

Academic Advising Handbook

Southern Adventist University
2015-2016

OVERVIEW

Of the Academic Advisement Program

Southern Adventist University follows a faculty advisement program. The Records and Advisement Office consults the academic department/school chairman/dean for guidelines for assigning advisers to students majoring in their respective departments/schools.

Advisers and students may use Web Adviser to print degree audits. The degree audit shows what the student has taken, what s/he is enrolled for, and the requirements remaining to be done.

Students preparing for secondary teaching are assigned an adviser in the field of their major. Cathy Olson, the Teacher Certification officer from the School of Education and Psychology, will be monitoring the degree audit as well.

The Records and Advisement Office sends out information to advisers periodically in *The Wise Adviser* newsletter. Adviser training is done in the summer.

New students are assigned to an adviser and are sent a link to the Records web page where there is a biography of their adviser.

In February an electronic survey is sent to the students. This is their opportunity to rate their advisers and the advisement program. On a 5-point scale, with 5 being "excellent" the average rating has always been 4.0 or higher. The student ratings and comments are given to the advisers.

An "honor roll" of advisers with ratings of 4.5 or higher is published in *The Wise Adviser*. The Advisement Committee, which includes teachers from various disciplines and administrators from the Counseling Center and Academic Administration departments, selects the adviser of the year, who is honored with a plaque and a \$200 award at the student awards convocation in the spring.

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INTRODUCTION

This manual has been prepared by the Records and Advisement Office as an aid to faculty advisers.

Included are general information on the organization and purpose of the program, academic information, counseling information, and resource information.

Advisers should feel free to offer suggestions to Sharon Rogers, Assistant Director of Records and Advisement, for changes or additions that would make this manual a more useful tool. You may email her at srogers@southern.edu or call ext. 2986.

TO THINK ABOUT

"Christ discerned the possibilities in every human being. He was not turned aside by an unpromising exterior or by unfavorable surroundings. He called Matthew from the toll-booth, and Peter and his brethren from the fishing boat, to learn of Him.

The same personal interest, the same attention to individual development, are needed in educational work today. Many apparently unpromising youth are richly endowed with talents that are put to no use. Their faculties lie hidden because of a lack of discernment on the part of their educators. In many a boy or girl outwardly as unattractive as a rough-hewn stone, may be found precious material that will stand the test of heat and storm and pressure. The true educator, keeping in view what his pupils may become, will recognize the value of the material upon which he is working. He will take a personal interest in each pupil, and will seek to develop all his powers. However imperfect, every effort to conform to right principles will be encouraged." Education, p. 232

"With the dull student, he (the teacher) should bear patiently, not censuring his ignorance, but improving every opportunity to give him encouragement. With sensitive, nervous pupils he should deal very tenderly." Education, p. 292

THE STUDENT IS . . .

. . . the most important person on the campus. Without students there would be no need for the institution.

. . . not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own.

. . . not someone to be tolerated so we can do our thing. They are our thing.

. . . not dependent on us; rather, we are dependent on them.

. . . not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

WHO NEEDS ADVISING?

Undeclared Majors	Those who have not identified with a major department/school and are in need of career guidance and help in setting up a program of study which will permit them to explore possible fields of interest while maintaining a balanced selection of courses to meet general education requirements.
Change to New Major	Those who change goals and need help in thinking through the change and making a smooth transition to a new major.
Unmotivated Students	Those who are uncommitted to academic achievement and, therefore, need specialized counseling.
Decided Majors	Those who have identified with a department/school but still need an ongoing relationship with a faculty adviser in order to ensure that courses are taken in the best possible sequence to receive guidance in planning for the future after graduation, and to receive constructive comments regarding their progress toward becoming a professional in their chosen field of study.
Transfer Students	Transfer students who need assistance in becoming acquainted with the facilities and programs at Southern Adventist University. (It is likely that transfer students will also fall into one of the other categories mentioned here.)
Students Needing Scholastic Help	Those who make a good start in the University but later fail to maintain their original level of achievement and need help in examining factors which have contributed to their decline and in re-establishing their commitment to academic achievement.
Disadvantaged Students	Educationally-disadvantaged students who need special help in filling the gaps in their preparation to handle university tasks and are particularly in need of an ongoing relationship with an interested and competent faculty member.

BENEFITS OF ADVISING

Literature suggests that good advising programs result in better student attitudes, self-concepts, and intellectual and interpersonal development. There are also significant increases in academic performance, FTE's, and retention. In a major study of 947 institutions, Cartensen and Silberhorn found retention rates increased by 25% or more from some institutions that improved their advisement programs.

The number of beginning freshmen who have returned for the second semester at Southern has averaged 90% over the last three years. Sixty-nine percent have returned for the second year. This is an improvement of 1% over the preceding three-year period. The number of these freshmen who graduate at Southern in 150% of the time allotted for their degrees is 55%. The benefits to the students and to Southern Adventist University of increasing these percentages is evident.

The following are selected statistical tables from *What Works in Student Retention*, a national survey conducted by American College Testing and the National Center for Higher Educational Management Systems. Note: N-count = 947. Rating are on a scale of 1 (low) to 5 (high).

POSITIVE CHARACTERISTICS LINKED TO RETENTION

Caring attitude of faculty and staff.....	4.29
High-quality teaching.....	3.90
Adequate financial aid	3.69
Student involvement on campus	3.30
High-quality advising.....	3.23
Excellent counseling services	3.20
Excellent career planning services.....	3.13
Concern for student/institution "fit".....	3.09

NEGATIVE CHARACTERISTICS LINKED TO ATTRITION

Inadequate academic advising.....	3.03
Inadequate curricular offerings	2.81
Conflict between class and job	2.80
Inadequate financial aid	2.63
Inadequate extracurricular programs.....	2.61
Inadequate counseling support system.....	2.59
Inadequate academic support services	2.52
Inadequate cultural and social growth.....	2.51
Inadequate career planning services.....	2.49
Inadequate student/faculty contact.....	2.33

OBJECTIVES FOR ADVISERS

To help students reach their potential academically, socially, and spiritually.

To help students reach their potential *academically* by:

- Assisting them in choosing education and career objectives commensurate with their abilities.
- Providing them with information on policies, procedures, and programs of Southern Adventist University.
- Making them aware of the range of service and educational opportunities related to their career goals.
- Arranging for special testing and other services when needed.
- Encouraging them to work toward graduation and helping them schedule courses what will enable them to graduate in a timely manner.

To help students reach their potential *socially* by:

- Developing a relationship with them that will serve as an example of human concern.
- Becoming familiar with pertinent information concerning their friendships, work, hobbies, interests, and attitudes.
- Helping them develop a realistic balance between study, work, extracurricular activities, recreation, and spiritual activities.

To help students reach their potential *spiritually* by:

- Modeling a Christian, Seventh-day Adventist lifestyle.
- Fostering within them a dependency on the Source of all wisdom.

RESPONSIBILITIES OF ADVISERS

Academic Advisement

Advisers should have a conference with each advisees at least three times per year and be available for consultation at least two other times.

Advisement Calendar

Late August: Set up appointments with students attending third summer session during the first three weeks of the session. Set up appointments with other advisees during the fourth week of the session, if possible.

Late September/Early October: Notify advisees that they are welcome to come by and chat about how things are going.

Late October/Early November: Counsel with advisees about grades and assist them in selecting courses for second semester.

Early January: Let advisees know they are welcome to come by for counsel at registration, although they are not required to do so if they were pre-advised.

Early March: Counsel with advisees about mid-term grades and assist them in selecting courses for fall semester.

Designate someone to substitute for you if it will be necessary for you to be away during any of the special advisement periods, and notify your advisees.

MY EXPECTATIONS AS YOUR ADVISER

I look forward to talking with you about degree programs and assisting your education. My office hours are posted near my door, and it's best to schedule an appointment. To make our meetings (and your time at Southern) most efficient, please review the following. It's my expectation that you will:

1. **Be prepared** when you come to discuss your degree program with me. You are the *decision maker*. I am your *adviser*. I enjoy helping and offering advice, but it is important that you also gather relevant information from the *Undergraduate Catalog*,* your Degree Audit,** or other correspondence needed to make informed decisions.
2. **Take care of financial clearance** or other blocks to registration before meeting with me, otherwise I will be unable to help you with the registration process since I am not authorized to override the registration system.
3. **Check with me before registering** for your courses, otherwise you are at a higher risk of making errors in planning your degree program.
4. **Begin with selecting core courses** and/or required courses for your major when working with the Class Schedule. Select general education courses and electives around these.
5. **Stay mindful of prerequisites**. Some general education courses must be completed before you are allowed to register for upper-level courses (those numbered 300+). Consult the *Undergraduate Catalog* for details.
6. **Seek efficient course scheduling**. Some general education requirements can be fulfilled by completing courses listed among the major and/or minor.
7. **Plan ahead** because some courses fill up fast during the registration process.
8. **Work together closely with your adviser**. Various circumstances and decisions can affect whether or not you complete the degree program in four years. By working together with me, we can minimize these situations.
9. **Complete the Senior Contract form** (available in the Records and Advisement office) two semesters before you expect to graduate.
10. **Check your Southern email** address frequently. I will use this and your local phone number to communicate with you.

By signing this document, you acknowledge and agree to abide by these considerations.

Advisee Signature

Date

*In terms of degree program requirements, the most important information source you should consult on a regular basis is the *Undergraduate Catalog*.

**The Degree Audit report, available at southern.edu, contains information about the progress you are making toward completion of your degree.

FIRST YEAR ADVISING PROGRAM

The First Year Advising office offers regularly scheduled webinars designed to highlight important information for freshmen and their parents.

The First Year Advising summer program is available to assist freshmen in registering for classes their first semester. Advisers are available by phone and email to help students understand options, determine resources and identify alternatives if necessary. This service is offered to support assigned advisers and will refer to them when appropriate.

First Year Advising is available year-round at advising@southern.edu or 423.236.3100.

Cheri Durst
Retention Coordinator/First Year Adviser
423.236.2546
cheridurst@southern.edu

SOUTHERN ADVENTIST UNIVERSITY
ENROLLMENT ACTIVITIES FOR NON-REGISTERED STUDENTS
FALL 2015

PRIOR TO ARRIVAL ON CAMPUS

- All students are expected to register via the web. Classes begin on Monday, August 24.
- **New/Returning Students:** Please go to <http://southern.edu>, click on academics, and then click on Enrollment Checklist to see if all the steps of approval are complete.

ARRIVAL TO CAMPUS - AUGUST 21-23, 2015

- **SEE STUDENT FINANCE** - (Wright Hall, first floor). Check account status with your Student Finance.

The undergraduate student finance counselors are Ginger Cheney, Xenia Figueroa, Michael Rumsey and Rebekah Spears. They can be reached at studentfinance@southern.edu or at 423.236.2535.

Graduate/VA	Brittany Underwood	E-Mail, Phone Calls, Face-to-Face gradfinance@southern.edu ; 423.236.2877
Prospective Student Finance Counselor	Fred McClanahan	E-Mail, Phone calls, Face-to-Face enrollment@southern.edu ; 423.236.2835

- **Campus Access-** Returning students may take a new “Joker” picture but do not need a new ID card if they have last year’s card. All new/transfer students must show a government issued photo ID to obtain a Southern ID Card. There is a \$15 charge for any subsequent lost or stolen replacement cards. A university handbook and planner for the 2015-2016 school year may be picked up at the Campus Shop.

NOTE: If applicable, the Campus Card Desk will activate hall and exterior door access for Talge and Thatcher Halls.

- **ADVISER** - See your adviser before registering for classes electronically. Advisers will be available in their office on Sunday, August 23, from 11 a.m. to 2:00 p.m.
- **BOOKLIST-** You may print your booklist OR you may go to the Records & Advisement Office in Wright Hall on Sunday, August 23-Monday, August 24 (*Wright Hall, first floor*).
- **CAMPUS SHOP** - A booklist is required at the Campus Shop to purchase your books. (*Located in Fleming Plaza, mini mall, across from Talge Hall*).

Campus Shop - Regular Hrs.:	Mon.-Thurs.	8:30 a.m. - 5:00 p.m.
	Friday	8:30 a.m. - 12 noon
August 23	Sunday	10:00 a.m. - 6:00 p.m.

- **VEHICLE REGISTRATION** - All vehicles must be registered by August 31, or a ticket may be issued. Students may obtain instructions regarding online vehicle registration at the Campus Card desk.

