class starts, right after class ends, walking across campus, while he or she is eating lunch).
- Students should demonstrate the behavior you will exhibit as an advisee – address him or her formally (Dr. Whatshername, or Professor Soandso), email or call to make appointments, and arrive on time.
- Students should be prepared with all the necessary paperwork, and be willing to sit and talk a little bit about your interests, their interests, etc. Some departments have their own Major handbooks that provide advisees with additional information beyond the catalog, so making an appointment is the best way to go.
- Students should not wait until the eleventh hour. Pre-registration time is a crazy week for everyone – an advisee who asks someone to be his or her major adviser in this window of time will likely not give themselves the opportunity to have a conversation about their interests, what they hope to do with the major, etc. This is a valuable conversation; an advisee should not miss the chance to have it by asking someone to advise him or her at an overly busy or inconvenient time.

Once an advisee has his or her new adviser’s signature, they should make time to meet with his or her pre-major adviser, as they will need his or her signature as well. The same general guidelines about academic etiquette should be followed.

Finally, the last stop is to turn in the Declaration of Major form to the Registrar’s Office. This last step is critically important, as it insures that the offices of Whitman College have accurate information. Students planning on spending a semester of their Junior year off-campus need to be cognizant of turning in their documentation on time, especially if they are wanting to travel during the Fall semester.
Assisting Students in Academic Difficulty

Early Warning Signs
While we make every effort to get students started off on a path to a successful career at Whitman College, inevitably each year a few find themselves heading off course. Establishing a strong advising relationship early on will give advisers an opportunity to check in, and when appropriate, intervene to help a student avoid academic trouble. Students find themselves in trouble for all varieties of reasons, but the main ones are as follows:

- Not attending class
- Not participating in class
- Not turning in work on time
- Missing assignments or exams
- Poor performance on assignments or exams

While some issues do not rise to the level of warranting a Mid-Semester Deficiency, they may be indicative of an underlying issue that, if not addressed, could result in continued or increased difficulty. If an adviser or faculty member is concerned about an advisee or a student, he or she should feel welcome to email Chuck Cleveland at clevelan@whitman.edu or call the Dean of Students Office at 509.527.5158 at any time. The Dean of Students oversees several offices whose main purpose is to provide resources and support for students experiencing personal, psychological, or academic difficulty. Additionally, there are staff and key faculty members who provide specific support for particular groups of students (See Campus Resource Guide).

Mid-Semester Deficiency Reports
Each semester, approximately 10% of the student body receives at least one Mid-Semester Deficiency Report. Faculty are required, by Faculty Code, to submit a Mid-Semester Deficiency Report if a student’s grade in his or her class drops below a C-. These reports, which are routed to the student, the instructor, the adviser(s), staff members in the Registrar’s Office, the Dean of Student’s Office, and the Academic Resource Center, provide the basis for intervention and advisory action. The Director of Academic Resources will schedule an appointment to meet with each student who receives a mid-semester deficiency report; advisers should strongly encourage advisees to attend the appointment. Additionally, advisers that reach out to students in trouble can often provide timely assistance and advice to help the student get him or herself back on track.

Students who receive reports early in the semester might benefit from one-on-one peer tutoring or study skill assistance (see Campus Resource Guide), while students who receive reports late in the semester might need to consider dropping, withdrawing, or applying for P-D-F (see Advising & Registration Procedures). When an adviser receives the report will likely determine the best course of action. In all cases, however, reaching out to an advisee to see what he or she might need in the way of advising is crucial. By the time students have fallen out of good standing to this extent, they are usually reluctant to seek help; emailing them or calling them to offer assistance can go far in helping them get the assistance they need.
Deciphering the Mid-Semester Deficiency Report

The Mid-Semester Deficiency report is full of important information that can help an adviser provide support for an advisee who is experiencing academic difficulty. Additionally, having a thorough understanding of how the Report is used may help advisers better prepare their own reports for a student experiencing difficulty in a class they teach.

