

Academic Advising Handbook

Promoting a System of Shared Responsibility

8/1/2009

Southeastern University

Office of Academic Advising



ADVISING HANDBOOK INDEX

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August 1, 2009

Dear Academic Advisors:

Welcome to the ministry of Academic Advising at Southeastern University. Academic Advising is far more critical than just the selection of majors and minors and the scheduling of classes. At Southeastern University we view academic advising as a support service to the student. We strive to make available the best possible academic resources, to assist him/her in making life choices which will be personally rewarding and fulfilling.

This semester, Southeastern University will be the academic home for over 3,000 students. Each student brings unique potential which can be enhanced through a relationship with an advisor. Every student brings family and community responsibilities, career and academic expectations.

Understand that in your role as a faculty advisor, you will have unique opportunities to mentor and assist students towards achieving success and satisfaction in their personal, academic and career lives.

This handbook is designed for advisors as a resource or quick reference for useful and pertinent information. The handbook is by no means comprehensive and is intended to supplement the official university catalog and the student handbook.

I look forward to working with each of you this year.

Thank you,

Ronnie Hurtt, Jr.
Director of Academic Advising

“Academic advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations.”

**David Crockett, ACT National Center for the Advancement of
Educational Practices**

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Southeastern University Mission Statement

Southeastern, a dynamic, Christ-centered university, fosters student success by integrating personal faith and higher learning. Within our loving Pentecostal community, we challenge students to a lifetime of good work and of preparing professionally so they can creatively serve their generation in the Spirit of Christ.

Academic Advising Mission Statement

The Office of Academic Advising at Southeastern University assists students in their personal and academic development as they prepare professionally to creatively serve their world. Academic Advisors meet students where they are and support them in their collegiate journey through advising, mentoring, and modeling the integration of faith and learning.

The Influence and Power of Academic Advising

Academic advising is one way, we as faculty, fulfill our college mission statement. Other college professionals have noted both the importance and the power of academic advising:

“Few experiences in students’ postsecondary career have as much potential for influencing their development as does academic advising.

Through regular contact with students—whether face-to-face, through the mail, on the telephone, or through computer-mediated systems—advisors gain meaningful insights into students’ academic, social, and personal experiences and needs.

Advisors use these insights to help students feel a part of the academic community, develop sound academic and career goals, and ultimately be successful learners.

Because of the nature of academic advising, advisors often develop a broad vision of the institution. Advisors can therefore play an important interpretive role with administrator, faculty, and staff, helping them further understand students’ academic and personal development needs. Advisors can teach others to identify students who, with additional attention from academic support staff, may achieve their goals to succeed academically and personally.” (NACADA, 2001)

“High-quality academic advising is among the activities that help the most to ensure long-term success for both students and institutions.” (Jonathan Fife, Director ERIC Clearinghouse on Higher Education, 1991).

“Good advising may be the single most underestimated characteristic of a successful college experience. Graduating seniors report that certain kinds of advising, often described as asking unexpected questions, were critical for their success.” (Richard Light, *Making the Most of College*, 2001).

“The research is very clear: all students increase their level of satisfaction and the likelihood of persisting if they feel involved in the community and have developed a relationship with other individuals in the community. Advising is a vehicle which structures the likelihood of this taking place.” (Wes Habley, Director ACT, Inc. (2001)

Beliefs about Students

As faculty and academic advisors, we work to strengthen the importance, dignity, potential, and unique nature of each individual student God has placed within our academic community. Our work as advisors is guided by our beliefs that:

- *Students can be responsible for their own behavior;*
- *Students can be successful as a result of their goals and efforts;*
- *Students have a desire to learn;*
- *Learning needs vary according to individual skills, and goals;*
- *Students hold their own beliefs and opinions;*
- *God has an individual plan for each student's life*

The Core Values of Advising (Adapted from NACADA)

- 1) *Students deserve dependable, accurate, respectful, honest, friendly, and professional service.* In order to serve students well we, as faculty and academic advisors, understand that we are here for students rather than the reverse. This is the foundation on which the following Core Values rest.
- 2) *Advisors are facilitators and mediators.* We are agents of change in individual student's lives and can daily influence the mission of the college. As responsible academic advisors, we recognize their abilities and limitations and use their specialized knowledge generously and effectively.
- 3) *Advisors are responsible to the students and individuals they serve.* The cooperative efforts of all of us who advise help to deliver quality programs and services to students. These include, but are not limited to: (a) giving accurate and timely information, (b) maintaining regular office hours, and (c) keeping appointments.
- 4) *Advisors help students develop appreciation of themselves and their relationship to the future.*
Advisors introduce students in a nurturing way to the world they are entering. We teach students to: (a) value the learning process, (b) put the college experience into perspective, (c) become more responsible, (d) set priorities and evaluate sequences of events, (e) be honest with themselves, and (f) understand the process of integrating faith and learning.
- 5) *Advisors encourage self-reliance* by helping students make informed and responsible decisions, set realistic goals, develop thinking, learning and life management skills to meet present and future needs. Advisors work with students to help them accomplish the goals and objectives they have established for themselves. We advisors encourage students to be responsible for their own success and progress. We respect students' rights to their individual beliefs and opinions but are not dictated to by them.
- 6) *Advisors need to document advising contacts adequately to aid subsequent advising interactions.* We seek to always be responsible and follow-up with our advisees.

The Core Values of Advising (Adapted from NACADA) continued:

Keeping adequate personal, confidential records will assist with that process; as well as completing all institutional documentation in a timely manner to assist the full process of registration for students.

- 7) *Academic advisors advocate* the creation or strengthening of programs and services that are compatible with students' academic needs.
- 8) *Advisors respect the rights of students* to have information about themselves kept confidential. We advisors share information with others about students and their programs only when both advisor and student believe that information is relevant and will result in increased information or assistance, assessment, and provision of appropriate services to the student. We gain access to and use computerized information about students only when that information is relevant to the advising we are doing with that particular student. Advisors enter or change information on students' records only when legitimately authorized to do so.
- 9) *Advisors need to document advising contacts* adequately to aid subsequent advising interactions. We seek to always be responsible and follow-up with our advisees. Keeping adequate personal, confidential records will assist with that process; as well as completing all institutional documentation in a timely manner to assist the full process of registration for students.
- 10) *Advisors are responsible for involving others*, when appropriate, in the advising process. Effective advising requires a broad-based approach to working with students. We, as academic advisors, develop crucial ties with others who assist students in diverse areas, such as admissions, records, financial aid, housing, health services, athletics, special, physical and educational needs (e.g., disabilities, study skill, psychological counseling), co-curricular programs, and graduation clearance. Referrals to these resources provide students with further assessments of their needs and access to appropriate programs and services. With others, advisors are responsible for helping students integrate the information they are confronted with and for helping students make well-informed academic decisions.
- 11) *Advisors are responsible to the college* in which they work. We, as advisors, respect the opinions of our colleagues; remain neutral when students present us with comments, questions, or opinions about other faculty or staff; and are non-judgmental about academic programs. We advisors increase our collective professional strength by sharing our philosophies and techniques with colleagues. We advisors need to keep administrators who are not involved directly in the advising process informed and aware of the importance of academic advising in students' lives, and of the need for administrative support of advising and related activities. We, as advisors, are also knowledgeable about and sensitive to federal, state, and our own institution's policies and procedures, especially those governing such matters as sexual harassment, personal relationships with students, privacy of student information, equal treatment, equal access, and equal opportunity.
- 12) *Academic advisors believe* that it is ultimately the responsibility of students to apply what they learn to everyday situations. Advisors help students in understanding this process while advocating for students' educational achievement at the highest attainable

standard and support student goals, as well as the educational mission of the institution.

Scope of Academic Advising

“Five widely held beliefs establish the practical boundaries of academic advising. These beliefs are grounded in NACADA’s Statement of Core Values (above). Together, they express why, how, and under what circumstances academic advising is undertaken in higher education.”

1. The purpose of academic advising is student learning and personal development.
2. The art or science of teaching is the pedagogy of academic advising.
3. The context of academic advising is educationally compelling circumstances calling for the formation and implementation of educational life plans.
4. The focus of academic advising is the whole person.
5. The content of academic advising is constructed knowledge about students’ educational and life plans.

“Thus it can be seen that advising is a developmental function; it is teaching in out of-class settings to promote student learning and personal development.” (Creamer, 2000).

Philosophy and Purposes of Developmental Advising

In 1972, Crookston coined the term “Developmental Advising” to define the true process of academic advising: developmental growth of each individual student. He noted that excellence in academic advising focuses on three things:

- It is a process, not routine course taking
- It is concerned with student growth, especially personal goals & objectives
- It requires ongoing interaction between student and professor

Crookston noted two basic assumptions from student development theory: “Higher learning is to be viewed as an opportunity in which the developing person may plan to achieve a self-fulfilling life and that the perspective of work and professional training more properly should be placed within the development of a life plan instead of the current tendency to prepare one’s self for a profession and then build one’s life around it.”

Other education professionals have further explained the process of advising students from a development perspective.

Creamer and Creamer (1994) believed, “Developmental academic advising is the use of interactive teaching, counseling, and administrative strategies to assist students to achieve specific learning, developmental, career and life goals. These goals are set by students in partnership with advisors and are used to guide all interactions between advisor and student.” They recommended that developmental advising consist of:

1. Setting career and life goals
2. Building self-insight and esteem
3. Broadening interests
4. Establishing meaningful interpersonal relationships
5. Clarifying personal values and styles of life

6. Enhancing critical thinking and reasoning

“The fundamental purpose of academic advising is to help students become effective agents for their own lifelong learning and personal development. Our relationships with students—the questions we raise, the perspectives we share, the resources we suggest, the short-term decisions and long-range plans we help them think through—all should aim to increase their capacity to take charge of their own existence.” (Chickering, 1987)

“Successful developmental advisors revealed that attitude is more important than practice, process is more important than product. These advisors use the advising relationship to:

- Involve students in their college experiences,
- Explore with students the facts that lead to success, and
- Show interest in students’ academic progress and extracurricular activities.” (Frost, 1993)

“Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing multifaceted, and the responsibility of both student and the advisor.” (ACT)

In summary as noted by Ender, Winston, & Miller (1982, pp. 7-8), developmental advising consists of five components:

- 1) Developmental advising is a process, not a paper-endorsing activity. It is a continuous and cumulative relationship with both direction and purpose.
- 2) Developmental advising is concerned with human growth. The cognitive, effective, career, physical, and moral areas are all legitimate concerns; personal goals and objectives are important considerations.
- 3) Developmental advising is goal related. Goals are collaboratively established to provide direction for planning academic, career, and personal growth.
- 4) Developmental advising requires establishment of caring interaction. The advisor is a role model who is responsible for the initial advising relationship, but both parties contribute to sustaining it.
- 5) Developmental advising uses all resources of the academic community. Although advisors serve as the hub of students’ learning experiences, they do not possess expertise in all areas. Students seek out other faculty members, staff members, and campus resources as they move through the educational planning process.

Developmental advising thus takes advising beyond just assisting students in deciding major and selecting classes. It is involvement. It is helping students develop into the people God intends them to be. It is ‘fostering student success’ by more intimately discussing integration of ‘personal faith and higher learning’ with students in a one-on-one setting. “After teaching, advising is the most important responsibility of the faculty. Done well, it results in students utilizing campus resources to formulate sound educational, career, and life goal plans.

In addition, studies show that advising is the cornerstone of retention. Effective advisors enjoy working with students, are good listeners, and are knowledgeable about campus resources and services. Satisfied and successful students are the products of good advising.” (Faculty Advising Handbook, Wilkes University, 2000)

The Process of Developmental Advising

The developmental advising process focuses on the advisee and his/her academic potential, abilities, life goals, characteristics, maturity and career interest.

- 1.) Explore Life Goals
 - a.) Know student’s characteristics and development
 - b.) Understand decision-making process
 - c.) Know principles of psychology and sociology
 - d.) Possess skill in counseling techniques
 - e.) Appreciate individual differences
 - f.) Believe in worth and dignity of all people
 - g.) Believe that all people have potential

- 2.) Exploring Career Goals
 - a.) Know vocational fields
 - b.) Possess skill in test interpretation
 - c.) Understand the changing nature of work in society
 - d.) Accept all fields of work as worthy and dignified

- 3.) Choosing Programs
 - a.) Know programs available in college
 - b.) Know requirements of programs (special entrance requirements, fees, time, commitments, etc.)
 - c.) Know university requirements for transfer programs
 - d.) Know how others have performed in the program
 - e.) Know the success of program graduates

- 4.) Selecting Courses
 - a.) Know available courses
 - b.) Know special information about courses (prerequisites, etc.)
 - c.) Know rules and regulations of the college
 - d.) Know honors and developmental courses
 - e.) Know instructors and their teaching styles
 - f.) Know course content
 - g.) Know advisee’s demonstrated abilities

- 5.) Scheduling Courses
 - a.) Know course schedule
 - b.) Know all registration procedures
 - c.) Know advisee’s work and commuting
 - d.) Know advisee’s extracurricular commitments

The Process of Developmental Advising continued:

6.) Mentoring a Student

- a.) Talk with the advisee about what is important to them
- b.) Learn what motivates the advisee
- c.) Demonstrate a life of service, love and giving for others
- d.) Be available
- e.) Pay attention to the spirit of your advisee
- f.) Pay attention to your own advisees

What is a Student?

A **STUDENT** is the most important person in any educational institution.

A **STUDENT** is not dependent on us. We are dependent on him/her.

A **STUDENT** is not an interruption of our work. He/she is the purpose of it.

A **STUDENT** does us a favor when he/she enrolls. We are not doing him/her a favor by serving him/her.

A **STUDENT** is a part of our work—not an outsider.

A **STUDENT** is not just a statistic. He/she is a flesh and blood human being with feelings and emotions like us.

A **STUDENT** is a person who comes to us with his/her needs or wants. It is our job to fill them.

A **STUDENT** is deserving of the most courteous and attentive treatment we can give him/her.