ADDITIONAL INFORMATION

YEARBOOK PICTURES & SENIOR PORTRAITS - Please watch the TV monitors by the cafeteria and read the Chatter for information regarding yearbook pictures and senior portraits.

The deadline to apply for December/May graduation at the Records & Advisement Office is Friday, October 23.

December seniors may order graduation announcements and regalia online at www.cbgrad.com beginning **Thursday, September 3 –Wednesday, December 2.**

May seniors may order announcements and regalia online at www.cbgrad.com beginning **Friday, January 15 –Tuesday, April 12.**

**SOUTHERN ADVENTIST UNIVERSITY
ENROLLMENT ACTIVITIES FOR REGISTERED STUDENTS**

FALL 2015

PRIOR TO ARRIVAL ON CAMPUS

- **On-line Registration**
- **Booklist:** Print your booklist at <http://southern.edu>, click on academics, my booklist and bring it with you to campus.
- **New/Returning Students:** Even though you are registered for Fall classes, we are requesting that you go to <http://southern.edu>, click on academics, click on Enrollment Checklist to see if all the steps of approval are complete.
- **All Students:** Check with a student finance counselor to be sure you are financially clear:

The undergraduate student finance counselors are Ginger Cheney, Xenia Figueroa, Michael Rumsey and Rebekah Spears. They can be reached at studentfinance@southern.edu or at 423.236.2535.

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VEHICLE REGISTRATION - All vehicles must be registered by Monday, August 31, or a ticket may be issued. Instructions regarding online vehicle registration may be obtained at the Campus Card Desk.

ADDS/DELETIONS – Add/Drops may be done on-line through the first week of school. Go to <http://southern.edu>, current students, academics, register for courses. Advisers will be available in their offices on Sunday, August 23, from 11:00 a.m. to 2:00 p.m.

GENERAL REQUIREMENTS

General Education See the 2015-2016 online catalog at southern.catalog.acalog.com for a list of general education requirements. General education requirements are also in this section.

Writing Courses Three "W" courses are required for a bachelor's degree, including one course in the major and one outside the major.

Upper Division Required for admission to 300+ level courses:
 A. Completion of or enrollment in College Comp 102 and ACT Mathematics score of 22 or completion of a math course.
 B. 40 hours of credit.

Grades MAJOR
 Nothing below C- applicable.
 2.25 minimum GPA for baccalaureate degrees.

CUMULATIVE GPA
 Minimum GPA of 2.00 at SAU and overall for most degrees or certificates.

SECONDARY EDUCATION (in addition to the above)
 Minimum of 2.75 GPA in major, professional education courses, and cumulative.
 C or better in education and C- or better in major courses.

NURSING
 Nothing below C+ applicable in major.
 Nothing below C applicable in cognate courses.
 Minimum GPA of 2.30 (Associate) and 2.50 (Bachelor) in major and cognate courses.

Hours Required	<u>Bachelor</u>	<u>Associate</u>
For graduation	124*	64*
Upper Division in Major		
B.A.	14	
Other baccalaureate	18	
In Residence at SAU		
Total	25% incl 31 of the last 36	25% incl 31 of the last 36
In major	9 UD	15*
In minor	3 UD	3

* Additional hours required for completion of some programs.

Writing Emphasis Courses Offered 2015-2016

First Semester

BIOLOGY

BIOL 421*	Issues in Science and Society
BIOL 424	Issues Natural Science and Religion

OUTL 391	Outdoor Leadership Seminar
PETH 474	Psychology & Sociology of Sports

BUSINESS AND MANAGEMENT

BUAD 310	Business Communication
BUAD 358	Ethical, Soc. & Legal Envir of Bus.

RELIGION

RELB 425	Studies in Daniel
RELB 479	Bible Image Arch Near East
RELT 421*	Issues in Science and Society
RELT 458	World Religions
RELT 467	Christian Philosophy and Worldviews

CHEMISTRY

CHEM 411	Physical Chemistry I
CHEM 497	Intro to Research

SOCIAL WORK & FAMILY STUDIES

SOCI 349*	Aging and Society
SOCI 356*	Natives and Strangers
SOCW 311	Human Behav & Soc Env. I
SOCW 349*	Aging and Society
SOCW 497	Research Methods

EDUCATION AND PSYCHOLOGY

EDUC 322	Education Research and Statistics
EDUC 419	Phil & Ldrshp in Christian Educ.
PSYC 349*	Aging and Society
PSYC 416	History and Systems of Psych

VISUAL ART AND DESIGN

ARTH 318	Art Appreciation
ARTH 345	Contemporary Art

ENGLISH

ELIT 323	19 th Century Amer. Lit
ELIT 332	Studies Medieval Lit
ELIT 333	Renaissance Lit
ELIT 338	20 th Century Writers
ELIT 440	C.S. Lewis
ELIT 442	Shakespeare
ELIT 445	Ancient Classics
ENGL 314	Creative Writing

Second Semester (*tentative*)

BIOLOGY

BIOL 305	Proposal Writing
BIOL 421*	Issues in Science and Society
BIOL 424	Issues of Natural Science and Religion

HISTORY/POLITICAL STUDIES

GPSS 370	Policies in Global Health
HIST 351	Colonial Latin America
HIST 356*	Natives and Strangers
HIST 364	Christian Church I
HIST 374	History of England
HIST 472*	Classics of West. Thought II
HIST 495	DS Rsrch Methods in GPSS
HIST 497	Research Methods in History

BUSINESS AND MANAGEMENT

BUAD 310	Business Communication
BUAD 358	Ethical, Soc. & Legal Envir of Business
MGNT 464	Business Strategies

CHEMISTRY

CHEM 497	Introduction to Research
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COMPUTING

CPTR 486	Senior Seminar
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JOURNALISM AND COMMUNICATION

COMM315	Scriptwriting
COMM326	Film Evaluation
COMM397	Communication Research
COMM406	Persuasion and Propaganda
JOUR 316	Magazine & Feature Article Writing
JOUR 356	Investigative Reporting

EDUCATION AND PSYCHOLOGY

EDUC 419	Phil. & Ldrshp in Christian Educ.
PSYC 349*	Aging and Society
PSYC 416	History & Systems of Psychology
PSYC 498	Research Design & Statistics II

Mathematics

MATH 312	History of Math
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ENGLISH

ELIT 323	19 th Century American Literature
ELIT 417	World Lit Translation
ELIT 425	Lit. of the South
ELIT 444	Restoration/ 18 th Century Lit.
ENGL 313	Expository Writing

MODERN LANGUAGES

SPAN 355	Survey of Spanish Literature
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MUSIC

MUHL 320	Music of Mid Ages & Renaissance
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HISTORY/POLITICAL STUDIES

HIST 357*	Modern America
HIST 365	Christian Church II
HIST 465	T:Mark Twain's America
HIST 471	Classics Western Thought I
PLSC 353*	From Colony to Nation
PLSC 357*	Modern America

NURSING

NRSNG 322	Transitions in Prof. Nursing
NRSNG 497	Research Methods in Nursing

PHYSICAL EDUCATION, HEALTH & WELLNESS

*Indicates cross-listed course

JOURNALISM AND COMMUNICATION

COMM 326 Film Evaluation
 COMM 330 Intercultural Communication
 JOUR 488 Mass Communication and Society

MODERN LANGUAGES

FREN 358 Survey of French 17 & 18th Cen. Lit.
 SPAN 356 Survey of Spanish-American Lit.

MUSIC

MUHL 321 Music Late Renaissance & Baroque

NURSING

NRSG 322 Transitions in Prof. Nursing
 NRSG 497 Research Methods in Nursing

PHYSICAL EDUCATION, HEALTH & WELLNESS

PETH 315 Physiology of Exercise

PHYSICS

PHYS 480 Sci. Wrtg. & Presentation

RELIGION

RELB 425 Studies in Daniel
 RELT 421* Issues in Science & Society
 RELT 458 World Religions
 RELT 485 Christian Theology II

SOCIAL WORK & FAMILY STUDIES

SOCI 349* Aging and Society
 SOCW 312 Human Behav & Soc. Env. II
 SOCW 349* Aging and Society

VISUAL ART & DESIGN

ARTF 328 Screenwriting II
 ARTH 342 Renaissance Art History
 ARTH 344 Ancient Art History

INSTRUCTIONS FOR WEB REGISTRATION

Classes will begin on Monday, August 24.

Web registration for current/former students:

- Go to www.southern.edu and log in to My Access in the top right corner
- Click “Academics”
- Click “Register for Courses”
- Follow all the steps to register.
- Your class selection will be put in the course cart. Be sure to click **Submit** to finalize registration.
- Print your booklist.

Web registration for new students:

- Go to www.southern.edu and log in to the site
- Click “Academics”
- Click “Register for Courses”
- Follow the instructions to create your Southern username and password. You will need to know your campus I.D. number, birth date, and Social Security number. (Canadian students need to use his/her social insurance number.) Students with no Social Security number may leave the Social Security number blank.
- Go back to www.southern.edu. Click on Academics, Register for Classes.
- Use your new username and password to access the system.
- Read Registration tools to be sure you have completed everything.
- Follow all the steps to register.
- Your class selection will be put in the course cart. Be sure to click **Submit** to finalize registration.
- Print your booklist.

GENERAL EDUCATION

The Mission

Southern Adventist University as a learning community nurtures Christ-likeness and encourages the pursuit of truth, wholeness, and a life of service.

Student Learning Goals

Students of Southern Adventist University will

- **Spiritual Development**

grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.
- **Intellectual Development**

develop a commitment to life-long-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.
- **Individual and Social Development**

develop socio-emotional maturity that will enable them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
- **Physical Development**

take responsibility for their own well-being through a health-promoting lifestyle.

General Education is key to achieving the student learning goals since it is that part of the curriculum which is common to the student body as a whole. Hence, it is designed to help all students develop those values that mark a Southern Adventist University educated person and prepare him or her for leadership in today's complex society. In many ways General Education functions as the student's initial major, one which equips the student with the basic knowledge, skills and values which can reasonably be expected of Christian servant leaders. To that end Southern Adventist University students will demonstrate competency in each of the Student Learning Goals articulated above which are specific dimensions arising from the institution's mission and student learning goals.

R. Spiritual Development

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A graduate of Southern Adventist University has a knowledge of the Bible and a sense of Christian community based on the teachings, beliefs, and history of the Seventh-day Adventist Church.

A correct understanding of the human condition results from a knowledge of the Bible as

God's word, a commitment that springs from that truth, and a system of values derived from such knowledge and insight.

Bachelor's degree students must take a minimum of 12 hours of Religion courses, at least 3 hours of which must be upper division. These hours must be distributed as follows:

- | | | | |
|-----------|--|----------|------------|
| 1) | Spiritual Development
One of the following classes that focuses on the development of personal spirituality:
RELB 125 or RELT 177 | 3 | 3 |
| 2) | Seventh-day Adventist Teachings
One of the following classes that focuses on Seventh-day Adventist identity: RELT 138 , RELT 225 , or RELT 255 | 3 | 0-3 |
| 3) | Biblical Studies
One class that focuses on the study of Scripture:
Any RELB class except RELB 125 (listed above in section 1), RELB 255 , RELB 340 , RELB 455 , and RELB 497 | 3 | 0-3 |
| 4) | Religion Elective: <ul style="list-style-type: none"> • RELB classes • RELT classes • The following RELP classes:
RELP 240/RELP 340, RELP 251, RELP 252, RELP 264, RELP 361, RELP 405, or RELP 468 | 3 | 0 |

Associate degree students are required to take 6 credits, 3 of which must come from Area R-1 above and the other 3 credits which must come from either Area R-2 or Area R-3 above.

Transfer students must take 3 hours at an accredited Seventh-day Adventist college or university for each year or part thereof in attendance at an SDA college or university, with a minimum of 6 hours. Transfer students who are required to take only 9 credits or fewer in Religion at Southern may take their remaining Religion courses from either Area R-1, R-2, or R-3, but may not take more than one class from any single sub-area.

I. Intellectual Development **27 - 30** **18 - 21**

Southern Adventist University graduates will demonstrate skill in critical reasoning, independent thinking, reflective judgment, communication needed in confronting the issues ideas, and values of historical and contemporary civilization. They will develop critical thinking skills by means of courses in various disciplines such as mathematics, communication, science, history, and economics. The student's competence in critical thinking, communication and computation will be measured by means of the required ETS Proficiency Profile administered during their senior year.