Faculty submit Mid-Semester Deficiency reports through my.whitman.edu by selecting Submit Grade Deficiency Report, selecting the appropriate class, the student of concern and entering the requisite information: current grade and comments.
Academic Standard & Deficiency
To maintain good standing, a student must meet the following requirements:

1. Earn a grade-point average of at least 1.7,
2. Maintain a cumulative grade-point average of at least 2.0 following two semesters of enrollment,
3. Earn a minimum of 24 credits in the two immediately preceding semesters, and
4. Complete the two-semester sequence of Encounters, the required first-year course (Unless a transfer student has gotten their requirement waived).

Any student who fails to meet the standards listed above, after consultation with the Board of Review and/or Academic Standards Committee, will be subjected to one of the following consequences:

**Academic Warning**
A student who receives an academic warning from the Board of Review must correct the problem in the next semester. Transfer work may be used to address an Academic Warning for credit deficiency, provided that the student completes the Request for Approval of Transfer Credit form prior to registering for coursework at another institution.

**Academic Probation**
A student placed on Academic Probation is no longer in good academic standing and may be suspended or dismissed from the college if his or her performance in the next semester in residence fails to meet the minimum requirements for good standing, or fails to demonstrate sufficient progress toward that goal. Normally, a student will not be continued on probation for more than two consecutive terms.

A student on probation is restored to good standing when he or she completes the semester of probation with accomplishments that meet the minimum standards listed above.

**Academic Suspension**
A student who is suspended is not allowed to complete registration for classes until he or she has the approval of the Board of Review. To obtain such approval, the student is expected to submit a plan of study that demonstrates the feasibility of completing a degree at Whitman College.

**Academic Dismissal**
A student who had been dismissed from the college for failure to be in good standing may be reinstated on probation upon vote of the Council on Academic Standards in response to a written petition. This petition must state clearly what actions the student will take in order to return to good standing.

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9 Once a major is declared, a student must also maintain a 2.0 or better in his or her major.
10 Seniors in their final semester may take less than a full load if a full load is not required to fulfill all their remaining requirements.
Academic Dishonesty
Any form of falsification, misrepresentation of another’s work as one’s own (such as cheating on examinations, reports, or quizzes), or plagiarism from the work of others is academic dishonesty and is a serious offense. First-year students will discuss the Academic Dishonesty policy, review its implications, and sign the Statement of Academic Dishonesty & Plagiarism (see Appendix G) during the Group Advising session with Juli Dunn, Associate Dean of Students. Students are strongly encouraged NOT to sign the statement until they fully understand the policy and subsequent implications. Advisers should check their advisees’ understanding of the Statement, a conversation that, should an advisee be confused, can serve as a good jumping off point for clarifying the policy.

Incompletes
Students who have a health crisis or other serious family or personal emergency and are not able to finish their coursework for the semester may apply to the Dean of Students Office for an Incomplete. Students with required military duty are also eligible (See Advising Veterans). Students must have at least 50% of the work finished with a passing grade to qualify. This policy allows students three weeks into the next semester to finish their work if they will be back on campus, or six months if they are not in residence. A student who is on academic probation has an earlier deadline and must have his or her work finalized within three weeks after the last day of final examinations. The instructor will verify that the student has the required amount of work finished, assess that the Incomplete is feasible, and specify the work that remains to be completed. The grade of “I” is given when grades are first assigned and will be replaced with the appropriate grade upon completion of the remaining work. The Board of Review will consider cases not covered by the above guidelines for Incompletes.