A **STUDENT** is the lifeblood of this and every other educational institution.

(Source: Unknown)

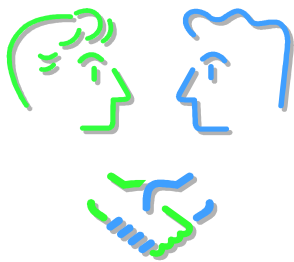
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The Advisee's Responsibilities in the Academic Advising Process

- 1.) Understand and acknowledge that the responsibility for a timely graduation rests ultimately not with the advisor, but himself or herself.
- 2.) Clarify his/her personal values, abilities, interests and goals.
- 3.) Be knowledgeable and familiar with the requirements for the degree program being sought and with the relevant institutional policies and procedures that govern progress toward graduation.
- 4.) Contact and make an appointment to meet with the advisor periodically to ensure he/she is on the right track academically and to keep the advisor up to date with progress. If the student finds it impossible to keep the appointment, the student will notify the advisor. Advisors care and are interested in helping facilitate progress developmentally.
- 5.) Keep the advisor informed of any change in status that would affect his or her progress toward graduation.
- 6.) Prepare for advising sessions and bring appropriate resources or materials.
- 7.) Follow through on actions identified during each advising session.
- 8.) Secure proper approval of all documents which require advisor authorization.
- 9.) Do his/her part in developing and maintaining a positive working relationship with the advisor.
- 10.) Get to know the advisor and benefit from their wisdom and support.
- 11.) Evaluate the advising system, when requested, in order to strengthen the advising process.
- 12.) Request re-assignment to a different advisor, if necessary.
- 13.) Accept final responsibility for all decisions.



The Advisor's Responsibilities in the Academic Advising Process

- 1.) Encourage advisees to accept responsibility for their own life goals.
- 2.) Help students define, clarify and develop realistic educational/career plans.
- 3.) Assist students in planning a program consistent with their abilities and interests.
- 4.) Discuss and reinforce linkages and relationships between instructional program and occupation/career.
- 5.) Interpret, clarify and provide rationale for instructional policies, procedures, and requirements specified in the catalog.

The Advisor's Responsibilities in the Academic Advising Process cont.

- 6.) Avoid making assumptions about transfer credits that have not been Office of the Registrar approved.
- 7.) Show advisees that you care by your attitude, willingness to help, and by being available.
- 8.) Inform students of the nature and purpose of the advisor/advisee relationship.
- 9.) Print out each student's course history and other documents concerning his/her academic record before advisor meetings.
- 10.) Maintain an up-to-date advising file for each advisee and monitor the advisee's progress toward educational/career goals.
- 11.) Follow advising, pre-registration or registration procedures as published by the Office of the Registrar.
- 12.) Do his or her part in developing and maintaining a positive caring relationship with advisees.
- 13.) Inform students of special services available to them for remediation, academic assistance, and other needs.
- 14.) Refer advisees with special needs (academic, attitudinal, attendance or other personal problems requiring intervention) to the appropriate support professionals on campus and assist the helping process. ***(Note: Refer students to the appropriate office by phone call or email notifying of the advisee's need for an appointment.)***
- 15.) Request re-assignment of advisee to another advisor, if necessary.

Functions of the Faculty Advisor

"Faculty advisors are selected to provide educational counseling for college students. To be effective, the advisor must recognize that each student has different abilities, interests, aspirations, needs, experiences, and problems. Academic advising cannot, therefore, be a mechanical, routine matter. The faculty advisor's primary responsibility is to help each advisee meet their specific needs. To accomplish this goal, the faculty advisor must urge the student to give ample thought to the matter of education; he must direct the student in examining all significant facets of education while making necessary decisions." (Brown, 1972, p. 93)

Although the functions of the faculty advisor vary for different students, the general advising duties are normally as follows:

1. The faculty advisor explains to the student the program and benefits of the general education core as it relates to the first two years of college, to the major of the student, and to preparation for life pursuits overall.
2. The faculty advisor helps the student examine the course offerings in his/her major, relate these to other possible majors, and understand the graduation requirements for the curriculum leading to an appropriate degree.
3. The faculty advisor helps the student explore the career fields for which his/her major provides training, obtain related vocational information and survey job opportunities.

Functions of the Faculty Advisor cont.

3. The faculty advisor helps the student explore the career fields for which his/her major provides training, obtain related vocational information and survey job opportunities.
4. The faculty advisor serves as a link between the student and the administration by counseling the student on his/her scholastic needs (course scheduling, course adjustment and academic progress, and by making appropriate referral to other assistance agencies).
5. The faculty advisor serves as a “faculty friend” to the student by demonstrating a personal interest in him/her and in his/her adjustment to college; by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his/her own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.



Faculty Advisor's Responsibilities in the Academic Advising Process

Frequency and Quality of Student Contact

Characteristics of strong advising programs consist of frequent and quality contacts between advisors and advisees. Many students need to see their advisors on a somewhat frequent basis and sometimes advisors need to be procedural and invite advisees to discuss matters of common concern. Contacts do not always need to be in the advisor's office, but in some campus setting. A quality advising experience involves a discussion between advisor and advisee of a wide range of topics relating to student's educational/career goals, educational program, progress, life goals, prayer requests and other concerns.

“Frequent faculty-student contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working.” (Chickering & Gamson, 1987, p. 4.)

Advisors should plan to be available for conferences with advisees regularly throughout the semester. The following times are especially important:

1. During pre-registration and registration
2. Prior to any change of classes
3. Prior to a change in major
4. Following report of mid-term progress
5. Notice of probationary status
6. Prior to withdrawal from the college
7. When a student reaches senior status

8. When a student is experiencing personal, emotional, social, financial, or academic difficulties.

“In short, the most influential informal contacts between students and faculty appear to be those that extend the intellectual content of the formal academic program into the student’s non-classroom life.” (Pascarella, 1980).

“Intrusive Advising” Strategies

Recognizing the effectiveness of ‘intrusive’ advising methods will improve student achievement and retention. The following are some suggested Intrusive advising strategies:

- 1) Meet new advisees to introduce yourself, to welcome them to the college and let them know when you will be available to meet with them.
- 2) When meeting with students during pre-registration and registration times, set follow-up appointments to discuss progress.
- 3) Post office hours and available appointment times in a clearly noticeable place to enable advisees to set-up appointments with you.
- 4) Contact advisees that are on probation to discuss their situations and to discuss their accountability progress with the Director of Academic Advising.
- 5) Contact advisees that have been out of school a semester or more and encourage them to complete their studies.
- 6.) Meet with advisees outside your office (cafeteria, lounges, library, traveling from class to class, etc.).
- 7.) Look for opportunities to talk with or contact your advisees informally.

Keeping Advisee Records

Some record keeping is necessary in order to provide effective advising. Documentation of material covered in advisee conferences is important both for effective follow-up and to provide evidence of suggestions, directions and information given to advisees. In accordance with the Family Educational Rights and Privacy Act (FERPA), anything written in the advisee folder is available for the advisee to review and inspect. In a situation where a student is moved to another advisor, it is important for advisors to send that advisee’s folder to succeeding advisor.

With the installation of the Jenzabar EX Advising module, documentation will become computerized. Any information needed by you or another advisor in the future should be documented in the computer. Paper folders will be eliminated gradually as student records become completely computerized.

Referral

A major responsibility of academic advisors is to:

1. Develop a thorough knowledge of the many support services available on campus.
2. Accurately perceive the needs of an advisee.

3. Match those needs to existing campus resources.

When a situation is clearly outside the realm of academic advising, advisors should refer the student to the appropriate office or service that can best handle the problem or concern. There are many services on campus equipped to assist students. See Department of Academic Services Handbook for more information regarding referral services on campus.

Advising Tips:

- Appreciate the emotion behind your advisee's words (voice intonation and body language).
- Constantly try to check your understanding of what you hear (not hear what you want to).
- Fight off external distractions (papers, pencils, etc.).
- Establish good eye contact.
- Use affirmative head nods and appropriate facial expressions.
- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying). Do not ask questions that could be potentially embarrassing.
- Recognize verbal behavior of advisee. Be an active listener and listen for feelings and content behind the words. This will enable you to respond accurately and effectively to the advisee in full perspective.
- Engage in self-disclosure that can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."
- Ask the students "what" or "how" questions to steer them away from giving simple "yes," "no" or "I don't know" answers.
- Empathize with the advisee. Try to put yourself in his/her place to better understand what the advisee is thinking.
- Try to push your worries, fears and problems outside the meeting room. They may prevent you from listening well.
- Do not make hasty judgments. Wait until all of the facts are in before making a judgment.
- Pray with and for your advisees.



Power of Academic Advising

“The research is very clear: all students increase their level of satisfaction and the likelihood of persisting if they feel involved in the community and have developed a relationship with other individuals in the community. Advising is a vehicle which structures the likelihood of this taking place.” (Wes Habley, Director ACT, Inc. (2001))

Few experiences in a student’s post-secondary career have as much potential for influencing development as does academic advising.

Through regular contact with advisee’s--whether through office visitation hours, by email, phone, or other on-campus mentoring opportunities, advisors gain meaningful insights into student’s academic, social, and personal experiences and needs.

Advisors use these insights to help students feel a part of the academic community, develop sound academic and career goals and ultimately be successful learners.

Because of the nature of academic advising, advisors often develop a broad vision of the institution. Advisors can therefore play an important interpretive role with administrators, faculty, and staff, helping them further understand student’s academic and personal development needs. Advisors can teach others to identify students who, with additional attention from academic support staff, may achieve their goals to succeed academically and personally.

Students place a great deal of trust in their advisors. That trust warrants quality programs and services. It is important that students’ expectations of academic advising are respected and honored.

III. ADVISOR'S POLICIES AND PROCEDURES

“Please refer to the University Catalog for information on the following policies”

* Brief catalog description information on is provided

- A. Academic Advising
- B. Academic Year
- C. Academic Course Load
- D. Academic Honors/Memberships*
- E. Appeals of Policy Exceptions
- F. Application for Graduation
- G. Auditing of Classes
- H. COMPASS/Career Development
- I. CLEP
- J. MAPP
- K. Credit by Assessment
- L. Changing Majors*
- M. Classification of Students
- N. Confidentiality of Student Records
- O. Course Offerings and Enrollment
- P. Course Overload—Academic Achievement*
- Q. Credit
- R. Community Service Requirement/Community Service Requirements for Transfer Students
- S. Directed Study/Hybrid Courses
- T. Developmental Studies/Education*

U. Entrance Exams
V. First-Year Experience/Christ, Culture and the University
W. Financial Aid Questions
X. GPA Requirements
Y. Grade Forgiveness Policy
Z. Graduation with Honors*
AA. Graduation Adornment
BB. Honors Program
CC. Orientation
DD. Recognition of Academic Excellence
EE. Repeating Courses
FF. Registration
GG. Standards of Academic Progress*
HH. Transcript Requests
II. Transfer Students*
JJ. Transfer of Credit/Course Substitutions*
KK. Transfer Practices*
LL. General Conditions of all Transfer Credit*
MM. General Academic Advising Notes*

“Please refer to the University Catalog for official information on the following policies”

Appeals of Policy Exceptions

Academic Advising

Academic Advising is a service provided to all students who have been admitted to Southeastern University. During initial registration, the students will report to the department designated for his/her major. At the close of registration, the Director of Academic Advising will assign an advisor to newly admitted students. The faculty advisor is available throughout the student's entire course of study to assist with class scheduling, to discuss plans of future employment or ministry and to assist with academic difficulties. The faculty advisor advises, assists and approves scheduling, but the students must assume responsibility for fulfilling all degree requirements.

Academic Year

Academic Course Load

Academic Honors/Memberships

Dean's Honor

Southeastern honors students who excel academically. To qualify for the Dean's Honor List, a student must be enrolled for 12 hours or more and attain or surpass a scholastic average of 3.5 from the previous semester of enrollment. Letters of Achievement from the Dean are awarded to honor students who demonstrate good Christian character, attitude, and sincerity in all areas of college life.

Alpha Chi

Alpha Chi is a national honor scholarship society that promotes academic achievement, ethical character and professional advancement. Members of this society must have a GPA of 3.5 or higher, compose no more than 10% of Junior and Senior classes and be elected to the society by the faculty. Alpha Chi sponsors forums, seminars, scholarships for students, and regional and national conventions for the exchange of scholarly papers and for professional networking.

Kappa Delta Pi

Kappa Delta Pi, an International Honor Society in Education was founded in 1911 at the University of Illinois. Organized to recognize excellence in education, membership is elected based on ideals of scholarship, high personal standards, and promise in teaching and allied professions. High academic achievement required.

Psi Chi

Psi Chi, the national honor society in psychology, promotes excellence in scholarship and advancement in the science of psychology.

Qualification for membership requires the completion of three semester, or the equivalent, of college courses, completion of nine semester hours or the equivalent toward a declared major or minor in psychology, a 3.0 GPA in psychology courses, a cumulative 3.0 GPA, and rank in the upper 35% of their class in general scholarships.

Sigma Beta Delta

The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students in business, management, and administration.

Membership is the highest international recognition a business student can receive at college. To be eligible for membership, a business student must rank in the upper 20 percent of the junior, senior or master's class and be invited to membership by faculty officers.

Sigma Chi Pi

Sigma Chi Pi, the honor society for the Assemblies of God Commission on Christian Higher Education, accepts into membership the graduates from Southeastern University. Nominations for membership, restricted to no more than seven percent of the graduating class, are made by the faculty. Qualifications for membership require a scholastic average of not less than 3.5 on a four point system or the equivalent, approved Christian character and diligent servant leadership.

Who's Who Among American Universities and Colleges

This national honor is bestowed on students throughout the United States. Nominations come directly from faculty. Students must display superior scholastic and civic achievement, be of good character and exemplify the promise of leadership for the next generation. Who's Who is one of the longest standing honors bestowed on college students in our nation. 1900 institutions in 50 states participate in this academic program.