- | | | |
|---|----------|----------|
| 1)Communication Skills | 9 | 9 |
| a. ENGL 101 | | |
| b. ENGL 102 or ENGL 103 for Southern Scholars | | |

c. [COMM 135](#)**2)Computational Skills** **3 - 6** **3 - 6**

Select 0-3 hours from category a) at least one hours from category b) and 2 hours from category c) below:

- a. Students with a Mathematics ACT score below 22 or SAT score below 520 must take one mathematics course selected from: [MATH 111](#), [MATH 116](#), [MATH 120](#), [MATH 121](#) or [MATH 215](#). [MATH 080](#) is required of all students whose ACT Mathematics score is 15 or below or SAT score is 360 or below. If [MATH 080](#) is required, it must be completed with a grade of C or better before the student registers for any other mathematics course.
- b. Choose one of the following concepts courses: [BUAD 217](#); [CPTE 100](#); [CPTR 110](#); [EDUC 319](#)
- c. Select 2 hours from the following skills courses: [ARTG 115](#); [BUAD 217](#) [CPTE 105](#), [CPTE 106](#), [CPTE 107](#), [CPTE 109](#), [CPTE 110](#), [CPTR 110](#); [EDUC 319](#); [MUED 250](#); [NRSRG 240](#); [TECH 248](#) (Note taking [BUAD 217](#), [CPTR 110](#), or [EDUC 319](#) covers both concepts and skills-based computer competencies)

3)Civilization and Global Perspectives **6** **3**

Select 6 hours from below: at least 3 hours must come from area 3-a with the remaining hours coming from either 3-a, 3-b or 3-c. After hours have been taken from 3-a, CLEP and Advanced Placement credits may be used to complete the remaining 3-a, 3-b, or 3-c areas.

- a. History of Civilization: [HIST 154](#), [HIST 155](#), [HIST 174](#), [HIST 175](#), [HIST 280](#), [HIST 345](#), [HIST 351](#), [HIST 353](#), [HIST 355](#), [HIST 356](#), [HIST 357](#), [HIST 359](#), [HIST 363](#), [HIST 364](#), [HIST 365](#), [HIST 366](#), [HIST 372](#), [HIST 374](#), [HIST 375](#), [HIST 379](#), [HIST 380](#), [HIST 386](#), [HIST 387](#), [HIST 388](#), [HIST 389](#), [HIST 471](#), [HIST 472](#); [HMNT 210](#); [PLSC 372](#), [PLSC 379](#), [SOCI 356](#)
- b. Society and Culture: [ASL 250](#); [COMM 330](#); [GEOG 204](#), [GPSS 110](#), [GPSS 220](#); [HMNT 211](#), [PLSC 254](#), [PSYC 231](#); [SOCI 150](#), [SOCI 230](#); [SOCW 150](#), [SOCW 230](#)
- c. World Languages: [ASL 101](#), [ASL 102](#), [ASL 207](#), [ASL 208](#); [ITAL 101](#), [ITAL 102](#), [ITAL 207](#), [ITAL 208](#); [FREN 101](#), [FREN 102](#), [FREN 207](#), [FREN 208](#); [GRMN 101](#), [GRMN 102](#), [GRMN 207](#), [GRMN 208](#); [MDLG 265](#); [RELL 181](#), [RELL 182](#), [RELL 191](#), [RELL 192](#); [SPAN 101](#), [SPAN 102](#), [SPAN 207](#), [SPAN 208](#)

Language requirement for the bachelors of art degree

Students entering Southern Adventist University who have less than two secondary school credits of foreign language and who are pursuing a Bachelor of Arts degree must complete a minimum of six credit hours of a foreign language. Students should consult their school/department for specific requirements.

4)Natural Science **6** **3**

Bachelor's degree students must take at least 3 hours from each of 2 sub-areas or

complete a two semester science sequence course. Only one of the following may apply to general education: [BIOL 421](#), [PHYS 317](#). Southern Scholars must take a sequence of two classes from the same department. See the “[Honors Studies Sequence](#)” section of the Catalog for clarification.

- a. [BIOL 101-BIOL 102](#), [BIOL 103](#), [BIOL 151-BIOL 152](#), [BIOL 252](#), [BIOL 314](#), [BIOL 421](#)
- b. [CHEM 107](#), [CHEM 111](#), [CHEM 120](#), [CHEM 151-CHEM 152](#)
- c. [ERSC 105](#)
- d. [PHYS 127](#), [PHYS 128](#), [PHYS 155](#), [PHYS 211-PHYS 212](#), [PHYS 221-PHYS 222](#), [PHYS 317](#)

5)Economics & Business Basics **3** **0**
 Select 3 hours from [ACCT 103](#), [ACCT 221](#); [BUAD 126](#), [BUAD 128](#); [ECON 213](#), [ECON 224](#); [NRS 485](#); [PLSC 224](#)

Candidates for the bachelor’s degree must complete three writing-emphasis classes.

These classes are identified by a “(W)” following the course name, [e.g., History of the South (W)] in the departmental listings. One such class must be in the student’s major field and one must be outside the major field. The third may be chosen from any area. The writing done as a part of the program overseas completed by students majoring in International Studies, Spanish or French will be accepted in place of a specially designated “W” course in the major.

S. Individual and Social Development **10** **4**

In order to develop the socio-emotional maturity necessary to be effective leaders and achieve the necessary tools to be contributing members in churches, families, and their respective communities, students will gain a measure of personal, social and aesthetic expertise.

1)College Orientation (Southern Connections) **1** **1**
 All first-time freshmen in the first semester of residence are required to take [NOND 101](#)

2)Personal and/or Social Adjustment **3** **0-3**
 Bachelor’s degree students must select 3 hours from courses listed below:
[PSYC 101](#), [PSYC 122](#), [PSYC 128](#), [PSYC 201](#), [PSYC 223](#), [PSYC 224](#),
[PSYC 233](#), [PSYC 250](#), [PSYC 349](#); [SOC 125](#), [SOC 150](#), [SOC 224](#),
[SOC 233](#), [SOC 250](#), [SOC 349](#) [SOC 360](#), [SOC 365](#), [SOC 450](#);
[SOCW 150](#), [SOCW 201](#), [SOCW 225](#), [SOCW 233](#), [SOCW 250](#), [SOCW 349](#), [SOCW 360](#), [SOCW 365](#), [SOCW 450](#)

3)Aesthetic and Skills Development **6** **0-3**
 Bachelor’s degree students must include at least 3 hours from two the sub-areas below:

- a. **Literature:** [COMM 326](#); [ELIT 214](#), [ELIT 215](#), [ELIT 216](#), [ELIT 240](#), [ELIT 323](#), [ELIT 332](#), [ELIT 333](#), [ELIT 335](#), [ELIT 337](#), [ELIT 338](#), [ELIT 368](#), [ELIT 417](#), [ELIT 423](#), [ELIT 442](#), [ELIT 440](#), [ELIT 444](#), [ELIT 445](#), [ELIT 465](#), [ELIT 454](#); [FREN 357](#), [FREN 358](#), [FREN 458](#), [FREN 459](#); [SPAN 355](#), [SPAN 356](#), [SPAN 454](#)

- b. **Music and Art Appreciation:** [ARTH 218](#)/[ARTH 318](#), [ARTH 342](#), [ARTH 344](#), [ARTH 345](#); [HMNT 205](#); [MUCH 216](#); [MUHL 115](#), [MUHL 218](#), [MUHL 120](#).
- c. **Creative Skills:** [ART 101](#), [ART 104](#), [ART 109](#), [ART 235](#); [ENGL 312](#), [ENGL 313](#), [ENGL 314](#); [MUPF 108](#), [MUPF 118](#), [MUPF 119](#), [MUPF 128](#), [MUPF 129](#), [MUPF 138](#), [MUPF 158](#), [MUPF 318](#), [MUPF 319](#), [MUPF 328](#), [MUPF 329](#), [MUPF 338](#), [MUPF 358](#); [PHTO 125](#); [TECH 151](#), [TECH 154](#)
- d. **Practical Skills:** [CPTR 124](#), [ENGR 149](#), [TECH 114](#), [TECH 115](#), [TECH 149](#), [TECH 164](#), [TECH 166](#), [TECH 169](#), [TECH 175](#), [TECH 178](#), [TECH 264](#), [TECH 276](#)

Christian Service Program

Following Jesus' example, Southern Adventist University encourages students to integrate their faith in learning. The Christian Service graduation requirement is intended to help students develop the abilities to become contributing members of churches, families, groups, and communities in a global society.

The Christian Service Program gives students the opportunity to serve in two main categories: community service and service-learning. Each service opportunity must be pre-approved and the requirement is as follows:

	Community Service Activities	Service-Learning Experiences	
Summary	<ul style="list-style-type: none"> Community Service Days Approved Campus Ministries Student Organization Service Events 	<ul style="list-style-type: none"> Service-Learning Classes Student-Initiated Mentored Projects Approved Mission Trip Experiences 	
Goal	To expose students to the community and its basic needs.	Option A: Service-Learning Courses (Level 2): To involve students in learning how academic theory and service to the community intersect.	Option B: Student-Initiated Projects (Level 3): To offer students the opportunity to use their leadership skills in developing and/or supporting a service project.

Requirements	<p>Actively participate in three organized and pre-approved service events (3-5 hours each).</p> <p>Transferring sophomores need to complete two activities. Transferring juniors or seniors and associate's graduates need to complete one.</p>	<p>Complete two service-learning experiences. Transferring sophomores need to complete two. Transferring juniors or seniors and associate's graduates need to complete one.</p>	
	<p>The minimum hours required for service-learning credit is 15 regardless of project type. Clearly identified reflection opportunities are required and will be assessed by the instructor.</p>	<p>Students will propose and serve a minimum of 15 hours on a service project that will span an average of one semester with staff (mentor) oversight. This could be an existing project or a new project. The students must demonstrate a clear connection between the service and an academic component while proving that this project meets a community need.</p>	
Meeting the Requirement	<p>Examples of pre-approved community service activities include, but are not limited to: Freshmen Service Day, MLK Community Service Day, Global Youth Service Day, Flag Camp, and Westside 4 Jesus. For a complete list of available pre-approved projects visit: www.southern.edu/serve</p>	<p>Service-learning classes (including approved mission trip classes) can be found in the online course schedule by clicking the "General Education Requirement" tab and selecting "SERV2 Christian Service" from the dropdown menu.</p> <p>By passing the course, you receive service-learning credit.</p>	<ol style="list-style-type: none"> 1. Submit a proposal to the Service-Learning Department to do one of these projects. There must be mentor/supervisor for the project. 2. The project cannot begin before approval. 3. During the project there will be ongoing reflection (class discussion, journaling, etc.) 4. After the project, the project mentor will evaluate the final reflection paper. <p>For more information about the requirements and process go to: www.southern.edu/service</p>

It is the student's responsibility to identify and successfully complete these requirements one

semester prior to graduation.

P. Physical Development

6-7

4-5

In order to develop a student's focus on the importance of developing a health-promoting lifestyle, Southern Adventist University students will develop competencies which focus on both individual fitness and health science. Associate degree students must take [PEAC 125](#) and one Health Science (P-2) course.

1)Physical Activity

4

2

- a. [PEAC 125](#)
- b. 2 courses from [ADAC 141](#), [ADAC 142](#), [ADAC 145](#), [ADAC 146](#), [ADAC 148](#), [ADAC 151](#), [ADAC 152](#), [ADAC 155](#), [ADAC 156](#), [ADAC 160](#), [ADAC 161](#), [ADAC 162](#), [ADAC 200](#), [ADAC 212](#), [ADAC 214](#), [ADAC 215](#), [ADAC 248](#), [ADAC 262](#); [PEAC 121](#), [PEAC 123](#), [PEAC 131](#), [PEAC 133](#), [PEAC 134](#), [PEAC 136](#), [PEAC 137](#), [PEAC 140](#), [PEAC 143](#), [PEAC 153](#), [PEAC 215](#), [PEAC 223](#), [PEAC 230](#), [PEAC 231](#), [PEAC 232](#), [PEAC 235](#), [PEAC 241](#), [PEAC 243](#), [PEAC 247](#), [PEAC 257](#), [PEAC 261](#), [PEAC 254/RECR 254](#).
- c. [PEAC 425](#)

2)Health Science

2-3

2-3

Select one course from [HLED 173](#), [HLNT 130](#), [HLNT 135](#), or [NRNT 125](#)

O. Discipline-Specific Development

This student learning goal is accomplished by means of the student's chosen major. Depending on the approach taken by individual schools/departments, both the hours required to achieve competence as well as the assessment of attaining competence varies widely.