Leave of Absence
Students in good standing are eligible to take a one or two semester leave of absence for good reason with the permission of the Board of Review. The granting of the leave is subject to certain conditions and restrictions, which are outlined in the instructions. The form requires a signature from the adviser as well as the Dean of Students. Students who do not meet the conditions or criteria for a leave of absence can consult with the Dean of Students Office for help with other options. The form, criteria, and detailed instructions are available online through the Registrar’s site as well as in Appendix F. The Board of Review is the authorizing body for all Leave of Absence requests except for an Administrative Leave of Absence, which is done through the Dean of Students Office.
Campus Resource List

Below is a list of people and offices to whom or to which an adviser can refer a student struggling with various issues:

<table>
<thead>
<tr>
<th>Assistance with…</th>
<th>Office</th>
<th>Phone</th>
<th>Contact</th>
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<tr>
<td>AP/IB Scores</td>
<td>Memorial 208</td>
<td>509.527.5982</td>
<td>Cassandra Keithley</td>
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<tr>
<td>Academic Issues</td>
<td>Memorial 325</td>
<td>509.527.5013</td>
<td>Juli Dunn</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>RCC 219</td>
<td>509.527.5183</td>
<td>Susan Buchanan</td>
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<td>Community Svc</td>
<td>RCC 219</td>
<td>509.527.5765</td>
<td>Abby Juhasz</td>
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<tr>
<td>Disability Support</td>
<td>Memorial 325</td>
<td>509.527.5767</td>
<td>Rebecca Frost</td>
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<td>ESL/ELL</td>
<td>Lang. Learning Lab</td>
<td>509.527.5898</td>
<td>Jennifer Mouat</td>
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<tr>
<td>Financial Aid</td>
<td>Penrose House</td>
<td>509.527.5986</td>
<td>Marilyn Ponti</td>
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<td>FGWC students</td>
<td>Maxey 231</td>
<td>509.527.5131</td>
<td>Julie Charlip</td>
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<td>Intercultural Issues</td>
<td>RCC 217</td>
<td>509.527.5177</td>
<td>Matthew Ozuna</td>
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<td>Intl. Students</td>
<td>RCC 230</td>
<td>509.527.5001</td>
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<td>Internships</td>
<td>RCC 219</td>
<td>509.527.5935</td>
<td>Noah Leavitt</td>
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<td>Medical Issues</td>
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<td>509.527.5281</td>
<td>Claudia Ness</td>
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<td>Mental Health</td>
<td>Welty Counseling</td>
<td>509.527.5195</td>
<td>Thacher Carter</td>
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<td>Residential Issues</td>
<td>Memorial 130</td>
<td>509.527.5297</td>
<td>Nancy Tavelli</td>
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<tr>
<td>Security</td>
<td>Memorial 137</td>
<td>509.527.5777</td>
<td>Matt Stroie</td>
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<td>Section 504 Issues</td>
<td>Memorial 330</td>
<td>509.527.5158</td>
<td>Juli Dunn</td>
</tr>
<tr>
<td>Student Activities</td>
<td>RCC 202</td>
<td>509.527.5208</td>
<td>Barbara Maxwell</td>
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<tr>
<td>Student Conduct</td>
<td>Memorial 325</td>
<td>509.527.5158</td>
<td>Dean of Students</td>
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<td>Student Jobs</td>
<td>RCC 219</td>
<td>509.527.5183</td>
<td>Marisol Becerra</td>
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<td>Study Skills</td>
<td>Memorial 325</td>
<td>509.527.5767</td>
<td>Rebecca Frost</td>
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<td>Title IX Admin.</td>
<td>Memorial 330</td>
<td>509.524.2049</td>
<td>Juli Dunn</td>
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<td>Transcripts</td>
<td>Memorial 212</td>
<td>509.527.5983</td>
<td>Gaby Aguilar</td>
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<tr>
<td>Tutoring</td>
<td>Memorial 325</td>
<td>509.527.5213</td>
<td>Antonia Keithahn</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing Center</td>
<td>509.527.5699</td>
<td>Lydia McDermott</td>
</tr>
</tbody>
</table>

If the issue an advisee needs assistance with is not listed, contact Donna Cummins in the Dean of Students Office (Memorial 328, 509.527.5158)
Appendices

Appendix A. CAS Standards: Role of Academic Advising Programs

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*Statement on Academic Dishonesty & Plagiarism*