Collegiate All-American Scholar Program

This honor is bestowed on students for scholastic achievement, overcoming odds against them and representing the American dream. Students are eligible to apply for cash grants and scholarships for furthering their education. The United States Achievement Academy who sponsors this scholar program is recognized in schools in all 50 states as a desirable honors program.

Sigma Tau Delta

Sigma Tau Delta, an International English Honor Society, promotes the mastery of written expression, encourages worthwhile reading and fosters a spirit of good fellowship among students of the English language and literature. It seeks to stimulate a desire on the part of its members to gain a first-hand acquaintance of the chief literary masterpieces of the English language. Activities include such things as poetry readings, trips to attend plays and the publication of a literary magazine. Qualifications for membership require the completion of 45 semester hours, two upper-level English courses, a 3.0 GPA in English courses and a 2.75 GPA overall.

Appeals of Policy Exceptions

Application for Graduation

Auditing of Classes

COMPASS/Career Development

CLEP

MAPP

Credit by Assessment

Changing Majors

Any student changing his/her major must be sure to notify the Office of the Registrar and Office of Academic Advising by resubmitting a “Declaration of Major” form to the Office of the Registrar. Upon the receipt of a student’s “Declaration of Major” form, the Office of Academic Advising will reassign the student to an advisor within their intended major.

Undeclared students will be assigned advisors who specifically work with general education requirements. Students must complete a “Declaration of Major” form within the Office of the Registrar by the 48th credit hour, the end of first semester of the sophomore year. Students may schedule an appointment with their advisor at any time throughout their enrollment at Southeastern University.

Applicable Catalog

Degree requirements are based on the requirements in effect at the time the student declares the major. If a student changes majors, the catalog in effect at the time must be used to determine degree requirements.

Classification of Students

A student is classified as a degree seeking or non-degree seeking student.

Degree Seeking

A student who is systematically pursuing a degree program and is classified by the number of earned semester hours of credit. Early admission students are degree seeking students who are still in high school. The minimum qualifications for each class are:

- Freshman 0 to 31 hours
- Sophomore 32 to 63 hours
- Junior 64 to 95 hours
- Senior 96 or more hours

Non-degree Seeking

A student who is not pursuing a degree program.

- **Audit status** - The student is enrolled in a course for which he or she will not earn credit.
An audit student may enroll for a class during the regular registration period, but the enrollment will be held until students taking the course for credit have been placed.
- **In-service Teacher status** - The Polk County teacher-employee taking courses to meet requirements for certain state certifications.
- **Special status** - An individual taking any course for personal or professional reasons without the intent of acquiring a degree.
- **Transient status** - The student classified as a degree candidate from another institution who enrolls for the purpose of transferring credits back to his or her original school. A transient student must present an official statement attesting to good standing at his/her institution, and approval of courses to be taken at Southeastern University generally in the form of a transient letter.
- **Dual-Enrolled status** - The high school student taking courses to gain both high school and college credit. Courses taken must be approved through the student's high school guidance counselor.

Students Seeking a Second Bachelor's Degree

Any students with an earned bachelor's degree from any school including Southeastern University may apply for a second bachelor's degree. Southeastern graduates cannot earn the same degree as previously earned, for example an earned Bachelor of Science cannot be granted a second Bachelor of Science degree. The transferring degree is evaluated on a course-by-course basis, according to the credit transfer policies described in the credit transfer policies section of this catalog. The student will be required to counsel with the Registrar, the Associate Academic Dean, or a designated academic counselor prior to acceptance. The student must complete all degree program requirements that have not been met by transfer or other acceptable credit granting means as described in the credit transfer policies of this catalog. The student must take a minimum of 25% of the program requirements in pursuit of the second degree at Southeastern. These students are generally admitted at the senior level.

Undergraduate Students Taking Graduate Level Courses

Undergraduate students who are currently and officially in their senior year may be allowed to enroll simultaneously in undergraduate and graduate coursework as a non-degree-seeking graduate student. This is an exception to the requirement that a non-degree-seeking graduate student have an earned baccalaureate degree. The student must have a minimum cumulative grade point average of 3.0, and submit the Non-Degree-Seeking Graduate Application with the approval of his or her academic advisor in the undergraduate program and the director of the graduate program. The student may take a maximum of nine graduate credit hours during his/her senior year. With the approval of the student's academic advisor, the student may request that credit for graduate course work be applied to the undergraduate degree. In no instance, however, may credit for graduate coursework be applied to both degrees. A graduate course taken for undergraduate credit cannot be repeated for graduate credit. In this circumstance, the graduate student is required to work with his/her Academic Advisor to identify a suitable substitute.

Permission to enroll in a graduate course is not recognized as admission into the graduate program. The student may subsequently apply for a graduate degree program by completing the Graduate Application and meeting all requirements for admission.

Confidentiality of Student Records

Course Offerings and Enrollment

Course Overload—Academic Achievement (continued on page 30)

Credit

Christian Service and Ministry

Directed Study/Hybrid Courses

Course Overload—Academic Achievement

Functional Area(s): Office of Academic Advising; and Office of the Registrar

Date: June 30, 2005

Cumulative GPA	Course Schedule	Maximum Credit Hours Approved
GPA below 2.5	17 Credit Hours	Maximum of 17 credit hours
GPA below 3.0	17-19 Credit Hours	Maximum of 18-19 credit hours and must sign 'Academic Achievement Contract' with the Office of Academic Advising
GPA above 3.0	18-19 Credit Hours	Maximum of 18-19 credit hours, no contract required—Approval Granted
GPA above 3.0	20-21 Credit Hours	Maximum of 20-21 credit hours and must sign 'Academic Achievement Contract' with the Office of Academic Advising
GPA above 3.5	21 Credit Hours	Maximum of 21 credit hours, no contract required—Approval Granted

Developmental Studies/Education

Southeastern University offers two developmental studies programs:

1. University developmental courses designed to assist the student in developing the necessary skills and knowledge to succeed in university learning.
2. Developmental skills courses designed to assist the student in demonstrating college-level competencies on the Florida College Level Academic Skills Test (CLAST).

The goals of the developmental program are to help under-prepared students acquire necessary knowledge and skills for college-level learning and successful academic performance. They also assist students in developing self-confidence and acquiring self-esteem. Students scoring below the minimum required scores on the E-ACT or SAT must register for university preparatory courses offered by Southeastern University. Southeastern University reserves the right to place a student in the appropriate level math if necessary. Minimum required scores are:

- E-ACT Reading 18 Sentence Skills 17 Beginning Algebra 19
- SAT Verbal 440 Math 440
- Students who score below the minimum required scores on the E-ACT or SAT must take the appropriate preparatory courses in English, Reading, and Mathematics (a series of two courses) from the following courses:

ENGL 0013 - Developmental Composition

ENGL 0023 - Developmental Reading

MATH 0113 - Beginning Algebra

MATH 1013 - Intermediate Algebra

In addition to the developmental courses which satisfy designated deficiencies, students may concurrently register for college-level courses which are not restricted. Failure to pass with a score of "C" or higher in any of the developmental courses requires registration for the same course the following semester. Grades of "C" or higher in these courses allow students to move into college-level English and mathematics courses.

Credits earned in ENGL 0013, ENGL 0023, MATH 0113 developmental courses do not count toward graduation, although these grades are included in the university GPA and total earned hours. MATH 1013 may count as a general elective. Students receive institutional credit for completion of all developmental courses. All developmental requirements must be completed within three semesters. Faculty members are available to advise students regarding their proper placement in developmental courses.

A minimum of 125 semester hours of college-level credit is required for graduation. Credits earned in developmental courses are not counted toward graduation, although these grades are included in the college GPA and are included in total earned hours. Students receive institutional credit for completion of these courses.

Students cannot enroll for more than three semesters in each skill area to complete college preparatory instruction. Faculty members are available to advise students regarding their proper placement in developmental courses. Southeastern University offers two types of developmental education courses: (1) college preparatory courses designed to assist the student in developing the necessary skills and knowledge to succeed in college learning, and (2) college-level courses for elective credit which are designed to assist the student in

demonstrating college-level competencies on the Florida College Level Academic Skills Test.

Entrance Exams

First-Year Experience/Christ, Culture and the University

Financial Aid Questions

GPA Requirements

Grade Forgiveness Policy

Graduation with Honors

Graduation Adornment

Honors Program

Honors recognition is made at commencement based on the cumulative grade point average at the end of the penultimate semester. If the grades of the final semester change a student's honors status, the correct status is noted on the official transcript.

A transfer student must complete a minimum of 45 semester hours of credit at Southeastern University to be considered for honors. In addition, the hours and quality points accumulated at previous schools will be averaged with the Southeastern GPA to determine the GPA for honors recognition.

A candidate for the bachelor's degree will graduate with honors as follows:

- **Cum laude** (honors) -cumulative grade point average of 3.50-3.74
- **Magna cum laude** (high honors) -cumulative grade point average of 3.75-3.89
- **Summa cum laude** (highest honors) -cumulative grade point average of 3.90-4.00

Orientation

Recognition of Academic Excellence

Repeating Courses

Registration

Standards of Academic Progress

The term “Standards of Academic Progress” defines a minimum standard of progress that the college expects a student to achieve as he or she works toward their educational goals. These regulations are designed to monitor the academic progress of a student who falls below the minimum 2.0 grade point average required for graduation.

Table of Academic Standards

Hours Attempted	Academic Suspension GPA less than	Academic Probation GPA at least but less than	Satisfactory Progress Cumulative GPA of
1 - 30	1.0*	1.00 – 1.50	1.50
31 - 45	1.5	1.50 – 1.75	1.75
46 - 63	1.75	1.75 – 1.85	1.85
64 - 89	1.85	1.85 – 1.90	1.90
90 & above	1.90	1.90 – 2.00	2.00

*Students classified as new freshmen who have attempted no more than one semester or no more than 14 hours will be placed on Academic Probation in lieu of Academic Suspension.

A student must maintain satisfactory academic progress as defined in this Table of Academic Standards to be eligible for federal financial aid programs at Southeastern University. To qualify for state financial aid, a student must maintain the standard of progress as defined by the state agency. In addition, agencies and/or organizations supporting academic scholarships may enforce stricter eligibility standards than the minimum standards. Refer to the “Financial Information” section for additional criteria that may apply.

To be eligible for participation in intercollegiate athletic programs, a student must maintain satisfactory progress as defined in the Table of Academic Standards. Additionally, a student-athlete who reaches junior academic standing (64 semester hours) must have and maintain a cumulative grade point average of 2.0. Consult with the Director of Athletics for additional criteria that may apply for participation.

Students involved in extracurricular activities including student government and/or class offices, club offices, student media offices and student resident staff offices must be enrolled full time and must maintain a minimum 2.0 cumulative grade point average for each semester of participation. Consult with the Vice President for Student Development for additional criteria that may apply for participation.

Transcript Requests

Christian Service for Transfer Students

Transfer Students

Applicants applying for admission as transfer students must meet the same requirements as applicants applying for first time enrollment. Transfer applicants for the fall, spring and summer terms are accepted on a rolling basis with notification upon completion of application procedure.

Former students who attended other institutions since leaving Southeastern University must provide an official transcript from each institution attended. The regulations on the acceptance of transfer credit apply to any re-admitted student.

Transfer of Credit/Course Substitutions

Southeastern University participates in an articulation agreement with Florida community colleges. Students who transfer from a regionally accredited two-year Florida community college with an Associate of Arts degree are admitted at the junior level. These transfer hours will satisfy the general education requirements and a portion of general electives for most degrees. Please consult the Office of the Registrar for specific guidelines related to the articulation agreement and the degree being sought.

Students transferring from a regionally accredited four-year college or university with a bachelor degree are admitted at the senior level into a program of study. The final 25 percent of their credits must be earned at Southeastern University. Former Southeastern graduates may apply for a second but different bachelor degree. They must complete no less than 25 percent of the new degree requirements to earn a second bachelor degree.

An Applicant admitted in transfer must complete the total number of hours required in his/her program to meet graduation requirements. The Office of the Registrar will enter all transferred credits into the computer system. Students may access transfer information through their online accounts. Student aims representing the declared major will be added to the student's online account after a major is officially declared. Major/Minor Declaration forms are available on the University website at the following link: <http://www.seuniversity.edu/admission/registrar/forms.php>.

Transfer students have the right to appeal transfer credit decisions made by the Office of the Registrar. The student must write a letter of appeal accompanied by any additional documentation requested by the Office of the Registrar. The appeal will be reviewed by the appropriate academic department chair/college dean with additional documentation and the student will be notified of the decision rendered.

Transfer Practices

1. The *Transfer Credit Practices of Designated Educational Institutions* published by the American Association of Collegiate Registrars and Admission Officers is referenced.
2. The university reserves the right to deny credit for specific courses from any college or university, regardless of accreditation.
3. Credits earned at an institution accredited by a regional accrediting association are transferred on an unconditional basis with the exception of developmental, vocational, technical, or occupational courses.
4. Southeastern University will normally only accept in transfer credits earned at an institution which is regionally accredited or complies with article one of this transfer policy. However, students who are transferring from an unaccredited institution may petition the Office of the Registrar for an exception to the policy by requesting that their credits be evaluated on a course by course basis. The

student may petition by completing the Credit Evaluation Worksheet form in its entirety and submitting it to the Office of the Registrar. The Credit Evaluation Worksheet is available at the following link:

<http://www.seuniversity.edu/admission/registrar/forms.php>. Southeastern

University recognizes that quality instruction and learning can and does take place in non-traditional settings, but the university is also committed to the concept that coursework transferred or accepted for credit must represent collegiate coursework relevant to the degree being sought, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Southeastern University's own degree programs.