Summary of General Education Hours	Bachelor's Associate	
Area R – Spiritual Development	12	6
Area I – Intellectual Development	27-30	18-21
Area S – Individual and Social Development	10	4
Area P– Physical Development	6-7	4-5
Totals	55-59	32-36

GRADES

Grades are delivered to Records and Advisement electronically. The professor should go online to www.southern.edu and login with username and password. Then:

- click on Academics
- click on My Grades
- click on grading session
- click on course, enter grade—submit

<u>Semester</u>	<u>Period Ends</u>	<u>Grades Due</u>
First Semester, Mid-term	October 15	October 29 at 5 pm
First Semester, Final	December 17	December 21 at 5 pm
Second Semester, Mid-term	March 3	March 8 at 5 pm
Second Semester, Final	May 5	May 10 at 5 pm

Because of the privacy laws, and the fact that every effort should be made to keep student ID numbers confidential, student grades must not be posted by ID numbers. Teachers may assign their own numbers for purposes of grade posting. If this is done, numbers should not be assigned or listed alphabetically.

FORMS

Samples of forms used by professors and the Records and Advisement Office

Paper Forms – *PDF files of most of these forms can be found online at www.southern.edu/records*

- Academic Petition
- Advisement Meeting Sign-Up Form (1st and 2nd weeks)
- Application for Directed Study (to be filled out for each student for each Directed Study course)
- Request for Challenge or Waiver Examination
- Challenge/Waiver Results
- Drop/Add
- Drop All Classes
- Graduation Contract – Associate's & Bachelor's
- Schedule Worksheet
- Transient Form (Permission to Take Courses Off Campus) – Summer & Fall/Winter
- Unofficial Transcript Request

Online Forms – *no paper forms; only found online at www.southern.edu/records*

- Academic Adviser Evaluation
- Change of Legal Name
- Change of Major/Minor/Adviser
- Official Transcript Request Instructions
- Request for Deletion of Transfer Credits

ACADEMIC INFORMATION

Advisers are referred to the catalog for extensive academic information. Information in this section refers to the Southern Adventist University catalog for the current year. To access the catalog, please go online to southern.catalog.acalog.com

Absences

Student attendance at class and laboratory appointments is expected.

Academic Honesty

Procedures to be followed in the case of academic dishonesty are outlined in the catalog.

Admissions

Information in this section of the catalog includes admissions standards for:

- Freshmen—via high school graduation and GED
- Transfer students
- Nursing applicants
- International students
- Home schooled students

Auditing Courses

Students can sign up with Records and Advisement to audit a class only during the first week of instruction, and only with permission from the school/department.

Students taking nine or more undergraduate hours for credit may audit any additional classes for free (as long as the requirements have been met). Students taking eight or fewer undergraduate hours for credit will be charged \$420 per semester hour for any audited class, which is half of the regular tuition for 2015-2016.

For all audited classes, a grade of “AU” will be given at the end of the semester. Class attendance is expected but reports and exams may be omitted. No credit is given for an audited course.

Class Standing

Freshmen 0-23, Sophomores 24-54, Juniors 55-93, Seniors 94+

Conditional Standing and Dismissal

Any student whose GPA falls below 2.00, Southern or cumulative, is on conditional standing. A student is subject to dismissal when his GPA fails to reach the levels listed in the catalog.

Confidentiality of Academic Information

Complete Privacy Policy is given in Section 6 of this manual. Advisers must keep advisees' records confidential.

Correspondence Courses

A maximum of 12 semester hours of correspondence or extension credit may apply toward a baccalaureate degree program and 8 hours toward an associate degree.

Course Load

It is important that students not take an overwhelming class load, but they must enroll for at least 12 hours per semester to be a full-time student. Students must complete and pass a minimum of 67% of attempted hours to be making satisfactory progress.

General Degree Requirements

Advisers should make sure advisees have completed the following in preparation for graduation:

- Minimum total hours and minimum upper division hours
- Minimum GPA (cumulative, Southern, major, education)
- Make-up of admissions deficiencies
- A major (and a minor for a B.A.)
- Christian Service Program
- Writing emphasis courses
- Senior examination, if required by the department/school
- National Teacher Examination for teacher certification

Honor Roll/Dean's List/Distinguished Dean's List

Minimum GPA requirements for these honors are as follows:

- 3.50 Honor Roll
- 3.75 Dean's List
- 3.90 Distinguished Dean's List

Students must carry a minimum of 12 semester hours to be eligible.

Honors at Graduation

Based on cumulative GPA:

- 3.50-3.74 Cum Laude
- 3.75-3.89 Magna Cum Laude
- 3.90-4.00 Summa Cum Laude

Honors Program—Southern Scholars

Freshmen are eligible if they have a 3.70 GPA from Academy. To continue as Southern Scholars, the student must be full-time and maintain a 3.50 grade point average.

Incomplete Grades

According to the catalog, any Incomplete which is not removed by the end of the following term will automatically become an "F." Advisers should urge their advisees to make up Incompletes in a timely fashion.

Numbering System for Courses

Lower division courses are represented by 100 and 200 classes. Upper division is listed as 300 or 400 classes. Graduate-level courses are 500 and above.

Petition for Academic Variance

Students who believe there is a valid reason for requesting variance from or exception to an academic policy stated in the catalog may make a petition to the Director of Records. Petition forms are available at the Records and Advisement Office.

Placement in Courses

See pages 5-6 of this section for guidelines for placement in science and mathematics courses. Students with an ACT English score of less than 18 or SAT Writing score less than 450 must take ENGL 100.

Repeating Courses

A course in which a student earned a grade of "D" or "F" while in residence may not be repeated by correspondence.

A course may be repeated at Southern or another college, provided it is taken before the student takes a more advanced course in the same field. Only the last grade will be counted on repeated courses. No course may be repeated more than once without permission from the Vice President for Academic Administration.

Residence Requirements

Twenty-five percent including 30 of the last 36 semester hours must be taken in residency.

Second Degree/Second Major/Second Emphasis in a Major

Second degrees require 30 additional hours beyond the 124 semester hours. Second majors include a minimum of 20 semester hours that do not overlap.

Teacher Education

Grades of C- or better are required in the following:

6 hours of Religion (3 hours upper division) (3 hours of RELB/RELT)

3 hours; RELT 138, Adventist Heritage

3 hours; RELT 255, Christian Beliefs, or RELT 484 and 485

2 hours; HLED 173, Health for Life

6 hours; ENGL 101, 102, College Composition

The courses required for secondary teacher certification are offered in a structured sequence. Students should be referred to Cathy Olson, Teacher Certification Officer, for counsel.

Transcripts (Outgoing)

Because of the Family Educational Rights and Privacy Act (FERPA), telephoned requests for transcripts cannot be accepted. A student's transcripts cannot be released to a third party unless there is written authorization of the student. Southern uses the National Student Clearinghouse for outgoing transcripts. Transcripts may be requested online at southern.edu/records/transcripts for a processing fee of \$2.25 per order. *Additional fees apply for FedEx and PDF services.*

Transcripts (Incoming)

See page 8 of this section for information on interpreting and using the information included on Southern transcripts given to advisers.

Transfer Credit

Southern will accept transfer credit earned at another institution during any session the student was simultaneously enrolled at Southern only if prior arrangements were made with Records and Advisement Office.

Upper Division Requirements

A minimum of 40 hours of upper division credits (courses numbered 300+) are required for a bachelor's degree. Fourteen upper division hours are required in the major for a B.A. and eighteen hours are required in the major for all other bachelor's degrees.

Students must complete 40 semester hours of lower division courses and complete their English Composition and mathematics general education requirements before enrolling in upper division classes.

Writing Emphasis Courses

Three writing emphasis courses, including one in the major field and one outside the major area, are required for a bachelor's degree. These courses are identified by a "W" after the course title in the catalog.

SCIENCE PLACEMENT GUIDELINES

Courses

BIOL 101, 102

Anatomy & Physiology

BIOL 151, 152

General Biology

CHEM 107

Chemistry of Everyday Life

CHEM 111-112

Survey of Chemistry

CHEM 120

Survey of Health Chemistry

CHEM 151, 152

General Chemistry

PHYS 211-214

General Physics

PHYS 221, 222

University Physics

Pre-requisites or Requirements

Composite ACT score of 18 or permission of the department

Composite ACT score of 18 or permission of the department

Mathematics ACT score of 17 or SAT score of 470, or a C in or MATH 116

Mathematics ACT score of 17 or SAT score of 470, or a C in or MATH 116

This course will fulfill general education requirements, including requirements for some allied health professions.

Passing score on placement exam or completion of CHEM 111 with grade of C- or higher.

Mathematics ACT score of 19 or SAT score of 460, or a C in MATH 116

Pre-requisites of MATH 120 and 121 or MATH 191

Pre- or Co-requisite of MATH 191

MATHEMATICS PLACEMENT GUIDELINES

<u>Courses</u>	<u>Prerequisites or Requirements</u>
MATH 080 Elementary Algebra (Non-credit)	None. Students are exempt if they have either of the following: ACT Math score of 16 or SAT Math score of 390, or high school Algebra II with C or better
MATH 111 Survey of Mathematics	ACT Math score of 16 or SAT Math score of 390, or MATH 080 with grade of C- or better
MATH 116 College Algebra	ACT Math score of 16 or SAT Math score of 390, or MATH 080 with grade of C- or better
MATH 120* Pre-calculus Algebra	ACT Math score of 22 or SAT Math score of 520, or MATH 116 with grade of C or better
MATH 121* Pre-calculus Trigonometry	Pre- or Co-requisite: MATH 120* or equivalent
MATH 191, 192 Calculus	MATH 120 and 121*
MATH 215 Statistics	ACT Math score of 18 or MATH 111, or MATH 116

**MATH 120 and 121 may be taken concurrently.*

USING AND INTERPRETING HIGH SCHOOL FOUNDATION COURSES IN DEGREE AUDIT

High school transcripts for freshmen are entered on the computer and are printed in a standardized format which includes messages concerning admissions deficiencies.

Basic Mathematics Deficiency

Students have a deficiency if their ACT Mathematics score is less than 16 or SAT score is less than 390, and they do not have credit for high school Algebra I with a grade of "C" or better. They can remove this deficiency by exemption examination or by taking MATH 080.

College-Level Mathematics

Ordinarily, students must take a three-hour college-level mathematics course. See page 6 of this section for placement guidelines. They may be exempt from this requirement if their ACT Mathematics score is 22 or higher or SAT score is above a 520.

Freshman English Placement

A student with an ACT English score of less than 18 or SAT Writing score less than 450 must take ENGL 100 in addition to the usual College Composition requirements.

Students may CLEP ENGL 101 by making a scaled score of 55 or higher and passing a departmental written examination. ENGL 102 may not be taken by examination.

Foreign Language

A Bachelor of Arts degree requires two semesters of foreign language. A student should confer with the department/school as to the level (elementary or intermediate) of requirement. Generally, sign language is not counted as foreign language credit but may be used for general education credit.

The degree audit is designed to be a tool to assist students in determining what courses they must take to complete their degrees. Students will find it helpful to familiarize themselves with the Southern catalog requirements for general education and for their majors and minors before reading the degree audit.

Preliminary Comments

Students should carefully read the comments on the first page. The first set of comments includes information about general requirements. Other sets of comments are related to the individual student's major(s) and minor(s).

Petition Comments

Some students will find comments directed to them individually which document special circumstances, such as academic variances approved by petition. It will be displayed on a line before the requirement that is waived or substituted. If a student changes his/her major, the previous granted petition needs to be added to the new major's degree audit.

Questions?

Students who feel the requirements stated on the degree audit are incorrect should see Joni Zier or Sharon Rogers at the Records and Advisement Office. It may be that they need to change catalog years, drop an extra major or minor, or apply for an academic exception. Students who have transferred credit or who are returning to Southern after an absence of several years may need to ask for an individual evaluation of their credit.

- Program status informs the student how many semester hours are required, earned, and remaining to graduate.
- Three writing courses are required. The degree audit tracks writing courses in the major, non-major, and elective writing course.
- The degree audit for a bachelor's degree counts upper division requirements in residence and the additional hours to equal 40 upper division semester hours.
- Foundation requirements relates to high school subjects that are required for an undergraduate degree.
- General education requirements track Areas R (Spiritual), I (Intellectual), S (Social), P (Physical), and O (Discipline-Specific).
- Majors, cognates, and minor requirements are at the end of the degree audit.
- Other courses refer to electives that have not been used for general education, major, or minor but are added toward the overall 124 semester hour requirements.

Overall Graduation Requirements

1. The student's unofficial transcript, which is a list of courses taken, must be checked to determine the number of Writing (W) courses and upper division hours completed.
2. English Composition, Math and 40 hours of credit must be completed before a student enrolls for upper division courses.
3. CAUTION! If a number for "additional hours required" is given at the end of the report or at the end of a major or minor listing, this is the *minimum* number of hours required. If additional electives or extra majors and minors have been taken, the total hours required may be more.
4. Overlapping Majors and/or Minors. Majors must include 20 hours that do not overlap another major. Minors must include 12 hours that do not overlap another major or minor.
5. Cumulative and Southern GPA of 2.00 (refer to school/dept. for major GPA).

Baccalaureate Degree

- A list of Writing courses completed or in progress is given in the top portion of page one. A minimum of three Writing courses, including one in the major and one outside the major, must be taken.
- A minimum of 40 upper division hours (courses numbered 300/400) must be taken. The number of upper division hours completed or in progress is given at the bottom of the transcript.
- Examination: The ETS Proficiency Profile test is required of the seniors who are obtaining a Bachelor's degree.
- A minimum of 124 hours (or more, depending on major).
- Major field achievement test (if required)
- Major upper division hours: 18 for BS, 14 for BA, and 6 for a minor
- Three community service activities and two service learning experiences (level 2 or 3)
- Southern Scholar requirements are shown at the end of a degree audit, if a student has declared it.

Associate Degree

- A minimum of 64 hours (or more, depending on major)
- Two community service activities and one service learning experience (level 2 or 3).

EXTRA INFORMATION

Please spend some time looking at your advisees' degree audits. Help is available if you need it—contact the Records & Advisement office if you have questions.

Contact Information

Phone: 423.236.2899

Fax: 423.236.1899

Email: records@southern.edu

Degree Audit Terminology

RW	Remedial Work Waived. These are requirements based on high school records and ACT scores.
WV	Waiver of a course or portion of a course. A fraction of an hour can always be waived. For a few general education requirements, an hour will be waived if a transfer student has taken a 2-hour course which is a 3-hour course at SAU.
SB	Substitution. Sometimes a substitution of one course for another is approved.
TR	Transfer Work

Helping Non-Registered Students and Add/Drops

Non-registered students or students doing add/drops may come to see you on Wednesday, August 19, 3-4:30 p.m. We hope that you will have time to give them special consideration.

Please try to build their confidence by encouraging them to enroll in some courses they enjoy, tailoring the number of hours they take to their ability and helping them build a schedule with blocks of time open for work. Morning workers are usually in demand.

Students on Conditional Standing

Maximum load is 13 semester hours, except by special permission of the Associate Vice President for Academic Administration. A special program is designed to help students on conditional standing. All conditional standing students must register for Academic Power Tools (NOND 080), a non-credit course.

Please Take Note

Students pursuing a bachelor's degree must include one upper division religion course among the four they are required to take.

Program: BS Sports Studies--Journalism (BS.SSJR)

Catalog: 2015-16 Catalog Ant Completion Date: 05/19 E-Mail Address: .@southern.edu

Advisors:
Judy L. Sloan

_____ 40 credits needed
N) 15 Upper division hours must be taken
from Southern
_____ 15 credits needed

Test Scores:

HS Lang1		08/15/10
HS Language2		08/15/11
HS PreCalc		08/15/11
HS Trigonometry		08/15/11
SAT Composite (CR+M+)	1490	03/20/12
SAT Critical Reading	470	03/20/12
SAT Math	520	03/20/12
SAT Writing	500	03/20/12

N) WRITING REQUIREMENTS (A-3)
Credits: 0
N) PETH WRITING COURSES
_____ 1 course needed
N) NON-PETH WRITING COURSES
_____ 1 course needed
N) WRITING COURSES
_____ 1 course needed

Grade Access Permissions:

N) CHRISTIAN SERVICE
Credits: 0

Academic Standing:

N) .
Level One: Community Service
Complete Three community service activities.
_____ 3 courses needed

* This evaluation is provided for advisement only. Please report any corrections to the Records and Advisement office.

* Before enrolling in Upper Division courses, you must complete:
- College Composition (ENGL 101, 102)
- Survey of Mathematics (MATH 115, or higher math course)
- Complete 40 hours of course work.

N) .
Service Learning Experiences
Complete two experiences from Option A or B.
Credits: 0
N) Complete one experiences in Option A.
EDUC 419, NOND 227, 228, NRSG 340 494, RELP 361
362
_____ 2 courses
N) Complete two experiences in Option B.
_____ 2 courses
N) Complete one Option A and one Option B experience.
_____ 2 courses

* Overlapping majors and/or minors:
Majors must include 20 hours that do not overlap another major.
Minors must include 12 hours that do not overlap another major or minor.

Program Status: In Progress

	Required	Current.....	Anticipated(*).....	Additional	Remaining
SOUTHERN					
Credits:	30.00	0.00	30.00	0.00	30.00
GPA.....	2.000		Not Met		
COMBINED					
Credits:	124.00	42.00	82.00	0.00	82.00
GPA.....	2.000	3.786	Met		

Enrolled

minimum hours

transfer

(*) Anticipates completion of in-progress and registered and planned courses

I) GENERAL EDUCATION REQUIREMENTS (Bachelor)
Credits: 28

I) .
R. SPIRITUAL DEVELOPMENT - 12 Hrs
Credits: 0
W) 1) Spiritual Development - 3 Hrs
RELB 125, or RELT 177
Take 1 course:

Statuses: C=Complete, I=In progress, N=Not started, W=Waived
P=Pending completion of unfinished activity

!!! Exception
Waived 3 hrs. - 42 hrs. non-SDA transfer

N) UPPER DIVISION HOURS REQUIREMENT

Credits: 0
N) 40 hours must be upper division credit

N)
2) Seventh-day Adventist Teachings - 3 Hrs
RELT 138, 225 or 255
Take 1 course:
_____ 1 course needed

N)
3) Biblical Studies - 3 Hrs
Any RELB course except RELB 125, 255, 455, 497

3

Take one course: _____ 3 credits needed

N) 4) Religion Electives - 3Hrs
Any RELB, RELI, or RELP 240/340, 251, 252, 264, 361, 405, 468
Take one course: _____ 3 credits needed

N) Bachelor's degree students must take a min. of 12 Hrs of Religion courses, at least 3 Hrs of which must be UD.
Credits: 0

N) Upper division - 3 Hrs
Take 3 hours: _____ 3 credits needed

N) LD/UD - 9 Hrs
Take 9 hours

!! Exception
Waived 3 hrs. - 42 hrs. non-SDA transfer
_____ 6 credits needed

C) I. INTELLECTUAL DEVELOPMENT - 27 to 30 Hrs
Credits: 9

C) 1) Communication Skills - 9 Hrs
ENGL 101, 102 (103 for Southern Scholars)
Take two courses:
Credits: 6
ENGL-101 College Comp I.. W14 B 3 *TE
ENGL-102 College Comp II. S14 A 3 *TE

C) COMM 135
Take one course:
COMM-135 Intro Public Spe W14 A 3 *TE

C) 2) Computational Skills - 3 to 6 Hrs
a) Mathematics, 0 to 3 Hrs
If ACT Math < 22, or SAT Math < 520 then,
MATH 111, 116, 120, 121, 215
Take one course:
SAT-MATH22 SAT Math Min 5 03/20/12 --- 0 *NE

C) b,c) Computer Concepts, Skills 3 Hrs
Credits: 4
C) b) Concepts.
CPTE-100, BUAD-217, EDUC-319, or CPTR-110
Take one hour:
CPTE-100 Computer Concept W13 A 1 *TE

C) c) Skills. Take 2 credits from:
ART6-115, BUAD-217, CPTE-105, 106, 107, 109, 110,
CPTR-110, ECE0-250, EDUC-319, MUED-250, NRS6-240,
TECH-248

Take two hours:
CPTE-LD Cptr Technology - F12 A 3 *TE

C) I-3 Civilization and Global Perspectives - 6 Hrs
Three hours from (a), and the remaining three hours from (a),(b), or (c).
Credits: 6

C) a) History of Civilization - 3 Hrs:
HIST-154, 155, 174,175, 280, 345, 351, 353, 355, 356, 357, 359, 363, 364, 365, 366, 374, 375, 380, 386, 387, 388, 389, 471, 472
PLSC-372 PLSC-379 SOCI-356

Take three hours:
HIST-154 American Hist I. W14 A 3 *TE

C) a) History of Civilization:
HIST-154, 155, 174,175, 280, 345, 351, 353, 355, 356, 357, 359, 363, 364, 372, 374, 375, 379, 380, 386, 389, 471, 472 PLSC-372 PLSC-379

b) Society and Culture:
HMNT-211, ASL-250, COMM-330, FMST-150/230, GEOG-204, SOCI-150/SOCW-150, PSYC-231/SOCI-230/SOCW-230, PLSC-254

c) World Languages:
ASL-101, 102, 207, 208,
ITAL-101, 102, 207, 208,
FREN-101, 102, 207, 208,
GRMN-101, 102, 207, 208,
SPAN-101, 102, 207, 208,
RELL-181, 182, 191, 192
MDL6 lower division classes
Take three hours:
PLSC-254 Amer Nation & St W14 A 3 *TE

N) I-4 Natural Science - 6 Hrs
6 Hrs from at least 2 sub-areas listed below or a science sequence.

Credits: 0
N) Biology:
BIOL 101, 103, 161, 314, or 421
Take one course: _____ 1 course

N) Biology Sequence:
BIOL 102, 162
Take one course: _____ 1 course

N) Chemistry:
CHEM 107, 111, 120, 151
Take one course: _____ 1 course

N) Chemistry sequence:
CHEM 152
Take one course:

3

3 upper

6

CHEM-152 Gen Chemistry II _____ 1 course needed

N) Physics:
PHYS 127, 128, 155, 211, 221, or 317
Take one course: _____ 1 course

N) Physics sequence:
PHYS 212, 222
Take one course: _____ 1 course

N) Earth science:
ERSC 105
Take one course: _____ 1 course

N) .
I-5 Economics & Business Basics - 3 Hrs
ACCT-103 ACCT-221 BUAD-126 BUAD-128 ECON-213
ECON-224 NRS6-485 PLSC-224
Take three hours: _____ 3 credits needed

C) .
S. INDIVIDUAL AND SOCIAL DEVELOPMENT - 7 Hrs
Credits: 3
C) 1) College Orientation (Southern Connections) - 1 Hr
Required for all first-time freshman in the
first semester of residence: NOND-101
C) 2) Personal and/or Social Adjustment - 3 Hrs
FMST-150 PSYC-101 PSYC-122 PSYC-128
FMST-150 FMST-201 FMST-224 FMST-225 FMST-233 FMST-250;
FMST-349 FMST-360 FMST-365 FMST-450;
PSYC-201 PSYC-223 PSYC-224 PSYC-233 PSYC-349
SOC-349 SOCW-349 PSYC-249
NRS6-449 SOC-125 SOC-150 SOCW-150 SOC-201 SOC-224
SOC-225 SOC-233 SOC-360 SOC-365 SOC-249 SOC-449
SOCW-249 NRS6-449 SOCW-449
Take three hours:
SOC-125 Intro to Sociolo F13 A 3 *TE

C) .
3) Aesthetic and Skills Development - 6 Hrs
Must take 3 hrs from at least 2 sub-areas listed below:

Credits: 6

C) Literature:
COMM 326,
ELIT 214, 215, 216, 240, 323, 332, 333,
335, 337, 338, 368, 417, 423, 440, 442, 444, 445,
454, 465; SPAN 355, 356, 454; FREN 357, 358, 458, 459
Take three hours:
ELIT-LD English Lit - Low F14 A 3 *TE

C) Music and Art Appreciation:
ARTH 218, 318, 342, 344, 345;
HMNT 205; MUCH 216; MUHL 115, MUHL 120 MUHL 218.
Take 3 hours:
HMNT-LD Humanities - Lowe F14 A 3 *TE

N) .
P. PHYSICAL DEVELOPMENT - 6 to 7 Hrs.
1) Physical Activity - 4 Hrs

Credits: 0
N) a) PEAC 125
Take one course:
PEAC-125 Fitness Collegia _____ (1 course needed)