- a. To facilitate the evaluation of the student's credits, he or she will be asked to supply the following documentation:
 - an official transcript;
 - full course descriptions from the awarding institution;
 - information regarding the credentials of instructors;
 - information regarding course contact hours;
 - information regarding textbooks used;
 - any other documentation deemed necessary by the Registrar or the department in which the course of study is being pursued, for example, exams, research papers, original course syllabus, and other relevant documents by which the rigor of the course may be determined by the appropriate faculty or evaluator at Southeastern University. A positive evaluation is essential for the credit to be accepted.
 - b. A maximum of 32 credit hours may be accepted in transfer and are normally applicable to general education or electives in any given degree program. Courses may be applied to general education or major requirements upon the advice and consent of the appropriate department chair or dean of the college and the Registrar.
 - c. Course-by-course petitions require the transfer of credit be held pending the documentation of successful work during the student's first semester (12 credit hours minimum) of attendance at Southeastern University. Credits will not be transferred if the student fails to meet a minimum grade point average of 2.0.
 - d. The student must provide scores from E-ACT or SAT to demonstrate the ability to work at the baccalaureate level.
5. International credits must come from a college or university recognized by the country's department of education or ministry. Credits will only be reviewed after an official transcript has been submitted to the Office of the Registrar and an evaluation has been performed by an approved independent evaluation service. Contact the Office of the Registrar for a list of approved service providers. The student is responsible for the cost of this service.
 6. Southeastern University does not generally accept credit given by one institution for another institution's transferred credits.

General Conditions of all Transfer Credit

- After a student has completed 75% of his program the university will not accept course work in transfer.

- The final 25 percent of credit for any program must be earned at Southeastern University.
- Once accepted into a degree program at Southeastern University, a student must obtain a transient letter to have credits accepted from another institution.
- Credits accepted in transfer must be graded with a “C” or higher.
- Courses accepted in transfer are calculated into the student’s GPA.
- Southeastern University requires all college-level work to be represented on an officially approved and sealed transcript from the originating institution.

General Academic Advising Notes

Declaration of Major

Every student that is accepted as a degree-seeking student must declare a major. A Declaration of Major must be filed with the Registrar’s Office by the 48th credit hour, by the end of the first semester of the sophomore year. A student may change his/her program of study by completing a Major Declaration form within the Office of the Registrar during any period of enrollment.

Graduation Requirements

A 2.00 cumulative GPA is required of every Southeastern University student for graduation (2.5 for teacher education). Even if the student completed the number of credit hours within a degree program and met all course requirements.

Grade Forgiveness

When a student wishes to improve their knowledge of a subject and cumulative grade point average, students may elect to repeat a course in which they have earned a less than satisfactory grade, especially a “D” or an “F.” The higher grade will be the grade that contributes toward the cumulative grade point average. In situations where the course needed to be repeated is no longer available or offered, a similar course may be substituted with the approval of the Dean of the college and the Registrar. Transfer courses are not accepted as part of the Grade Forgiveness Policy.

Course Substitutions

All General Education and Specialization course substitution approvals must be sent to the Office of Academic Advising via email advisingoffice@seuniversity.edu after approval by the Registrar, Director of Academic Advising and/or the appropriate Dean or Department Chair.

General Education Substitutions: An **example** of a general education substitution consideration is if a transfer student has completed ANT 2410 Cultural Anthropology and seeks to have that course substitute for a current course such as SSCI 2133 Intro to Sociology. These types of course substitution approvals must be forwarded to the Office of Academic Advising via email: advisingoffice@seuniversity.edu. **Do not send to:** registrar@seuniversity.edu. Transfer course descriptions need to be supplied to the advisor by students for substitution considerations.

Any substitutions for, changes in, or exceptions to courses which are required for the granting of degree must be recommended and approved by the Department Chair or Dean. When the appropriate Department Chair or Dean issues an approval for specific substitutions, changes or exceptions to degree requirements, the Department Chairperson or Dean must send the approval description and request to the Office of

Academic Advising via email at: advisingoffice@seuniversity.edu for processing.

Major/Professional/Specialization Core Substitutions: Major core substitutions considerations are substitutions within a specific degree program (majors or minors). These substitutions must be sent to the **Dean or Department Chair** for approval. **Example:** If a transfer student has completed PSYC 2001 Personality Development at another institution and seeks to have the course substitute for 2133 Theories of Personality in a psychology major or minor. Once approved, these course substitution approvals must be forwarded to the Office of Academic Advising via email: advisingoffice@seuniversity.edu. **Do not send to:** registrar@seuniversity.edu. Transfer course descriptions need to be supplied to the advisor by students for substitution considerations.

Interdepartmental Substitutions: Interdepartmental substitution considerations exist. **These are substitutions which require consultation with the appropriate college Dean or department's Chairperson.** For **example**, if a transfer student has completed BIB 103 Understanding the Bible at another institution and seeks to have that course substitute for one of our Religion requirements (Old Testament, New Testament, etc...) this type of consideration would be sent to and approved by the Religion Department Chairperson (Dr. Houlihan). Once approved, these course substitution approvals must be forwarded to the Office of Academic Advising via email: advisingoffice@seuniversity.edu. Transfer course descriptions need to be supplied to the advisor by students for substitution considerations. My logic is to recommend advisors consult with another department's specialization advisors or department chairs before assuming a substitution is permissible.

Community Service/Student Ministry

All Southeastern University students (non-religion majors) are required to perform two semesters of community service ministry as part of fulfilling their institutional graduation requirements. Students must complete thirty (30) hours of community service each semester. Each academic college and department requires declared students to complete a total of sixty (60) hours of community service to be certified as a graduation candidate. Community Service information, forms and documentation are available through the appropriate college or department personnel. All community service, files and student hours completed are evaluated, documented, tracked and monitored by each academic college or department. Upon graduation, each candidate's service hours must be reviewed and approved by the dean or department chair. There has also been some slippage in understanding and communicating this information.

Advisor Evaluations

The Southeastern University advising system and individual advisors undergo a standardized evaluation each Fall and Spring by the advisees. Individual results can be provided to each advisor by request.

Advisor Changes

The advisor-advisee relationship should be mutually comfortable. A student may request a reassignment in to the Office of Academic Advising. The request must be in writing and submitted to the Office of Academic Advising. Due to advisor workload profiles, we cannot always guarantee a student's appeal for a specific advisor.

Advising Appointments

Ideally, advisors should meet with their students at least once each semester to ensure the student is adapting to university life spiritually, socially, academically and mentally. Advisors are responsible for conducting three mandatory scheduled meetings with their advisees. Students must meet with their advisors during their freshman year. The next meeting, the Junior Planning meeting is necessary in reviewing a student's degree requirement progress towards degree completion. The final meeting, the Graduate Summary meeting is important as a student continues towards the completion of their degree program.

Advisors may choose their own method of contacting advisees and in assisting them in planning for upcoming semester(s). While advisors are encouraged to meet personally with each advisee, advisors may feel free to do some or all of your "advising" by email within the parameters of the Jenzabar EX AV Module or JICS (Jenzabar Internet Campus Solutions) web interface. Advisors are responsible for ensuring that their advisees are registering for courses required within his/her intended major(s) or minor(s), as well as, delivering consistent and accurate information during their advisement period contacts whether through personal appointments, correspondence by phone or email.

Degree Audit Forms

Degree Audit forms are available online at the www.seuniversity.edu site. Click on the [Academic] tab. Next click on the [Registrar] tab. Degree audit forms for all major, minor and concentrations listed under past academic catalogs are archived in the Public folder: (J) under [Registrar].

Four Year Plans

Advisors have access to view or print the four year plans for all degree programs available in the Public folder: (J) under [Registrar].

Rotation of Course schedule

Advisors may access the Public folder: (J) under [Registrar] to view or print rotation of courses information (which semester a course is generally offered) for all degree programs available.

IV. GENERAL EDUCATION ADVISING

- A. SEU Academic Programs of Study
- B. Value of General Education Core
- C. General Education Core Requirements
- D. Entrance Examinations
- F. Developmental Studies/Education and MAPP

Academic Programs of Study

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF BEHAVIORAL & SOCIAL SCIENCES

Majors - Bachelor of Science in:

B.S. Psychology
B.S. Human Services

Minors:

Psychology
Special Education/Disabled

Majors - Bachelor of Social Work:

B.S.W Social Work

Behavioral and Social Sciences - Graduate Studies:

M.S.P.C. Master of Science in Professional Counseling (MS)
M.S.S.C. Master of Science in School Counseling (MS)
M.A.H.S. Master of Arts in Human Services (MA)

DEPARTMENT OF COMMUNICATION

Majors - Bachelor of Arts in:

B.A. Broadcast
B.A. Communication
B.A. Journalism/Public Relations
B.A. Theatre

Minors:

Communication
Creative Writing
Journalism
Musical Theatre
Theatre
Web Application and
Development

Majors - Bachelor of Science in:

B.S. Broadcast
B.S. Communication
B.S. Film Studies
B.S. Journalism/Public Relations
B.S. Theatre

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Majors - Bachelor of Arts in:

B.A. English

Minors:

English
French
Greek
Spanish

Majors - Bachelor of Science in:

B.S. English and Intercultural Studies

DEPARTMENT OF MUSIC

Majors - Bachelor of Arts in:

B.A. Music

Majors - Bachelor of Music Performance:

B.M.P.I. Emphasis in Instrumental

B.M.P.P. Emphasis in Piano

B.M.P.V. Emphasis in Voice

Majors - Bachelor of Science in:

B.S. Church Music

Minors:

Church Music

Music

Music Technology

DEPARTMENT OF NATURAL SCIENCES & MATHEMATICS

Majors - Bachelor of Arts in:

B.A. Mathematics

Majors - Bachelor of Science in:

B.S. General Biology

B.S. Biology/Pre-Med

Minors:

Chemistry

Mathematics

COLLEGE OF BUSINESS AND LEGAL STUDIES

DEPARTMENT OF BUSINESS ADMINISTRATION

Majors - Bachelor of Science in:

B.S. Accounting

B.S. Finance

B.S. International Business

B.S. Management

B.S. Management Information Systems

B.S. Marketing

Minors:

Business

Web Applications and

Development

DEPARTMENT OF HISTORICAL, LEGAL, AND LEADERSHIP STUDIES

Majors - Bachelor of Arts in:

B.A. History

Majors - Bachelor of Science in:

B.S. Criminal Justice

B.S. Leadership

B.S. Public Policy

Pre-Law Track

Business - Graduate Studies:

M.B.A. Master of Business Administration (MBA)

Minors:

Criminal Justice

History

Pre-Law

Public Policy

COLLEGE OF CHRISTIAN MINISTRIES AND RELIGION

DEPARTMENT OF RELIGION

Majors - Bachelor of Arts in:

- B.A. Religion and Interdisciplinary Studies
- B.A. Missional Ministries

Majors - Bachelor of Science in:

- B.S. Church Ministries
- B.S. Practical Theology

Minors:

- Bible
- Children's Ministry
- Evangelism
- Leadership
- Missions
- Pastoral Ministry
- Pre-Seminary Studies
- Youth
- Youth Ministries
- (Non-Religion)

Christian Ministries and Religion - Graduate Studies:

- M.A.M.L Master of Arts in Ministerial Leadership (MA)
- M.A.M.L Master of Arts in Ministerial Leadership—Executive Program (MA)

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATION

Majors - Bachelor of Science in:

- B.S. Elementary Education (K-6)
- B.S. Exceptional Student Education
- B.S. Middle Grades English (Grades 5-9)
- B.S. Middle Grades General Science (Grades 5-9)
- B.S. Middle Grades Mathematics (Grades 5-9)
- B.S. Middle Grades Social Science (Grades 5-9)
- B.S. Music Education (K-12)
- B.S. Secondary Biology (Grades 6-12)
- B.S. Secondary English (Grades 6-12)
- B.S. Secondary Mathematics (Grades 6-12)
- B.S. Secondary Social Science (Grades 6-12)
- B.S. Sports & Recreation Management

Minors:

- Athletic Coaching
- Early Childhood Education
- Elementary Education
- Exceptional Student Education
- Middle Grades Education
- Physical Education
- Secondary Education

Education - Graduate Studies:

- M.E.E.E. Master of Education in Elementary Education (MEd)
- ME.E.L. Master of Education in Educational Leadership (MEd)
- M.E.T.L. Master of Education in Teaching and Learning (MEd)

The Value of General Education Core

All students pursuing in a baccalaureate degree program will have as part of their program of study a General Education core. This core is designed to develop to assist students in the integration of faith with life and learning while introducing them to the wonder of the natural world, the diversity of culture and human history, the interrelatedness of the humanities, the complexity of contemporary society, and a basic understanding of the Bible and theology. The core will also ensure that each student develops increased proficiency in public speaking, composition, mathematics, and critical thinking skills.

Some of the general education core must be completed in the first year of enrollment while other requirements may be satisfied within the first two years of study. Completion of the general education core provides the student with the breadth of knowledge and experience necessary to pursue a concentrated study within a major.

General Education Core requirements generally include:

- 9 hours of Speech/Composition;
- 6 hours of Behavioral/Social Science;
- 3 hours of Historical Perspective;
- 2 hours of Business;
- 6 hours of Humanities/Fine Arts/Literature;
- 6 hours of Mathematics;
- 4 hours of Natural Science;
- 20 hours of Religion.

General Education requirements for specific majors may vary. See the department under each college section for details. Education programs base General Education Core requirements on the State of Florida guidelines for teacher programs.

GENERAL EDUCATION CORE REQUIREMENTS

54 Total Credit Hours

(*General Education requirements for specific majors may vary. Check catalog for details.)

Arts of Communication (9 Hours)

COMM 1433 Fundamentals of Speech	3
ENGL 1133 English Composition I*	3
ENGL 1233 English Composition II	3

*A student may waive ENGL 1133 with a score at or above the 75th percentile on the verbal portion of the SAT, or the English portion of the ACT.