N) b) ADAC 141, ADAC 151, ADAC 155, ADAC 160, ADAC 200,
ADAC 212, ADAC 214, ADAC 262; PEAC 121, PEAC 123,
PEAC 131, PEAC 133, PEAC 134, PEAC 136, PEAC 137,
PEAC 140, PEAC 143, PEAC 153, PEAC 215, PEAC 223,
PEAC 230, PEAC 231, PEAC 232, PEAC 235, PEAC 241,
PEAC 243, PEAC 257, PEAC 261, PEAC 254, RECR 254,
RECR 255; OLAC 136, OLAC 142, OLAC 145, OLAC 146,
OLAC 148, OLAC 152, OLAC 156, OLAC 160, OLAC 162,
OLAC 215, OLAC 248, OLAC 265, OLAC 346, OLAC 353
Take two courses:

!!! Exception
Waived 1 hr. - 42 hrs. transferred in
PETH courses in major (1 course needed)

N) c) PEAC 425
Take one course:
PEAC-425 Fit for Hire _____ 1 course needed

N) .
2) Health Science - 2 to 3 Hrs
HLED-173 HLNT 130, HLNT-135 or NRNT-125
Take one course
See major (1 course needed)

N) MAJOR: BS SPORTS STUDIES, JOURNALISM (64 Hrs)
Credits: 0
GPA Achieved/Needed: none / 2.250
N) CORE COURSES

Credits: 0

N)
BIOL-101 Anat & Phys I _____ 1 course needed
BIOL-102 Anat & Phys II _____ 1 course needed
MATH-215 Statistics _____ 1 course needed
HLED-173 Health For Life _____ 1 course needed
HLED-373 Prevention & Car _____ 1 course needed
PETH-240 Coaching For Suc _____ 1 course needed
PETH-314 Biomechanics _____ 1 course needed
PETH-315 Physiology of Ex _____ 1 course needed
PETH-364 Prin & Admin of _____ 1 course needed
PETH-375 Motor Lrng & Dev _____ 1 course needed
PETH-474 Psyc & Sociology _____ 1 course needed

N) PROFESSIONAL ACTIVITIES
PETH-114 ProAct-Softball _____ 1 course needed
PETH-116 ProAct - Volleyb _____ 1 course needed
PETH-117 ProAct - Basketb _____ 1 course needed
PETH-119 ProAct - Soccer _____ 1 course needed
PETH-214 ProAct - Tennis _____ 1 course needed
PETH-216 ProAct- Fitness _____ 1 course needed

64

PETH-217 ProAct-Badminton _____ 1 course needed | (Credits in parentheses are anticipated earned)
 PETH-219 ProAct - Gymnast _____ 1 course needed | =====

N) CONCENTRATION

NOTES

GROUP.ID 14888;

PRINT " "

Take COMM-103 JOUR-105 JOUR-205 JOUR-316 JOUR-427
 JOUR-488;

*NE Non-course Equivalency
 *TE Transfer Equivalency

GROUP.ID 14889;

PRINT "TAKE 6 CREDITS FROM:"

PRINT "BRDC-314 JOUR-208 JOUR-313 JOUR-356"

Take 6 credits;

From courses BRDC-314 JOUR-208 JOUR-313 JOUR-356;

Credits: 0

N)

COMM-103 Intro to Mass Co _____ 1 course needed

JOUR-105 Writing for Medi _____ 1 course needed

JOUR-205 News Reporting _____ 1 course needed

JOUR-316 Mag & Feature Ar _____ 1 course needed

JOUR-427 Mass Media Laws _____ 1 course needed

JOUR-488 Mass Comm & Soci _____ 1 course needed

N) TAKE 6 CREDITS FROM:

BRDC-314 JOUR-208 JOUR-313 JOUR-356

_____ 6 credits needed

N) Upper Division

18 upper division hours in major:

_____ 18 credits needed

N) Residence

9 upper division hours in residence in major:

_____ 9 credits needed

OTHER COURSES:

	Registered	Earned	
	Credits	Credits	

HIST-155..... S14	A	3.00	3.00 *TE
Amer History II			
ARTH-218..... F14	A	3.00	3.00 *TE
Art Appreciation			
EDUC-LD..... F13	B	3.00	3.00 *TE
Education - Lower Division			
PLSC-LD..... F14	B	3.00	3.00 *TE
Political Sci - Lower Division			
CPT-105..... W13	A	1.00	1.00 *TE
Intro Word Processing			
CPT-106..... W13	A	1.00	1.00 *TE
Intro Spreadsheets			
HS-LANG1..... 08/15/10 A		0.00	0.00 *NE
HS Frgn Lang - Unit 1			
HS-LANG2..... 08/15/11 A		0.00	0.00 *NE
HS Frgn Lang - Unit 2			
HS-PCALC..... 08/15/11 B+		0.00	0.00 *NE
Hs Precalculus			
HS-TRIG..... 08/15/11 B+		0.00	0.00 *NE
HS Trig min C			
SAT-ENGL..... 03/20/12		0.00	0.00 *NE
SAT Verbal min 430 (16)			

83 hours lacking

SOUTHERN ADVENTIST UNIVERSITY POLICY FOR MEETING THE REQUIREMENTS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

This policy meets the guidelines presented at AACRAO 4/17/90 by LeRoy S. Rooker, Director of the Family Policy & Regulations Office, U.S. Department of Education.

DEFINITIONS

For the purposes of this policy, Southern Adventist University has used the following definitions of terms:

Student—any person who attends or has attended Southern Adventist University (under any of its names).

Education Records—any record (in handwriting, print, tapes, film, or other medium) maintained by Southern Adventist University or an agent of the University which is directly related to a student, except:

1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
3. Records maintained by Southern Adventist University Security Unit if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction, and the Unit does not have access to education records maintained by the University.
4. Records maintained by Health Service if the records are used only for treatment of a student and made available to those persons providing the treatment.
5. Alumni records which contain information about a student after he or she is no longer in attendance at the University and the records do not relate to the person as a student.

ANNUAL NOTIFICATION

Students will be notified of their FERPA rights annually by publication in the official university catalog.

PROCEDURE TO INSPECT EDUCATION RECORDS

Students may inspect and review their education records upon request to the appropriate record custodian.

Students should submit to the record custodian or an appropriate Southern staff person a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The record custodian or appropriate Southern staff person will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request.

When a record contains information about more than one student, the student may inspect and review only the records which relate to him or her.

RIGHT OF THE UNIVERSITY TO REFUSE ACCESS

Southern Adventist University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student has waived the right of access, or which were placed in the file before January 1, 1975.
3. Records connected with an application to attend Southern Adventist University or a component unit of Southern Adventist University if that application was denied.
4. Those records which are excluded from the FERPA definition of education records.

PROVIDING COPIES OF RECORDS AND TRANSCRIPTS

Southern Adventist University reserves the right to deny transcripts or copies of records in the following situations:

1. The student has an unpaid financial obligation to the University.
2. There is an unresolved disciplinary action against the student.

Any fees for copies of transcripts will be published annually in the catalog. Fees for copying other records will be no more than 25¢ per page.

TYPES, LOCATIONS, AND CUSTODIANS OF EDUCATION RECORDS

The following is a list of the types of records that Southern Adventist University maintains, their locations, and their custodians:

TYPE OF RECORD	LOCATION	CUSTODIAN
Admission records for enrolled students	Nolij	Applications Manager
Cumulative academic records	Nolij	Director of Records & Advisement
Health records	Health Service Office	Director of Health Services
Financial records	Nolij	Assoc Vice President & Treasurer
Placement records	Nolij	Director of Counseling & Testing
Progress records	Department/School chairs/deans office in each department/school Faculty office at each department/school	Department/School Chairs/Deans Instructor/Adviser
Disciplinary records	Student Services Office	Vice President for Student Services

DISCLOSURE OF EDUCATION RECORDS

Southern Adventist University will disclose information from a student's education records only with the written consent of the students, except:

1. To school officials who have a legitimate education interest in the records.

A school official is:

- A. A person employed by Southern Adventist University in an administrative, supervisory, academic or research, or support staff position, including part-time student workers who have a legitimate educational interest.
- B. A person employed by or under contract to Southern Adventist University to perform a special task, such as an attorney or auditor.

A school official has a legitimate educational interest if the official is:

- A. Performing a task that is specified in his or her position description or by a contract agreement.
- B. Performing a task related to a student's education.
- C. Performing a task related to the discipline of a student.
- D. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

2. To officials of another school, upon request, in which a student seeks or intends to enroll.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally-supported education programs.
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the University.
7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
9. To comply with a judicial order or a lawfully-issued subpoena.
10. To appropriate parties in health or safety emergency.

RECORD OF REQUESTS FOR DISCLOSURE

Southern Adventist University will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible parents or eligible student.

DIRECTORY INFORMATION

Southern Adventist University designates the following items as Directory Information: Student name, address, e-mail address, telephone number; parents' name, address, telephone number; date and place of birth; major and minor fields of study; part-time or full-time status; degrees and awards received; previous schools attended; and photograph. The University may disclose any of these items without prior written consent, unless notified in writing to the contrary. Such notification must be received within three school days of the official date of registration in order to ensure that directory information will not be included in publications. The year of birth is to be used for identification purposes only.

CORRECTION OF EDUCATION RECORDS

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. A student must ask the custodian of the Southern Adventist University record in question to amend the record. In so doing, the student should identify the part of the record to be changed and specify why he or she believes it is inaccurate, misleading, or in violation of his or her privacy or other rights.
2. Southern Adventist University may comply with the request or it may decide not to comply. If it decides not to comply, Southern will notify the student of the decision and advise him or her of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Southern Adventist University will arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
5. Southern Adventist University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
6. If Southern Adventist University decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has the right to place in the file a statement commenting on the challenged information and/or a statement setting forth the reasons for disagreeing with the decision.
7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Southern Adventist University discloses the contested part of the record, it must also disclose the statement.

8. If Southern Adventist University decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has now been amended.

FINANCIAL RESOURCES

Employment

The Human Resources office (Wright Hall, second floor) maintains listings of both on-and off-campus jobs and is open to all interested Southern students. The website is www.southern.edu/hr. Both routine and challenging positions are available on campus. Off-campus jobs range from community domestic work to local industries and small businesses. Human Resources serves as a job referral service for all students, although students are ultimately responsible for securing their own jobs.

The Student Finance office estimates that a student will be able to earn from \$2,000 to \$2,500 as a part-time on-campus student employee during the academic year.

Human Resources suggests that students complete registration before seeking employment to determine which hours are available for work.

Financial Aid

Many grants, loans and scholarships are available to help students fund their education. Students should contact the Student Finance office (Wright Hall, first floor) for up-to-date information.

Students must follow the current established academic progress policy as outlined in the catalog to be eligible for financial aid; they must work the required number of hours in order to qualify for an endowment grant. See the catalog at southern.catalog.acalog.com for more information

Scholarships

Academic scholarships and leadership awards are administered by Enrollment Services through the Student Trust Account program.

STUDENT SERVICES RESOURCES

- Campus Ministries**
236-2787
- Campus Ministries offers students pastoral care designed to undergird and strengthen their commitment to God through the use of:
- Establishing personal relationships through one-to-one contacts
 - Encouraging participation in spiritual programs
 - Promoting prayer and Bible study
 - Providing pastoral counseling
- Career Information**
236-2078
- The Career Information Center is located in the Counseling Center. Resources include the Occupational Outlook Handbook and scores of books dealing with specific occupations. Graduate and professional school opportunities are outlined in a four-volume series updated yearly by Educational Testing Service. Students are invited to discuss career options, self-assessment, interests, goals, resumé preparation, interview techniques, and job seeking skills with a counselor.
- Counseling Center**
236-2782
- Personnel trained in psychology and counseling are available to help students who are struggling with social and personal difficulties. Appointments are free to all currently enrolled students and made through the office manager. Referral services to professionals in the community are also available. Communication between counselors and students is confidential.
- Health Services**
236-2713
- Health Services is administered by a nurse practitioner in cooperation with a physician. An infirmary is provided and staffed in the evenings and at night by live-in associate degree nurse graduates.
- International Student Services**
236-2808
- Services are provided for introducing parents and students to the demands and expectations of living and learning on a university campus. The International Student Advisor is available to help international students navigate the rules and regulations of attending a university in the United States.
- Student Success Center**
236-2838
- The Student Success Center is located on the third floor of Lynn Wood Hall. Support is available for those with physical or learning disabilities. The Center offers seminars and workshops on a variety of topics pertinent to college students. Presentations can be requested by students or faculty and designed for a specific group's needs. Seminars and workshops are announced in the *Southern Accent* and posted on bulletin boards.

TESTING OPPORTUNITIES

The following is a partial list of testing opportunities for students, most of which (except Advanced Placement) are available at the Counseling & Testing Center. Contact the Center for more information.

ACT/SAT	Students who have not taken the ACT or SAT prior to coming to Southern may take the examinations here. ACT/SAT is required of all entering students.
Advanced Placement (AP)	Advanced Placement Examinations must be passed with a score of 3 or higher except in History (4), Biology (5), and Chemistry (5). Students may be exempt from taking BIOL 152 if they have an AP grade of 5 and a grade of B or better in BIOL 151. Credit for CHEM 151 or CHEM 152 requires a 5 on the AP exam and 2 years of H.S. Chemistry.
Career Cruising	Career Cruising has been designed with one goal in mind: to help students plan their future. With exceptional assessment tools, detailed occupation profiles, and comprehensive post-secondary education information, users move seamlessly through the career exploration and planning process.
Challenge	Challenge examinations, prepared by an academic department/school, must be passed at B level or above.
CLEP	Exams must be passed at a score of 50 or higher except for SOCI 125, which must be passed with a score of 59 or higher. The Counseling and Testing Center offers 17 of these exams.
Individual Diagnostic Assessment	This process can assess students who may be struggling academically for learning disabilities, ADD/ADHD, etc., and offer suggestions for support resources.
Meyers Briggs Type Indicator	This personality test evaluates each student's various character traits, and is helpful for career counseling and academic advising.
Professional	Exams offered include the GRE, PRAXIS and professional skills tests.
School Exams	School admissions tests such as LSAT, GRE, Subject, etc.
Strong	This test compares students to successful people who have worked in occupations for at least three years and enjoy what they are doing.
Taylor-Johnson	The Taylor-Johnson Temperament Analysis is especially helpful to couples, who rate themselves and each other and then compare results.

Test Score Conversion Chart

ACT Comp	SAT CR+M+W	SAT CR+M
36	2390	1600
35	2330	1560
34	2250	1510
33	2180	1460
32	2120	1420
31	2060	1380
30	2000	1340
29	1940	1300
28	1880	1260
27	1820	1220
26	1770	1190
25	1710	1150
24	1650	1110
23	1590	1070
22	1530	1030
21	1470	990
20	1410	950
19	1350	910
18	1290	870
17	1230	830
16	1170	780
15	1100	740
14	1020	690
13	950	640
12	870	590
11	780	530

ACT Reading - SAT Critical Reading			
ACT score	ACT percentile	SAT percentile	SAT score
20	48	47	490
18	35	34	450

ACT Math - SAT Math			
ACT score	ACT percentile	SAT percentile	SAT score
22	61	62	550
16	26	26	440

ACT English - SAT Writing			
ACT score	ACT percentile	SAT percentile	SAT score
18	38	37	450

- ACT contains four (4) subtests: Reading, English, Math and Science. The ACT composite score is the average of the four required subtests.
- SAT contains three (3) subtests: Math, Critical Reading, and Writing. The SAT composite score is calculated by adding the subtest scores.
- The equivalencies between each test and subscores are based on the closest percentile ranking.
- The source for these conversions were taken from ACT.org and Collegeboard.org.

CLEP Form

First Name	M.I.	Last Name	Signature	
Birth Date	Sex <input type="checkbox"/> M <input type="checkbox"/> F	Social Security #	E-mail Address	Telephone
Street Address			City, State, Zip Code, Country	

Southern Adventist University grants college credit for the following CLEP Subject Examinations passed at the minimum scaled score of 50 (SOC 125 must be passed with a minimum score of 59).

Examination	Sem. Hrs. Awarded	SAU Course Equivalent
<input type="checkbox"/> American Government	3	PLSC 254
<input type="checkbox"/> American Literature	3	ELIT 214
<input type="checkbox"/> Calculus	3	MATH 191
<input type="checkbox"/> College Algebra	3	MATH 116
<input type="checkbox"/> English Comp with SAU essay	3	ENG 101
<input type="checkbox"/> Educational Psychology, Introductory	3	EDUC 217
<input type="checkbox"/> English Literature	3	ELIT 215
<input type="checkbox"/> Financial Accounting	3	ACCT 221
<input type="checkbox"/> *History of US I	3	HIST 154
<input type="checkbox"/> *History of US II	3	HIST 155
<input type="checkbox"/> Human Growth and Development	3	PSYC 128
<input type="checkbox"/> Management, Principles of	3	MGNT 334
<input type="checkbox"/> Pre-calculus	5	MATH 120, 121
<input type="checkbox"/> Psychology, Introductory	3	PSYC 122
<input type="checkbox"/> Sociology, Introductory	3	SOC 125
<input type="checkbox"/> *Western Civilization I	3	HIST 174
<input type="checkbox"/> *Western Civilization II	3	HIST 175

**Southern students must take 3 hours of history in a traditional classroom setting*

Examination Fees & ID Requirements:

- \$80.00 *Examination fee* is paid online when you register for the CLEP exam at: clep.collegeboard.org/register/exam
- Bring your exam ticket, this completed form and the registration fee of \$20.00 (cash or check only) to our office to set up an exam time.
- Bring *two* forms of primary ID the day of the test (driver's license, military ID, passport, state or federal ID, tribal ID, naturalization card or student ID card).

Students must wait 6 months before retaking CLEP tests.

Adviser's Signature _____

Date _____

ADVISER CHECKLIST

AVAILABILITY

- I have special office hours for advisees during the week prior to registration.
- I have regularly scheduled office hours for advisees to meet with me through the semester.
- I publicize my office hours for advising.
- When I schedule office hours for advising, I stay in my office in case students drop in.
- I take the initiative to have my advisees meet with me.

INFORMATION

- I know the dates for deadlines such as pre-registration, drop-add, etc.
- I am aware of the course offerings of my department/school each semester.
- I keep informed about the current and/or future career possibilities for those with bachelor's degrees in my field.
- I am knowledgeable about resources and services on campus (and keep current information about them in my office) that can fill the gaps when I can't help a student completely with a problem.
- I know my advisees' first names.
- I explain to my advisees in what ways I can serve as an adviser.
- I have a file of names and addresses of my advisees.
- I check my advisee's name just prior to our meeting so that I will remember it during the interview.
- I thoroughly explain to new advisees the general education requirements for the major selected.
- When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.
- I keep a record of my appointment dates with each advisee.

HELPING

- If I know of a resource that could be potentially helpful to an advisee, I offer to help contact that resource (personally, by letter, by phone call, etc.).
- When I believe that a goal an advisee has set for him/herself is unrealistic or impossible to reach, I explore this with him/her.
- When it comes to my attention and whenever possible, I try to help my advisees cut red tape.
- I encourage and/or help my advisees to draw up an outline of proposed courses extending beyond the current year.
- I help my advisees with problems involving study skills or low academic performance.
- I do not make decisions for my advisees, but place most of my emphasis on helping them make decisions for themselves.

ADVISEE BEHAVIOR

- I am interested in my advisees' life goals as well as college goals.
- I attempt to establish a warm and open working relationship with my advisees.
- When an advisee disagrees with something I say, I try not to become defensive about it.
- When advisees consider changing colleges, I feel that I am helpful in exploring alternatives.
- I feel helpful in trying to sort out some of the frustration and uncertainties my advisees experience in coping with college.
- I am able to communicate realistic perceptions of my advisees' strengths and potential problems in relation to their major and post-college plans.
- With respect to abilities, I focus on my advisees' potentialities rather than on their limitations.
- I communicate to my advisees that I care about them, showing Christian concern.

TIPS FOR EFFECTIVE ADVISING

1. Care about advisees as people by showing empathy, understanding, and respect.
2. Establish warm, genuine, and open relationships with advisees.
3. Be a good listener.
4. Establish rapport by remembering personal information about advisees.
5. Be available; keep office hours and appointments.
6. Provide accurate information.
7. When in doubt, refer to the catalog.
8. Know how and when to make referrals, and be familiar with referral sources.
9. Don't refer too hastily; on the other hand, don't attempt to handle situations for which you are not qualified.
10. Have students contact referral sources in your presence.
11. Keep in frequent contact with advisees. Take the initiative—don't always wait for advisees to come to you.
12. Don't make decisions for students; help them to make their own decisions.
13. Focus on advisees' strengths and potentials rather than on their limitations.
14. Seek out advisees in informal settings.
15. Monitor advisees' progress toward educational goals.
16. Determine the reasons for poor academic performance and direct advisees to appropriate support services.
17. Be realistic with advisees.
18. Encourage advisees to consider and develop career alternatives when appropriate.
19. Evaluate the effectiveness of your advising.
20. Don't be critical of other faculty or staff members to advisees.
21. Be knowledgeable about career opportunities and job outlook for various majors.
22. Encourage advisees to talk by asking open-ended questions.
23. Don't betray confidential information.
24. Be yourself and allow your advisees to be themselves.

IMPROVING ACADEMIC ADVISING

Thomas J. Grites
Stockton State College

INTRODUCTION

Few people in higher education, especially students, would argue that academic advising has been one of higher education's top priorities. In some ways this is surprising because the majority of higher education's efforts are concentrated on undergraduate programs enrolling students who lack experience with the complexities of academia. Although it has not enjoyed a top-priority status, academic advising has been and continues to be the primary means of helping students benefit from an array of programs offered on most college and university campuses. The literature suggests that good advising programs result in better student attitudes, self-concept, and intellectual and interpersonal development. Increases in academic performance, FTE's, and retention also result (Glennen, 1976; Hadley, 1976; Noel, 1976). Obviously, good advising benefits institutions as well as students.

Even though some institutions have begun programs to train their faculty in advising, institutional recognition of the faculty's need for specialized training on advising skills and techniques is not characteristic of higher education today. This paper provides direction for faculty who are attempting to improve their advising skills without the benefit of a formal program. Suggestions in this paper are based on the premise that they are (1) possible, (2) inexpensive, (3) effective, and (4) time-efficient.

THE SCOPE OF ADVISING

Advising is sometimes attending to simple questions; other times, it is anticipating an advisee's need to know about more complex matters. But good advisement is always a process composed of timely responses in areas relevant to student education. It must be developmental, progressively tailoring its responses to fit the situation of the advisee.

General Relevance to Education. Describe the intent of the general or "liberal arts" component of the undergraduate curriculum for the advisee. How many times have you done this in the past year? Too often students (and s) choose general course work merely to fill boxes on a sheet of requirements without any understanding of how general education contributes to a broader framework from which the students can make informed decisions and develop problem-solving abilities, useful in a constantly changing society. Students can be helped to understand the purpose and value of general education while they are experiencing it, rather than postponing this awareness until many years after undergraduate school.

Rationale for Requirements. Communicate the rationale for institutional and/or departmental requirements, policies, and procedures encountered in the advising process, i.e., grading policies, endorsement of schedules, etc. This assumes knowledge of such rationales and could necessitate inquiries in order to gain the necessary information. Advising is much easier when both parties understand the "ground rules" under which they must operate; furthermore, nothing serves to undermine an advising program or the likelihood of student success more than s with insufficient knowledge who merely agree with student complaints. Advisers may disagree with the conditions imposed and should work constructively for change of outdated, irrelevant, or dysfunctional constraints on the advising system.

Study Skills. Analyze the student's study skills/habits, especially when difficulties with courses are indicated. Review the student's notebook or textbook to determine the appropriateness or adequacy of note-taking, reading, and organizational skills. Suggest study techniques he or she could use to survive academically.

Question Student Course Decisions. Question the course selections and other choices of students, e.g., determine the reason why certain courses are chosen, especially over others. Is the course or instructor's reputation, difficulty level, time of day, or familiarity with content a factor in the selection? Should it be? Should alternative selections be considered to develop a secondary area of expertise, e.g., in a language or culture, writing or analytical skills, or technical or organizational abilities? Effective advising requires more than "rubber stamping" student course decisions which are not in violation with some regulation.

Extracurricular Institutional Involvement. Determine the involvement of advisees in other campus activities. Astin (1977) cites involvement as a strong influence on student satisfaction with the college experience and environment. Advisers can suggest campus involvements that enhance a student's curriculum, provide opportunities to test one's skills, or serve as recreation. These could include campus clubs and organizations, athletics, campus newspapers and literary magazines, college committees, and even student employment.

Career Choices. Explore the advisee's career choice and suggest alternative careers if appropriate. Advisers often advise students in their respective majors/departments, and many of these students have chosen their major with too specific a job in mind. Obviously, not all students will be able to fulfill their expectations. Alternatives should be introduced and examined.