Behavioral & Social Sciences (9 Hours)

Behavioral Science Elective (Select One):	3
PSYC 1133 Introduction of Psychology	
PSYC 1233 Psychology of Adjustment	

Historical Perspective Elective (Select One):3

HIST 1013 Western Civilization I	
HIST 1023 Western Civilization II	
HIST 2013 American History I	
HIST 2023 American History II	

Social Science Elective (Select One): 3

SSCI 2133 Introduction to Sociology	
SSCI 2233 Marriage and Family	
SSCI 3103 Macroeconomics	
SSCI 3203 Microeconomics	

Business Requirement (2 Hours)

BUSI 1902 Personal Financial Stewardship	2
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Mathematics (6 Hours - Select Two)

A math placement exam is required prior to scheduling of math courses.

MATH 1213 College Algebra	3
MATH 1313 Liberal Arts Math I	3
MATH 1323 Liberal Arts Math II	3
MATH 1413 Precalculus	3
MATH 2033 Introduction to Prob. and Stat.	3
MATH 2144 Calculus I	3
MATH 2244 Calculus II	3

Natural Sciences-with Lab (4 Hours)

Natural science with an Associated Lab	
Essentials of Human Anatomy	
Life Science	
Introduction to Physics	
Physical Science I	
Introduction to Chemistry	
Botany	
Astronomy & Earth Science	
Astronomy	
Zoology	
Ecology	
Geology	

Humanities Elective (Select One): 3

COMM 1503 Art Appreciation	
COMM 2033 Theatre Appreciation	
COMM 2433 Film Appreciation	
ENGL 2233 Intro to Humanities	
MUSC 1003 Music Appreciation	
MUSC 1103 American Music Appreciation	

Literature Elective (Select One): 3

ENGL 2133 Introduction to Literature	
ENGL 3133 English Literature to 1800	
ENGL 3233 Major British Authors	
ENGL 3633 American Literature	
ENGL 3933 African American Literature	
ENGL 4343 Native American Literature	
ENGL 4533 Contemporary Literature	

Religion (20 Hours)

BIBL 1703 Introduction to the Bible	3
BIBL 2213 Life of Christ	3
THEO 1313 Survey of Christian Theology	3
THEO 1503 Christ/Culture and the Univ.	3
THEO 1902 Personal Financial Steward.**	2

Theology Elective Grouping (Select One): 3

MISS 3733 World Religions	
PHIL 2003 Principles of Ethics	
PHIL 3233 Introduction to Philosophy	

Faith Integration class or Religion Elective.: 3

**This course is cross-referenced as Religion and counts toward the 20-hour Religion core requirement.

Entrance Exams

Applicants for admission are required to submit scores from the E-ACT of the American College Testing Program or the SAT of the College Entrance Examination Board. Entering students who score below the minimum required score on the E-ACT or SAT must enroll in appropriate preparatory courses to raise their skills to acceptable collegiate levels. The minimum required scores are:

E-ACT: Reading	(18)	SAT: Critical Reading	(440)
Sentence Skills	(17)	Math	(440)
Beginning Algebra	(19)		

Upon successful completion of the preparatory program, the student may enroll in regular course work. Institutional credit is awarded for successful completion of preparatory courses. However, this credit does not count toward the total hours required in the student's program for graduation. Refer to the section on Academic Policies and Procedures for additional information regarding preparatory courses.

A Bible Entrance Examination is required of all students seeking a religion major. The examination is administered during orientation week.

Developmental Studies/Education and MAPP

In addition to the developmental courses which satisfy designated deficiencies, students may concurrently register for college level courses which are not restricted. Failure to pass any of the developmental courses requires registration for the failed course the following semester. Passing grades in these courses allow students to move into college level courses. **Important:** Students receive no college credit for these courses; however, grades are calculated into overall GPA.

A minimum of 124 semester hours of college-level credit is required for graduation. Credits earned in developmental courses are not counted toward graduation, although these grades are included in the college GPA and are included in total earned hours. Students receive institutional credit for completion of these courses.

Students cannot enroll for more than three semesters in each skill area to complete college preparatory instruction. Faculty members are available to advise students regarding their proper placement in developmental courses. Southeastern University offers two types of developmental education courses: (1) college preparatory courses designed to assist the student in developing the necessary skills and knowledge to succeed in college learning, and (2) college-level courses for elective credit which are designed to assist the student in demonstrating college-level competencies on the MAPP test.

V. ADVISING DIVERSE POPULATIONS

- A. New First-Year Students
- B. Checklist for Advising Students
 - a. Transfer Students
 - b. Student Athletes
 - c. Students with Disabilities
 - d. Ethnic Minority Students
 - e. Multicultural/International Students
 - f. Non-Traditional Students
 - g. Undeclared (Deciding) Students
- C. Students Having Academic Difficulty
 - vi. Role of an Academic Advisor
 - vii. Errors to Identify/Address
 - viii. To Do's (Action Items)
 - ix. Self-Inquiry for Academic Advisors
 - x. Academic Difficulty Analysis Form

Model Advising Interview Process for New/First-Year Students

This is a model of things to discuss with your new advisees. You may not get through all of these discussion points in your first meeting with them. Take the course of a semester to work through the items on this list as seems appropriate to you.

- Discuss the advisor/advisee relationship. Describe your role as an advisor and what you expect from your advisees.
- Explore your advisee's life goals, interests and abilities.
- Determine if the advisee has selected a major and minor. Examine the value of possible majors, careers for which the majors might prepare your advisee, and employment prospects.
- Have your advisee comment on academic performance, abilities, and interests.
- Review the advisee's placement test information (or transfer credit information if they have transferred in).
- Discuss the desired major and minor. Provide the advisee with a copy of the major requirements for the major. Review prerequisites that must be taken before beginning major course work.
- Explain the purpose and advantages of an SEC education and the value of the General Education core. (For transfer students, review application of transfer credits toward degree requirements.
- Inform your advisee about any of your applicable departmental policies.
- Help your advisee choose appropriate level courses in general education.
- Demonstrate the use of a trial schedule to ensure that there are no time conflicts between classes. Show how to fill out the registration form. Explain registration, add-drop, and withdrawal procedures.
- Encourage questions and discuss concerns. Refer your advisee to appropriate services when indicated.
- Pray with your advisee.
- Make sure your advisee know your office hours, email address, and office telephone number.
- Explain how and when the advisee should contact you again.

Characteristics of Freshmen Students

- Assimilation important
- Must meet new expectations of peers and faculty
- Academic integration influences development of Academic skills
- Social distractions negatively influence academic success
- Negative reactions to college include: irrelevancy, under-preparedness, uncertainty about majors and career, incompatibility

Advising Techniques with Freshmen Students

- Consider students as individuals adjusting to a new environment
- Be familiar with assimilation needs of students
- Establish a supportive relationship early
- Be attentive to fit meetings between students and classes
- Emphasize academic success
- Schedule regular contact at first, then increase student's responsibility

Characteristics of Transfer Students

- For most, the process is different than that of freshmen.
- Most have specific academic and career goals.
- Some have lower levels of attainment than non-transfers.
- Need to understand the practical aspects of college.
- Need to understand community climate.

Advising Techniques with Transfer Students

- View relationships as a key to success.
- Display concern and interest, not just availability.
- Orient students to college as well as advise them.
- Collaborate with sending or receiving institution.
- Help students find the resources they need to remain in school.

ADVISING STUDENT ATHLETES

Characteristics of Student Athletes

- Many are under-prepared academically
- Many have unrealistic career goals
- Pressure to perform well in athletics may distract from academics, but finding a balance between the two increases retention
- Identity often found in doing well athletically
- Must comply with external and team regulations

Advising Techniques

- Begin support services with entering freshmen
- Be aware of the constraints of participation in athletics
- Establish academic support and intervention systems
- Teach problem-solving and decision-making
- Encourage academic commitment equal to athletic commitment

Both eligibility requirements and class scheduling factors must be considered when advising the student-athlete. These are:

Eligibility Requirements:

1. To be eligible to participate in intercollegiate sports a student-athlete must earn a minimum of 24 credit hours acceptable toward graduation each year; (summer enrollment may be counted to satisfy this requirement). New first year students must pass 12 hours in the first semester to be eligible for participation during the second semester.
2. Cumulative GPA for student eligibility in athletics is as follows:
 - 1-3 credit hours = 1.50 minimum GPA
 - 31-45 credit hours = 1.75 minimum GPA
 - 46-63 credit hours = 1.85 minimum GPA
 - 63+ credit hours = 2.00 minimum GPA
3. Student-athletes who are graduating seniors are not required to be enrolled full-time during their final semester of enrollment if their graduation requirements are less than 12 credit hours.
4. Notify the Athletic Director when student-athletes experience difficulty in academics.

Class Scheduling:

1. The student-athlete should schedule classes around established practice times during the season of competition.
2. Since scheduled athletic events, especially those away from the campus, will occasionally cause the student-athlete to miss class, the athlete is expected to attend class at all other times. The student should be reminded to notify his/her instructors when he/she will be forced to miss class and arrange to complete all missed work.
3. Questions regarding student-athletes should be addressed to the Athletic Director.
4. Athletes register in the Registrar's Office the first week of registration. They must be on the approved athlete list.

ADVISING STUDENTS WITH DISABILITIES

Characteristics of Students with Disabilities

- Increasing participation in college
- One or more major life activities may be limited
- Prefer to see themselves as 'abled' rather than 'disabled'
- Expressed need for removal of barriers to full participation
- Need support from faculty, staff, peers, and others

Advising Techniques for Student with Disabilities

- Understand students' disabilities and the barriers they face
- Understand students' disabilities and how to maximize those
- Display positive attitude about the integration of students into the college community
- Encourage full participation in college
- Recommend support services when needed
- Act as an advocate for special and campus resources

ADVISING ETHNIC MINORITY STUDENTS

Characteristics of Ethnic Minority Students

- Declining percentages of African-Americans and Hispanics enrolling
- Often have low self-concept, few positive expectations
- Academic performance related to satisfaction with college
- Achievement is a problem of preparation, not of race
- Lack of role models on campus

Advising Techniques with Ethnic Minority Students

- Make efforts to enhance the college-student fit
- Encourage their involvement on campus
- Suggest campus resources when needed
- Encourage positive self-concept
- Avoid stereotypical attitudes and expectations
- Suggest academic experiences that can prove successful, especially at first
- Acknowledge the importance of role models

ADVISING INTERNATIONAL STUDENTS

Characteristics of International Students

- Increasing number of traditional age
- Increasing number from Developing countries
- Academic and career concerns primary
- Need practical experience in career areas
- Concerned with language difficulties, financial problems and selecting relevant programs
- Non-Western students see instructors as revered authorities
- Many won't see family and friends for a long period of time

Advising Techniques of International Students

- Be prepared to translate collegiate and U.S. culture
- Be familiar with student's academic preparation
- Focus on designing academic plans that are relevant to home country of student
- Encourage open view about U.S. life-styles
- Encourage involvement in college community
- Encourage finding mentoring relationship

ADVISING NON-TRADITIONAL STUDENTS

Characteristics of Non-Traditional Students

- Most have been away from formal education for at least two years
- Most work full or part time
- Many are married and have children
- Education is usually not the primary concern
- Less involved with college life than traditional students
- Most manage multiple life roles
- Bring life experiences to the classroom
- Lack of time is a major problem

Advising Techniques with Non-Traditional Students

- View as developing individuals
- Understand adult stages of transitions
- Understand students' reasons for enrolling
- Assist students in forming campus connections
- Encourage academic planning
- Act as an advocate for adult students to provide equity for students
- Encourage time management skills

ADVISING STUDENTS WHO ARE UNDECIDED ABOUT A MAJOR

Characteristics of Students with Undecided Majors

- Heterogeneous population much like the total student population
- Many lack a sense of identity
- Many are anxious about being undecided about their major
- Some need help with making decisions

Advising Techniques for Students with Undecided Majors

- Encourage students to discover interest and explore options before deciding major
- Assure students that being undecided is acceptable at this point
- Maintain a positive attitude to change
- Discuss specific decision-making techniques with students
- Encourage students to be responsible to decisions

Faculty advisors assigned to advise students who are undecided about a major or majors have some special responsibilities. Instead of helping each student explore the selected major, the advisor assists the student's investigation of potential majors by:

- 1.) Talking with them about their interests, possible career ideas, answering questions about major/careers (to the extent advisors are familiar with these).
- 2.) Referring the student to special activities wherein interest may be explored and experiences gained.
- 3.) Referring the student to the Academic Services center for possible vocational testing, career interests assessed and guidance.

Once an undecided student has elected a major, it may be helpful to transfer him/her to a faculty advisor in his/her newly selected major department. This decision can be decided upon by the current advisor, the student and the Director of Academic Advising.

ADVISING STUDENTS HAVING ACADEMIC DIFFICULTY

Helping At-Risk Students Avoid Common Academic Errors

Many students on academic probation have made relatively common errors in judgment. Listed below are some student errors occurring most often and the logic students use to make these mistaken judgments. Also included, following each student error is some basic information to help academic advisors intercede and help probationary student to correct his/her mistakes in judgment.

STUDENT ERROR 1: Enroll in Too Many Credit Hours

Students think they can “get it all back” through one heroic try and, thus, attempt to make the entire grade point-average improvement in a single semester.

ASSISTANCE: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point average improvements in one semester usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation should be the minimum for full-time student classification (12 hours). A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades.

STUDENT ERROR 2: Avoid Repeating Courses in Which They Earn Below-Average Grades

Students fear repeating courses they earned below-average grades in and, instead, hope to make up the difference in other courses.

ASSISTANCE: Students who earned below-average grades in courses usually should repeat courses as soon as possible—repeated grades replace original grades taken at the college in calculating the grade-point average if the repeated grade is higher than the original. For example, a student who repeats an “F” course and receives a “C” has improved his/her GPA as much as earning an “A” in another course, because the repeated grade replaces the original in calculations.

Most students do improve a grade upon repeating a course because prior exposure to the course makes them aware of expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he/she usually should repeat the course to improve his/her grade-point-average and to remove the failure symbolically, if not physically from his record.

STUDENT ERROR 3: Fail to Resolve Incomplete Grades Within Time Limit

Students hope that they can do nothing and have college officials ignore their incomplete grades. Sometimes they fear completion of the grade (i.e., replacement grade for the incomplete) will hurt their chances for continuation at the college.

ASSISTANCE: Students who do not resolve incomplete grades usually suffer more serious consequences than if they resolved the incomplete grades routinely. At Southeastern, incomplete grades change to failures after one year. Thus, advisors should inform students of the significance of resolved incomplete grades compared event to mediocre completion.

STUDENT ERROR 4: Take Advanced Courses With A Weak Or Inadequate Background

Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.

ASSISTANCE: Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. In rigorous majors, students should repeat some courses, even when they earn passing grades, if they are weak or ill-prepared to continue the sequence. Often students refuse to take a short delay in completing a sequence, which, in turn may cause a much greater delay if they are dismissed from school for academic reasons. Students should know the difficulty involved in mastering advance courses in their major and should prepare sufficiently before proceeding.

STUDENT ERROR 5: Taking Courses on the Advice of a Friend

Students often are “advised” by friends to take courses simply because someone else found these courses met his/her needs.

ASSISTANCE: Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and appropriate for some, but difficult and inappropriate for others. The probationary student should place only limited faith in the course selections of friends.

STUDENT ERROR 6: Take All of Their Courses Exclusively In The General Education Areas:

Students want to get all the basic courses out of the way. The reverse of this is true also—some students do not want to take any basic courses.

ASSISTANCE: Students frequently feel compelled to complete all general education courses as soon as possible. With this approach, however, a student may become discouraged and lose sight of the relevance of a total education. Thus, an advisor should encourage a probationary student to combine general and major course work, and when possible, to take at least one in his/her own interest area each semester.

STUDENT ERROR 7: Seek Academic or Personal Help Late In the Semester

Students want to succeed on their own and seek help only when it is sometimes too late.

ASSISTANCE: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent they are somehow unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

Exact advice given an individual probationary student depends, of course, on that student’s unique situation. Nevertheless, academic advisors who discuss the problems mentioned above with probationary students likely will point out many errors their students may be making. Reducing these common errors should reduce the attrition of students who, with proper academic advising/counseling, will go on to adequate scholastic achievement.

To Do’s for Advising At-Risk Students/Students in Academic Difficulty:

1. Assess students’ difficulties and determine the reasons for lack of academic performance. Review appropriate testing and test scores, previous grades, attendance, etc. Fill out “Academic Difficulty Analysis Form” (on page 61 of Handbook) with advisee.
2. Meet with the advisees on a regular basis to assess students’ progress.
3. Apprise advisees of support services on campus to assist with: academic counseling, additional testing, tutoring, etc.
4. Refer students to appropriate support services on campus.
5. Assist students in reviewing such considerations as study habits, excessive

participation in extra-curricular activities, excessive work demands, academic assistance needs, interpersonal relationships, state of physical health, vocational and educational goals, personal and social issues, etc.

6. See Campus Services Information section (on page 83 of Handbook) for further information regarding tutoring, counseling, testing and career exploration.

Further Items of Inquiry:

1. Is underachievement a problem with this advisee? Is he/she underachieving in all areas?
2. Has this advisee have any physically limiting impediments?
3. What do I know about this advisee's interest?
4. Is this advisee attending class regularly?
5. Does this advisee know how to take notes? Does he/she use the library?
6. What academic successes has the advisee had?
7. Does this advisee's out-of-class life style support his/her educational efforts?
8. How is the advisee's spiritual life?

VI. ACADEMIC COLLEGE AND DEPARTMENTAL ADVISING AT SOUTHEASTERN UNIVERSITY

- A. College and Departmental Academic Advising at Southeastern University
- B. College of Arts and Sciences
 - i. Department of Behavioral and Social Sciences—Graduate Studies
 - ii. Department of Behavioral and Social Sciences
 - iii. Department of Communication
 - iv. Department of English and Foreign Languages
 - v. Department of Music
 - vi. Department of Natural Sciences and Mathematics
- C. College of Business and Legal Studies
 - i. Department of Business and Legal Studies—Graduate Studies
 - ii. Department of Business Administration
 - iii. Department of Historical, Legal and Leadership Studies

- D. College of Christian Ministries and Religion
 - i. Department of Christian Ministries and Religion—Graduate Studies
 - ii. Department of Christian Ministries and Religion
- E. College of Education
 - i. Department of Education—Graduate Studies
 - ii. Department of Education
- F. Academic Advising Meetings—New Students Agenda
- G. Academic Advising Meetings—Current/Returning Students Agenda

College and Departmental Academic Advising System at Southeastern University

At Southeastern University, academic colleges and departments are divided into the four (4) following schools and divisions: College of Arts and Sciences, College of Business and Legal Studies, College of Education, and College of Christian Ministries. Each college is comprised of departments. All full-time faculty members teach classes respective to their specialized discipline and advise students academically towards the completion of all degree program requirements.

The Office of Academic Advising and faculty academic advisors have the important and substantial task of advising undeclared and declared students at Southeastern University. To ensure that all students are counseled academically during their enrollment at Southeastern, faculty advisors assist students as either General Education Advisors or Specialization Advisors. Deciding (undeclared) students are advised by a General Education Advisor until a student has declared his/her major. Students who have declared an intended major or majors are advised by a Specialization Advisor. Specialization Advisors are faculty who instruct courses within their respective college or department and specialized discipline.

Since the current advising system is dependent on the dedication of academic advisors and various academic colleges and departments, it is important that each department strategically plan how they will specifically advise and educate their students on degree program requirements. Some departments have adopted or developed systematic methods of advising, such as holding a meeting at the beginning of the fall and/or spring terms, attending Summer Orientations, New Student Orientations or hosting open advising seminars so students can drop in to ask questions about course offerings or interest in declaring a major within a specific academic college or department. We encourage each college and department to set aside adequate time to develop forums specifically designed to inform students of important degree program requirement details.

College of Arts and Sciences - Dr. Gordon Miller

Department of Behavioral and Social Sciences—Graduate Studies

Psychology Professor, Dr. Larry Hazelbaker, Department Chair
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lehazelb@seuniversity.edu

Department of Behavioral and Social Sciences

Psychology Professor, Dr. Larry Hazelbaker, Department Chair
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Department of Communication

Theatre Professor, Mr. John Pierce, Department Chair
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Department of English and Foreign Languages

English Professor, Dr. Rickey Cotton, Department Chair
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Department of Music

Music Professor, Dr. Danny Tindall, Department Chair
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Department of Natural Sciences and Mathematics

Science/Math Professor, Dr. Debbie Hazelbaker, Department Chair
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College of Business and Legal Studies - Dr. Robert (Joseph) Childs**Department of Business and Legal Studies—Graduate Studies**

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Department of Historical, Legal and Leadership

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College of Church Ministries and Religion - Dr. Robert Houlihan**Department of Church Ministries and Religion—Graduate Studies**

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College of Education - Dr. Samuel Bennett

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Department of Education

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Department of Historical, Legal and Leadership

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Academic Advising Meetings Agenda/Schedule

Ideally, faculty academic advisors are responsible for meeting with his/her advisees at least once each semester. This strategy of meeting with students every term is both strongly encouraged and highly recommended specifically for the purpose of reducing the percentage of potential advising miscues and errors within the current system, as well as eliminating the issue of miscommunication occurring between advisors and advisees.

Before the start of each term, it is important for academic advisors specifically review each advisee's schedule; track and monitor each advisee's degree program progress; assist each student in planning upcoming semester(s); and be available for student counseling, advising questions or concerns. Obviously, it is imperative that academic advisors post his/her office hours, contact information and/or sign-up forms in a visible place near his/her office door. This procedure ensures that when students visit your office, they feel free to sign-up or contact you to schedule an advising appointment during the times specified. Be available and accessible for meetings with all current and returning students during Fall (October/November) or Spring (March/April) Open Advising and Registration periods. Research suggests that students who meet with their academic advisor on a regular basis each term during their post-secondary academic career can experience a consistent pattern of communication which can potentially help in eliminating instances of miscommunication and aid in addressing advising, registration or graduation issues.

The student advisement meeting agenda is outlined in the agenda below:



New Student Academic Advising Meeting Agenda

New Freshmen and Transfer Students - New Student Orientation - First Semester of Freshmen Year

Each fall and spring term, all newly admitted freshmen and transfer students are required to meet with their assigned academic advisors prior to the first day of classes. After incoming new freshmen and transfer students attend the New Student Orientation meeting, they must schedule an appointment to meet with their assigned academic advisor during orientation.

To schedule an appointment with an assigned academic advisor, students should visit the advisor's office location during the hours specified and register for an appointment available on a specific date/time using the 'sign-up' sheet posted on the advisor's door. Students are encouraged to contact their advisor by phone or via e-mail. This meeting is intended to occur during the Open Advising Period included as part of the SEU New Student Orientation schedule.

Current and Returning Freshmen First Semester of Freshmen Year

All current freshmen students are recommended to meet with their academic advisors during the fall and spring Open Advising and Pre-Registration periods of their freshmen year at Southeastern University.

To schedule an appointment with their assigned academic advisor, students must visit the advisor's office location during the hours specified and sign-up for an appointment available on a specific date/time. Students are encouraged to contact their advisor by phone or via e-mail. This meeting should take place during the Fall (October/November) or Spring (March/April) Open Advising and Pre-Registration period within the first semester of a student's freshman year.

Current and Returning Freshmen Second Semester of Freshmen Year

All returning freshmen students are required to meet with their academic advisors during Open Advising and Pre-Registration periods of their second semester. This meeting should take place during the Fall (October/November) or Spring (March/April) Open Advising and Registration period of an advisee's second semester of their freshman year.

Students who fail to meet with their academic advisor during this advising/pre-registration period, may have an AV - (See your Advisor!) hold placed on their account. The AV hold will continue to be applied to a student's 'Student Information System (JICS)' account until he or she reports to meet with their assigned advisor.

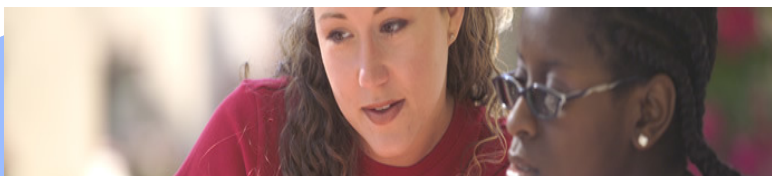
Current and Returning Sophomores First Semester of Sophomore Year

Returning sophomore students are strongly encouraged to meet regularly with their academic advisors during Open Advising and Pre-Registration periods of their sophomore year at Southeastern University.

This meeting should take place within the Fall (October/November) or Spring (March/April) Open Advising and Registration period of an advisee's first semester of their sophomore year.

1000 Longfellow Blvd. Lakeland, FL. 33801-6034
Office of Academic Advising
(863) 667-5082
advisingoffice@seuniversity.edu

The student advisement meeting agenda is outlined in the agenda below:



Returning Student Academic Advising Meeting Agenda

Current and Returning Sophomores

Second Semester of Sophomore Year

Current sophomore students are strongly encouraged to meet regularly with their academic advisors during Open Advising and Pre-Registration periods of their sophomore year.

This meeting should take place during the Fall (October/November) or Spring (March/April) Open Advising and Registration period of an advisee's second semester of their sophomore year.

Current and Returning Juniors

First Semester of Junior Year

Returning junior students are recommended to meet with their academic advisors during the Open Advising and Pre-Registration period in of an advisee's junior year at Southeastern University.

This meeting should take place during the Fall (October/November) or Spring (March/April) Open Advising and Pre-Registration period of the first semester of a student's junior year.

Current and Returning Juniors

Second Semester of Junior Year

Current junior students are required to schedule an appointment to meet with their academic advisors during the Open Advising and Pre-Registration period in the second semester of their junior year to complete the Junior Planning Meeting.

Prior to each semester's Pre-Registration and Open Advising Period, the Office of the Registrar place an (AV - (See your Advisor!) hold on current seniors 'Student Information System (JICS)' account. The AV hold will continue to be applied to a student's 'Student Information System/JICS' account until he or she meets with their assigned advisor.

This meeting should take place within the Fall (October/November) or Spring (March/April) Open Advising and Pre-Registration period of the second semester of an advisee's junior year.

Current and Returning Seniors - Graduating seniors must register to attend Graduation Seminar to apply to participate in an upcoming commencement.

Current and Returning Seniors

First Semester of Senior Year

Returning senior students are required to meet regularly with their academic advisors during Open Advising and Pre-Registration periods of their senior year. This meeting should take place after seniors have attended a Graduation Seminar session hosted by the Office of the Registrar. After attending a Graduation Seminar session, all graduation candidates are required to meet with their advisors to complete Graduation Summary procedures. The Graduate Summary is to be completed by the advisor, signed by the student, department chair or dean and brought directly to the Office of the Registrar.

This meeting should take place during the Fall (October/November) or Spring (March/April) Open Advising and Registration period in the student's first semester of their senior year.

1000 Longfellow Blvd. Lakeland, FL. 33801-6034
Office of Academic Advising
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advisingoffice@seuniversity.edu

Academic Advising Meetings Schedule (cont).

The eight (8) recommended academic advising meetings are important in tracking and monitoring and should be conducted with every undergraduate student during the course of the advisee's enrollment at Southeastern University.

The first contact, the New/Transfer Student Orientation Meeting, is expected to occur prior to the start of the first semester of a student's first year. All incoming freshmen and transfer students are required to schedule an appointment to meet with their academic advisors during scheduled Open Advising Periods. A schedule of all open advising period meeting dates and times are listed in the Southeastern University New Student Orientation Guide. These initial advising meetings with incoming freshmen or transfer students are a great opportunity to make an impression on students you will possibly teach in classes during the upcoming semester. It is crucial that academic advisors review the schedules of all incoming advisees to ensure each student is registered for the correct courses for the upcoming term.

The second meeting, the Sophomore Planning Meeting, will occur in the second semester of the student's freshmen year. The third meeting, the Junior Planning Meeting, will specifically take place during the second semester of the sophomore year.