Graduate School. Explore graduate school expectations and choices with the student. As students progress toward the end of their undergraduate careers, some will certainly aspire to attend graduate school. Capable students should be encouraged to do so. The internet is a valuable student resource to assist with surveying appropriate institutions, assembling documentation for admission, and making proper selection. Other students may desire graduate instruction, but have not accumulated the academic credentials necessary for admission. Advisers must also be prepared to present this reality and to assist in developing alternative future plans for such students.

Course Selection. Assist students with course selection. This task is purposely placed last on this list of advising activities. In most advising settings, the course-scheduling function should be minimized for advisers. Students are or should become able to read and understand the course and graduation requirements. The course scheduling role should be brief and simple. Except for questioning students about their choices, scheduling should occupy no more than 25 percent of one's advising time. The student can then be more interactive, thus more effective.

ADVISING STRATEGIES

The components of the academic advising process are both important and time-consuming. However, there are several strategies that advisers can use to conserve time, thus allowing sufficient time to cover all other areas of advising.

Scheduling Aids. Develop a checklist, calendar, or syllabus for advising. A schematic representation of advising responsibilities helps the conscientious adviser know when peak advising (course scheduling) periods will occur, i.e. pre-registration, and drop/add. Less busy times are identified so that other advising tasks can be accomplished. Advising is, in fact, an ongoing process; it does not start and stop on specific dates. Similar schedules can be given to advisees to make them aware of the adviser's availability and of opportunities to schedule their own advising appointments.

Contracts. Most faculty are familiar with contractual learning in the classroom. Use the contract; its application to advising is direct. Some examples include a student outlining a degree plan; completing an interest inventory, seeking out materials about careers, or "interviewing" a practitioner in a career s/he is contemplating. Another contract should have the failing student obtain tutorial assistance or have the uninvolved student participate in an activity. Students complete their contracts in preparation for the next advising session. When advisees are prepared, adviser time is better used. (See Kramer and Gardner, 1977, for a further discussion of advising contracts.)

Groups. This seemingly obvious technique for economizing advising time receives surprisingly little use. Faculty do not teach their students on a one-to-one basis, and advising should not always require such individuality either. Advise students in groups. As in the classroom, group advising avoids the repetition of common information, illustrates the similarity of student concerns, facilitates the investigation of specific facts, rumors, myths, and misinterpretations, and stimulates the exploration of a variety of course selections and career options. This technique need not be limited to students. Small groups of advisers can meet together with some of their students to complement each other in sharing information, suggestions, skills, and interpretations.

Peer Advising. Use other students as adviser helpers. Since students seek advice from other students, the faculty adviser can capitalize on peer relationships to provide basic advising. Many institutions have developed successful peer advising programs, both volunteer and paid, in which highly trained, upperclass students fulfill the scheduling function quite well. Where these programs exist, faculty advisers can develop their own by simply asking one of their advisees to serve as an adviser helper. With some direction these students can assist other students in their course selection, completion of forms, and other routine preparations. This technique also serves as an involvement opportunity for selected students.

Self-Advisement. Encourage student self-advisement. Students should progress to a level of complete accuracy in making course selections necessary to fulfill graduation requirements. Obviously, new students will need to learn this skill and will require more assistance in the beginning, but they should gradually be required to assume this portion of the advising role. This strategy not only saves adviser time, but also encourages student responsibility in the advising and decision-making processes.

Sharing. Share information, skills, and techniques with other advisers. Many advisers have special techniques or approaches they have found to be effective with their students. These should be shared so that advisers can help each other become more effective in their roles. Advisers might also collectively request from appropriate sources clear, accurate, and timely information about their advisees, about institutional policies and procedures (which often change), and about characteristics of the general population, career opportunities, and placement data. Computer-generated demographic and academic information, advising handbooks, college catalogs, schedules of classes, and circulating memos all contribute to a better-informed adviser and a better advising program. If these materials are not currently available, advisers should stimulate their development.

ADVISING SKILLS

In addition to the areas included in the scope and strategies of advising, there is a multitude of techniques which possibly will help an adviser work effectively with his/her advisees. The following are intended merely to be suggestive, not exhaustive. They are grouped under three skills headings: informing, communicating, and helping.

Informing

If academic advising does nothing else, it should at least provide information which helps students make the decisions needed to pursue their college careers successfully.

Be sure you have accurate information about the academic program(s) you are responsible for as an adviser. Recheck basic information for changes and be certain you know what you are responsible for.

Obtain a list of reference people for advisees who want more detailed information about a program.

As a freshman adviser, you often need to know to whom you can refer advisees with questions about student affairs programs, e.g., financial aid, housing, etc.

Communicating

Effective communication skills are essential for advisers. Providing the above information in a meaningful way serves as a basis for decisions which can have a profound influence on a student's entire life. Advisees are not simply deciding which courses they will take or what they will major in; they are also deciding, if only indirectly, their futures.

Listen Carefully. Check your understanding by paraphrasing what the advisee has said or by asking questions. Also ask yourself if the advisee has asked the right questions. Too often, the correct answer is given by the adviser, but the wrong question was asked by the student, and communication fails.

Use Open-Ended Questions and similar techniques that enable you to discuss topics with the advisee rather than allowing only "yes" or "no" responses.

Discuss with your advisees their backgrounds and experiences, progress on their goals, and future plans. It will give you helpful information, and it will reflect your concern for the advisees as individuals.

Most communication has both intellectual and emotional components. Listen for the emotional message. If it seems to be out of proportion or inconsistent with the intellectual part of the message, you may need to examine this discrepancy before a rational decision can be made.

If you are working with more than a few advisees, keep notes about what decisions have been made and why. A quick review before seeing the student again will help you recall certain details, which also demonstrates your interest in students as individuals.

Helping

Because some of the outcomes of advising can have important implications for the advisee's life, the more effective approaches to academic advising go beyond informing and begin to involve some counseling skills.

If you honestly consider advising to be a waste of time, do everything you can to be relieved of the assignment because that attitude is almost guaranteed to prohibit the development of any worthwhile interaction.

Respect your advisees as people and show them that you respect them. One way to do this is to make a sincere effort to do a really effective job of your advising.

Help your advisees make the decisions. You should not make them; they are or should be adults; and more importantly, they must live with their decisions.

Respecting advisees does not mean that you must agree with all of their decisions. Your role is to help them make realistic decisions. This means that if you have reason to believe that they will fail or are making a poor choice, you should honestly discuss this with them.

Focus on an advisee's strengths as well as weaknesses. To do so is encouraging and helpful.

Know enough to recognize when one of your advisees needs counseling help beyond your capability, and know how to make a referral.

Be available. You cannot provide even the basics to an advisee if the advisee cannot find you.

CONCLUSION

This handbook has offered a variety of suggestions and alternatives for extending the academic advising process in higher education beyond what too easily remains the status quo—course scheduling. It does not address the critical issues of selection processes, comprehensive training programs, evaluation schemes, or reward structures of advisers. The reader is referred to Grites (1979) and Crockett (1978) for analysis of these issues and numerous examples of materials used to resolve them.

Adapting the concepts and skills described above allows a developmental, rather than prescriptive, role for the academic adviser. It is much easier for both the faculty adviser and the advisee to expect and permit the advising relationship to be merely a signatory function. The adviser, therefore, must make a conscious effort to become more intrusive in this relationship. When accomplished, the results can be impressive (see Glennen, 1976). In fact, this effort might well be the significant factor in the student's academic success or failure, satisfaction or discontent, and retention or attrition. Exerting a positive influence on students is the most significant outcome of improved academic advising.

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Academic Departments & Schools 2015-2016

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<p>Biology Office Manager: Debbie Strack 2926 Keith Snyder, Chair 2929</p> <p>Business & Management Mark Hyder, Dean 2750</p> <p>Chemistry Office Manager: Heidi Eisele 2931 Brent Hamstra, Chair 2203</p> <p>Computing Office Manager: Kelly Sanchez 2936 Rick Halterman, Dean 2871</p> <p>Education & Psychology Office Manager: Asti Conibear 2415 John McCoy, Dean 2444</p> <p>English Office Manager: Jamie Thompson 2381 Keely Tary, Chair 2736</p>	<p>History & Political Studies Office Manager: Jamie Thompson 2381 Lisa Diller, Chair 2417</p> <p>Journalism & Communication Office Manager: Janita Herod 2330 Linda Crumley, Dean 2740</p> <p>Mathematics Kevin Brown, Chair 2874</p> <p>Modern Languages Office Manager: Beverly Orrison 2221</p> <p>Music Office Manager: Yolande Burrus 2880 Scott Ball, Dean 2881</p> <p>Nursing Office Manager: Conni Cash 2940 Barbara James, Dean 2942</p> <p>PE, Health & Wellness</p>	<p>Office Manager: Darin Bissell 2593 Robert Bengé, Dean 2852</p> <p>Physics Chris Hansen, Chair 2915</p> <p>Religion Office Manager: Mary Anne Poulson.. 2976 Greg King, Dean 2975</p> <p>Social Work Office Manager: Cheryl Craven 2775 Kristie Wilder, Dean 2206</p> <p>Technology Mark Hyder, Chair 2750 Business Manager, Emiko Miyagi 2860</p> <p>Visual Art & Design Office Manager: Linda Brooks 2732 Randy Craven, Dean 2076</p>
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Administrative Departments 2015-2016

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<p>Academic Administration Volker Henning, Assoc. Vice President 2912 Robert Young, Senior Vice President 2804</p> <p>Accounting Services David Huisman, Controller 2821 Kimberly Muaya, Head Cashier 2847</p> <p>Advancement Evonne Crook, Director 2830 Carolyn Liers, Director 2818 Geovanny Ragsdale, Associate Vice President 2472</p> <p>Campus Safety Kevin Penrod, Director 2100</p> <p>Campus Shop Danita Payne, Manager 2199</p> <p>Chaplain Brennon Kirstein, Chaplain 2786</p> <p>Enrollment Services Adam Brown, Dir. of Recruitment 2665 Ruben Covarrubias, Assoc. Director 2842 Jana Dietshe, Associate Director 2836 Marc Grundy, Vice President 2875 Ryan Herman, Assoc. Vice President 2586 Lilly Loza, Assoc. Director 2811 Kent Robertson, Assoc. Director 2808 Paula Walters, Director 2873</p>	<p>Financial Administration Doug Froot, Assoc. Vice President 2809 Marty Hamilton, Assoc. Vice President 2806 Tom Verrill, Senior Vice President 2815</p> <p>Food Services Sherri Schoonard, Interim Director 2709 Jeri Pewsey, Assistant Director 2708</p> <p>Graduate Studies Laurie Gauthier, Dir. of Graduate Marketing 2585 Melodie Lopez, Dir. of Graduate Admission. 2694 Carl Swafford, Graduate Dean 2864</p> <p>Human Resources Brenda Flores-Lopez, Associate Vice President 2277 David Olson, Interim Payroll Manager 2823</p> <p>Information Systems Mike McClung, Assoc. Director 2677 Doru Mihaescu, Assoc. Director 2648 Herdy Moniyung, Director 2735 Gary Sewell, Assoc. Vice President 2700</p> <p>Institutional Research and Planning Hollis James, Director 2802</p> <p>Landscape Services Mark Antone, Director 2748 Troy DeWind, Asst. Director 2463</p> <p>McKee Library Daniel Maxwell, Dir. of Libraries 2008</p>
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Marketing & University RelationsIngrid Skantz, *Director* 2833**Online Campus**Pegi Flynt, *Director* 2084**Plant Services**Dave Allemand, *Assoc. Director* 2917Bill Cruttenden, *Assoc. Director* 2296Eric Schoonard, *Director* 2290**President's Office**Gordon Bietz, *President* 2800**Purchasing Services**Justin Brooks, *Asst. Director* 2337Russ Orrison, *Director* 2336**Records and Advisement**Sharon Rogers, *Asst. Director* 2896Sandy Tucker, *Asst. Director* 2898Joni Zier, *Director* 2895**Residence Halls**

Talge Hall

Dwight Magers, *Dean* 2992

Thatcher Hall

Lisa Hall, *Dean* 2901**Risk Management**Andrew Myaing, *Director* 2566**Student Services**Kari Shultz, *Dir. Student Life & Activities* 2484Dennis Negron, *Vice President* 2813**Student Success Center**Januwoina Nixon, *LSS Director* 2577Jim Wampler, *Director* 2783**Transportation Services**Barry Becker, *Director* 2716**University Health Center**Candace Wing, *Director* 2439**Village Market**Gary Shockley, *Manager* 2300**WSMC-FM 90.5**Scott Kornblum, *Director* 2426