The fourth mandatory advising meeting is the 'Graduate Summary Meeting'. Graduation Audit Summary Meetings are to be performed by advisors in the first semester of the each student's senior year. Advisors are required to complete 'Graduate Audit Summary Meetings' with all graduation candidates as they continually work towards the completion of all degree program requirements.

The sophomore planning, junior planning and graduation summary meetings are all specifically intended to effectively and efficiently guide advisors through the process of tracking, monitoring and reviewing each student's degree requirement progress towards degree completion. The implementation and development of this academic advising meeting plan is intended to improve student retention and attrition rates; focus on fostering personal relationships with our undergraduate students and eliminating the number of advising errors and miscues.

Undergraduate and graduate students have the opportunity to meet with their academic advisor at any time during their enrollment at Southeastern University. To schedule an appointment with their advisor, students are encouraged to contact their faculty advisor by phone, email or visiting your advisor's office to sign-up up for an appointment during the advisor's available office hours.

Through the JICS/SIS (Jenzabar Internet Campus Solutions) AV Portlet, each college dean, department chairperson and executive or departmental secretary has the ability to monitor each student's degree requirement progress. It is important that all advisors understand the purpose of each mandatory advising meeting and conduct these meetings with students accordingly.

ADVISING HOLDS PROCEDURES

Students are required to meet with their academic advisor 3-4 times during their academic career.

- A. New Freshmen are instructed to see their advisor during the first week of Orientation. Advisors are available starting the Monday before classes start. Advisors are given instructions in Faculty Orientation on utilizing the Advising Module and being available to help students with registration planning.
- B. Before registration opens for their second term, freshmen will have an AV hold placed, and be notified to see their advisor before they are allowed to register. The advisors will also be instructed to have sign-up sheets posted and to remove the AV hold after seeing each student.
- C. Sophomores will have an AV hold placed before they register for their junior year. Communications will be sent to students and advisors on the procedure. Junior planning will take place with the advisors in the last few weeks of their sophomore year. They should again have sign-up sheets available and remove the AV hold after the session.
- D. Seniors will be required to see their advisor for the graduation audit summary in the term before their final term. Instructions are given to students at the Graduation Seminar. If they do not follow through with the required visit to the advisor an AV hold will be placed before the seniors are allowed to register for their final semester. At this time the advisors must promptly turn in the audit summaries to the Registrar, and remove the student's AV hold.

Advising holds - AV - SEE YOUR ADVISOR! will placed on each student population at these specified times to ensure students are meeting with their advisors during the scheduled mandatory appointment. The Office of the Registrar will be responsible for applying the AV - SEE YOUR ADVISOR! holds on students at the designated times. It will be the responsibility of faculty advisors to properly track, maintain and remove those holds from student accounts within the Jenzabar system as they complete their meetings with each advisee.

L Kelso/R Hurtt
3/23/06

VII. ADDITIONAL ACADEMIC ADVISING INFORMATION

- A. The Academic Advising Session
- B. Career Planning Model
- C. Academic Advising Development Programs, Faculty Seminars and Committees
 - v. Faculty Academic Advisor Roles
 - vi. New Faculty Academic Advisor Mentoring Program
 - vii. FAASS—Faculty Academic Advisor Seminar Series
 - viii. Academic Advising Committee
- D. Jenzabar EX AV 3.0 Module
 - x. Advisee Details
 - xi. Student Aims
 - xii. DAR's—Degree Audit Reports
 - a. Advising Worksheet
 - b. Grad (Graduation) Reports
 - xiii. Course History
 - xiv. Meetings
 - xv. Advisors
 - xvi. Student Schedule
 - xvii. Unofficial Transcripts
 - xviii. Student Holds

E. JICS/SIS (Jenzabar Internet Campus Solutions/Student Information System) AV Portlet

- xii. JICS/SIS Login
- xiii. Academic History
- xiv. Course History
- xv. GPA Projection
- xvi. Grade Report
- xvii. Unofficial Transcripts
- xviii. Advisee Meetings
- xix. Degree Audit Portlet
- xx. DAR's—Degree Audit Reports
 - a. Advising Worksheet
 - b. Grad (Graduation) Reports
- xxi. Student Schedule
- xxii. Major Exploration

F. JICS/SIS AV Portlet Degree Audit Summary Details

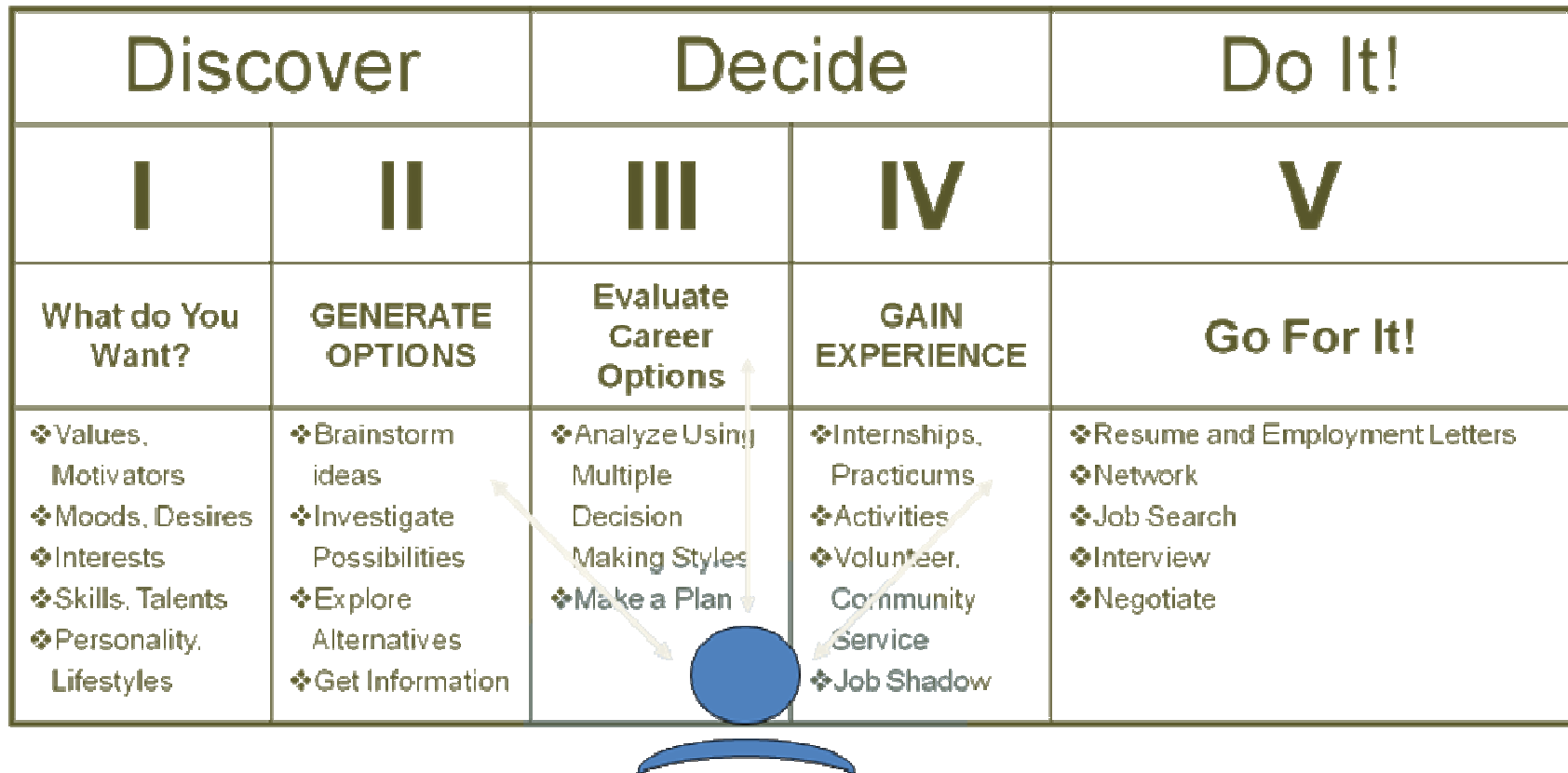
- v. Student Progress Detail
- vi. Course Needs Detail
- vii. Course History Detail
- viii. DAR—Degree Audit Report Detail
 - a. Advising Worksheet
 - b. Grad (Graduation) Reports

THE ACADEMIC ADVISING SESSION

Five Stages	
Opening the interview	<ul style="list-style-type: none"> • Opening question or lead, for example “How can I help you?” • Obtain student folder or record. • Show openness, interest, concentrated attention.
Identifying the problem	<ul style="list-style-type: none"> • Ask student to state problem; help students articulate, if needed. • Help student state all relevant facts; gather as much information as needed to clarify the situation for you and the student. • Is presenting problem covering a real problem? Ask probing open-end questions. • Restate the problem in the student’s words; give student the chance to clarify, elaborate, or correct your interpretation, if needed.
Identifying possible solutions	<ul style="list-style-type: none"> • Ask student for his or ideas for solving problem. • Help student generate additional alternative solutions. • What, how, when, who will solve the problem? • What resources are needed? • Discuss the implication for each solution if two or more are identified.
Taking action on the solution	<ul style="list-style-type: none"> • What specific action steps need to be taken? Is procedure, information, or referral needed? • In what order do action steps need to be taken? • In what time frame do they need to be taken? • What follow-up is needed? By student? By advisor?
Summarizing the transaction	<ul style="list-style-type: none"> • Review what has transpired, include restating action steps. • Encourage future contact; make a definite appointment time if referral or assignment has been made. • Summarize what has taken place in student’s folder or record including follow-up steps or assignments if made.

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Career Planning Model



Academic Advising Development Programs, Faculty Seminars and Committees

Faculty Academic Advisor Roles

- Teaching
- Advising
- College Service
- Community Service
- Scholarship and Professional Development
- Librarianship

New Faculty Academic Advisor Mentoring Program

The current advising system at Southeastern University is dependent on the dedication of faculty academic advisors. It is important that each faculty advisor have an excellent knowledge of SEU institutional requirements, open-advising/pre-registration periods and the JICS (Jenzabar Internet Campus Solutions) AV Portal interface. It is the responsibility of each advisor to understand how to assist, mentor and advise students towards satisfying degree program requirements.

In the fall of each academic year, new faculty members are assigned to an advising mentor within their respective academic department. This is an excellent opportunity for current faculty advisors to introduce our new faculty to the advising system here at SEU. New faculty will be given a semester to become familiar and learn about the advising system procedures, policies and procedures. After each new faculty member is familiar with the advising system and procedures, he/she will be assigned advisors in the following semester, unless specified by the department chair or college dean. If you have any questions, please contact the Office of Academic Advising. We look forward to working with you as we are continuously working towards improving our advising system at Southeastern University.

Faculty Academic Advisor Seminar Series (FAASS)

A distinctive characteristic and feature of many post-secondary education institutions is its ability to help students achieve academic success while ensuring their personal and vocational needs through learning and development. Southeastern demonstrates the university's commitment to faith-integration, teaching and higher learning in providing students a quality undergraduate and graduate education.

The Office of Academic Advising, academic advisors and the advising system serves the purpose of building positive relationships with advisees in addition to the perfunctory purpose of monitoring each student's academic progress. The OAA and faculty advisors are dedicated towards advising, educating, mentoring and cultivating relationships with SEU students to assist them toward their academic success. The OAA strives to increase the visibility of advising on our campus. Academic Advising is far more critical than just the selection of majors and minors and the scheduling of classes. At Southeastern University we view academic advising as career, professional or vocational and ministry support to the student. We strive to make available the best possible academic support and resources, to assist him/her in making life choices which will be personally rewarding and fulfilling.

Currently, faculty advisors at Southeastern University are performing advisement duties for our undergraduate and graduate student populations, along with their teaching, college service, community service, scholarship and professional development, and librarianship responsibilities.

For academic advisors, changes in university structure, the explosive rate of enrollment, the emergence of new curricula and degree programs and implementation of new technology are developments that have presented profound challenges to the current status of academic advising, the role and practice of advisement. The specific intent and purpose of the Faculty Academic Advising Seminar Series is to equip academic advisors with comprehensive knowledge, information and development opportunities which explore all the critical aspects and insights of advisement at Southeastern University.

Topics include:

- Introduction to Academic Advising
- Technology in Academic Advising
- Communication in Academic Advising
- Advising Declared and Deciding (Undeclared) Students

The first major adaptation intended to improve the quality, delivery and engagement of advisement among both students and advisors on our campus is the implementation of a faculty seminar training and development series adapted from the College of Arts and Sciences Advising Services and advising system at The University of Tennessee.

Academic Advising Committee Meeting

The Academic Advising Committee is comprised of representatives from the academic departments/colleges, Offices of Academic Advising, Registrar, Academic Success, and Division of Continuing and Adult Education, and the Athletics Department. The chair of the committee is the Registrar. The committee meets regularly after orientation and before registration each term to discuss interests, policies, procedures, and issues related to the advising process.

Jenzabar EX AV Module and features

The Jenzabar EX Advising module is specifically designed to help manage academic progress by providing students and advisors the following information:

- Identify courses that enable students to meet their requirements
- Define graduation requirements
- Track students' progress toward meeting the necessary requirements

The Jenzabar EX AV module helps advisors access important information about student academic progress easily. Advisors can also view and track student course history and generate student graduation requirements to maintain progress against degree requirements.

Understand that the Jenzabar EX AV module provides major/minor, unofficial transcripts, course schedule and course history information for those students assigned to a specific

advisor. Only students who have declared an intended major(s) of interest are assigned a Specialization Faculty Academic Advisor. Declaring (Undeclared) students are assigned a General Education Academic Advisor until a student has declared his/her major.

Every student that is accepted as a degree-seeking student must declare a major. Students may declare or change his/her program of study by completing a Major Declaration form within the Office of the Registrar during any period of enrollment.

A Declaration of Major must be filed with the Registrar's Office by the 48th credit hour, by the end of the first semester of the sophomore year. A student may change his/her program of study by completing a Major Declaration form within the Office of the Registrar during any period of enrollment.

Advisee Detail– View an advisee's student information

Student Aims- What is an 'AIM'? An AIM is a student's declared major(s) and/or minor(s). Undeclared students will not be assigned their AIM's until they declare a major.

Aim Summary: The **Aim Summary** screen displays the details and progress for the specified aim.

The following aim summary details are displayed:

- Details for the AIM
 - Status
 - Description
 - Begin Date
 - End Date
 - Comment
-
- **DAR's—Advising Worksheet/Grad (Graduation) Report*** - Review student Graduation summary providing current academic information. ***Be advised that inaccurate data may exist.***

****This report is provided as an advisement tool. It is not an official record; however, discrepancies should be brought to the attention of your advisor or the Director of Academic Advising.***
 - **Student Course History** - View a student's completed courses, courses in progress and total credit hours earned. Information provided in this option of the module is the most accurate available.
 - **Meetings** - View past meeting notes documented by an advisor. You can also add or view any upcoming meetings scheduled by a student's primary advisor.
 - **Advisors** - View advisor/advisors assigned to students.
 - **Student Schedule** - View a student's schedules.

- **Unofficial Transcript** - View a student's unofficial transcript.
- **Student Holds** - View student holds.

JICS/SIS (Jenzabar Internet Campus Solutions/Student Information System) AV Portlet

JICS (Jenzabar Internet Campus Solutions) AV Portlet Login:

Jenzabar Login

- >Visit **www.seuniveristy.edu**
- >Click on Current Students
- >Click on Student Information Logon
- >Enter your ID Number: **123456789**
- >Enter PASSWORD: **123456**

OR

- >Visit **sfnet.seuniveristy.edu**
- >Click on JENZABAR icon
- >Enter your ID Number: **123456789**
- >Enter PASSWORD: **123456**

Welcome back. (message indicates successful login)

- >Click on 'Faculty' tab
- >Next, click on the 'Advisee Roster' link to perform a search to view all assigned advisees
- >Then, review your advisee list to select a specific student by clicking on the student's name
- >Lastly, under the 'Advisee Details' select specific module features by clicking on appropriate menu tab within each student's file

JICS (Jenzabar Internet Campus Solutions) AV Portlet features:

Academic History (Advisee Detail) - To view an advisee's student information and SAT/ACT or CPT (College Placement Test) scores, click on the 'Academic History' tab

Course History - To access or view a comprehensive list of a student's completed courses, courses in progress and total credit hours earned, click on the 'Course History' tab. Information provided in this feature of the portlet is the most accurate.

Graduation Projection - This feature of the AV portlet is offline and not functional at this time. No credit/GPA information available for selected divisions and terms exist in the portal to date.

Grade Report - To view a student's grade report for the current or a prior completed

term, click on the 'Grade Report' tab.

Unofficial Transcript - To view a student's unofficial transcript, click on the 'Unofficial Transcript' tab. A student's unofficial transcript record should include a list of locally completed courses, transferred courses, courses in-progress and total credit hours earned. This unofficial report should provide information on courses students completed in past and current terms/semesters.

Advisee Meetings - View all past meeting notes documented by an advisor in this area of the portal. You can also add (schedule) future student advisement meeting dates/times and view any upcoming meetings scheduled by a student's primary advisor within this feature of the AV portlet.

Degree Audit Portlet - To access, view or print advisee degree audit reports (DAR's) and summaries, click on the 'Degree Audit' tab. This feature of the AV portlet is accessible to advisors, as well as, students and provides individuals with updated Degree Audit summary's and reports according to each student's declared AIM or AIM's (declared majors, minors and concentrations of interest).

Student Aims - What is an 'AIM'? An AIM is a student's declared major(s) and/or minor(s). Undeclared students will not be assigned their AIM's until they declare a major.

DAR's—Advising Worksheet/Grad (Graduation) Reports* - Review student Graduation summary providing current academic information. ***Be advised that inaccurate data may exist.***

****These reports are provided as advisement tools. It is not an official record; however, discrepancies should be brought to the attention of your advisor or the Director of Academic Advising.***

Student Schedule - To view a student's course schedule, locate the 'Registration' portlet and click on the 'Student Schedule' tab.

Major Exploration - This feature of the AV portlet is offline and not functional at this time.

JICS AV Portlet – Degree Audit Summary Details STUDENT PROGRESS DETAIL

The screenshot displays the 'Degree Audit Summary Details' page for a student. The page is viewed in Microsoft Internet Explorer. On the left, there is a 'My Pages' sidebar with links to 'BlackBoard' and 'MySEU'. The main content area is divided into two tables.

Req	Description	Status	Course	Course Title	Needed	Earned	Needed	Earned
BINT1233	NEW TESTAMENT SURVEY (Required)	Required	See available courses...		3.00			
COMM1422	FUNDAMENTALS OF SPEECH (Required)	Required	See available courses...		3.00			
COMM2001	COMMUNICATION SEMINAR (Required)	Required	See available courses...		1.00			
COMM2122	MEDIA ETHICS (Required)	Required	See available courses...		2.00			
COMM2233	INTRO TO MASS COMMUNICATI (Required)	Required	See available courses...		3.00			
COMM3333	JOURNALISM (Required)	Required	See available courses...		3.00			
COMM3533	COMMUNICATION THEORY (Required)	Required	See available courses...		3.00			
COMM4533	COMMUNICATION LAW (Required)	Required	See available courses...		3.00			
PHIL1322	CHRISTIAN THOUGHT I (Required)	Required	See available courses...		2.00			
PHIL1422	CHRISTIAN THOUGHT II (Required)	Required	See available courses...		2.00			
PHIL2003	PRINCIPLES OF ETHICS (Required)	Required	See available courses...		3.00			

Requirement	Status	Needed	Earned
Historical Perspectives (Required)	Required	3.00 Credits	
Mathematics (Required)	Required	2 Requirement(s)	3.00 Credits; 1 Requirement(s); 9.00 Quality Points; GPA (3.0000)
Natural Science Lecture (Required)	Required	1 Requirement(s)	
Natural Science Lab (Required)	Required	1 Requirement(s)	
Humanities (Required)	Required	3.00 Credits	
Literature (Required)	Required	3.00 Credits	
Foreign Language (Required)	Required	6.00 Credits	
Communications Electives (Required)	Required	21.00 Credits	
New Testament Bible (Required)	Required	1 Requirement(s)	
Religion Electives (Required)	Required	5.00 Credits	3.00 Credits; 1 Requirement(s); 9.00 Quality Points; GPA (3.0000)

Below the tables, there are links for 'CN SETTINGS CUSTOM REPORT LINK TEXT VALUE'. A red box highlights the 'Recalculate Student Progress' button.

The 'Degree Audit' summary within the Advisee details area of the JICS AV portlet displays the progress made by the advisee for a specified aim. For each requirement, you are able to view Student AIM Progress detail. The student progress screen displays the student's declared aim, degree requirements and status detail of his/her completion program requirements. By accessing the **Degree Audit Summary** feature of an advisee's record, advisors can click on select courses or course groupings to view detail degree requirement information (which are listed towards the bottom of major/minor ARC's and aligned on the left-hand margin), course code, current status, hours earned and grade earned information. A requirement status key is provided towards the bottom of Advising Worksheet and Graduation Report screens, if needed. Please become familiar with using the '**Recalculate Student Progress**' tab to update an advisee's academic progress. The Office of Academic Advising will issue system wide '**Recalculate**' updates on a periodic basis continually throughout each semester.

REMEMBER: When meeting with advisee's, first click on the 'Recalculate Student Progress' tab to view an updated status of each student's academic progress.

JICS AV Portlet – Degree Audit Summary Details COURSE NEEDS DETAIL

The screenshot displays a web browser window with the address <https://jics.seuniversity.edu/jics/Faculty/>. The page is titled "Faculty - Default Page | Portal - Microsoft Internet Explorer". On the left, there is a "My Pages" sidebar with links for "BlackBoard" and "MySEU". The main content area features a table of course requirements and a section for category requirements.

Req	Description	Status	Course	Course Title	Needed	Earned	Needed	Earned
BINT1233	NEW TESTAMENT SURVEY (Required)	Required	See available courses...		3.00			
COMM1422	FUNDAMENTALS OF SPEECH (Required)	Required	See available courses...		3.00			
COMM2001	COMMUNICATION SEMINAR (Required)	Required	See available courses...		1.00			
COMM2122	MEDIA ETHICS (Required)	Required	See available courses...		2.00			
COMM2233	INTRO TO MASS COMMUNICATI (Required)	Required	See available courses...		3.00			
COMM3333	JOURNALISM (Required)	Required	See available courses...		3.00			
COMM3533	COMMUNICATION THEORY (Required)	Required	See available courses...		3.00			
COMM4533	COMMUNICATION LAW (Required)	Required	See available courses...		3.00			
PHIL1322	CHRISTIAN THOUGHT I (Required)	Required	See available courses...		2.00			
PHIL1422	CHRISTIAN THOUGHT II (Required)	Required	See available courses...		2.00			
PHIL2003	PRINCIPLES OF ETHICS (Required)	Required	See available courses...		3.00			

Category Requirements			
Requirement	Status	Needed	Earned
Historical Perspectives (Required)	Required	3.00 Credits	
Mathematics (Required)	Required	2 Requirement(s)	3.00 Credits; 1 Requirement(s); 9.00 Quality Points; GPA (3.0000)
Natural Science Lecture (Required)	Required	1 Requirement(s)	
Natural Science Lab (Required)	Required	1 Requirement(s)	
Humanities (Required)	Required	3.00 Credits	
Literature (Required)	Required	3.00 Credits	
Foreign Language (Required)	Required	6.00 Credits	
Communications Electives (Required)	Required	21.00 Credits	
New Testament Bible (Required)	Required	1 Requirement(s)	
Religion Electives (Required)	Required	5.00 Credits	3.00 Credits; 1 Requirement(s); 9.00 Quality Points; GPA (3.0000)

At the bottom of the page, there is a "Recalculate Student Progress" button and a footer with the text "CN SETTINGS CUSTOM REPORT LINK TEXT VALUE".

The 'Degree Audit' summary within the Advisee details area of the JICS AV portlet displays the progress made by the advisee for a specified aim. Academic advisors can utilize the degree audit summary detail to view course needs status information on a student's required course or course grouping requirements enroute to graduation. Advisors can access 'Course Needs' information to determine what degree requirements an advisee needs to complete for graduation. The **Course Needs** option is an excellent feature to use in assisting students needing to register for specific course requirements. The Course Needs screen displays a requirement detail report and a group detail report of the courses that the advisee is responsible for completing in order to satisfy graduation requirements.

****This report is provided as an advisement tool. It is not an official record; however, discrepancies should be brought to the attention of your advisor or the Director of Academic Advising.***

JICS AV Portlet – Degree Audit Summary Details COURSE HISTORY DETAIL

Faculty

Course History for Ronnie A. Hurtt Jr.

2003-2004-TRANSFER CREDIT

Course	Title	Division	Credits	Grade Type	Grade	Requirement
ENC 101	ENGLISH COMP I	Undergraduate	3.00	Transfer Credit	A	ENGL1133
ENC 201	ENGLISH COMP II	Undergraduate	3.00	Transfer Credit	A	ENGL1233
MATH 1011	INTRO TO ALGEBR	Undergraduate	3.00	Transfer Credit	C	MATH0033
MATH 1012	LIBERAL ARTS MA	Undergraduate	3.00	Transfer Credit	B	MATH1313
SPAN 201	BEG SPANISH II	Undergraduate	3.00	Transfer Credit	A	LANG1244
SPAN 101	BEG SPANISH I	Undergraduate	3.00	Transfer Credit	C	LANG1144
PSY 101	PSYCHOLOGY BASI	Undergraduate	3.00	Transfer Credit	B	PSYC1133
PSY 301	MARRIAGE & FAMI	Undergraduate	3.00	Transfer Credit	A	SSCI2133
PSY 302	FIXING THE QUAC	Undergraduate	3.00	Transfer Credit	A	PSYC3103
REL 101	OLD TESTAMENT	Undergraduate	3.00	Transfer Credit	B	BIOT1133

Access the **'Course History'** screen to view a student's completed courses, courses in progress and total credit hours earned. Information provided in this feature of the module is the most accurate available. By accessing the course history screen of an advisee's record, advisors can view a student's academic history. Actual Term of Enrollment, Course Title, Course Code, Status, Hours Earned and Grade Earned information can be viewed using this feature of the module. For advisors attempting to find out whether or not a student has completed specific course requirements, use the **'Course History'** option. A requirement status key is provided towards the bottom, left-hand corner of this page, if needed. As mentioned, this feature will provide the most accurate information. Advisors may wish to use the Unofficial Transcript option, as well.

Suggestion: Check either the 'Course History' or 'Unofficial Transcript' features when advising incoming freshmen or transfer students. Some freshmen may be exempt from specific general education requirements due to completion of courses through dual-enrollment or their SAT/ACT scores. All approved coursework completed at another accredited institution and processed by the Office of the Registrar for transfer students, can be viewed within a student's Course History.

DAR--Degree Audit Report Detail ADVISING WORKSHEET REPORT DETAIL

Southern University Advising Worksheet

Student Information & Advising Information

Student Information:
 Name: Tara, Tara
 622 Center Drive
 Weymouth, MA 01980
 (617) 875-1232

Advising Information:
 Advisor(s): COLLEGE OF EDUCATION, FAC
 Advisor(s): 5/4 senior, Busy Push

Degree Information (Catalog Year: 2002)

Major 1:	CRS	CRS	Career Hours Earned:
ELEMENTARY EDUCATION	ED	0.00	60.00
			Career GPA: 2.27
			Current Acad Probation Set: 00

Advised Aims & ELEMENTARY EDUCATION

Aim	Hours Earned	Hours Required	Grade
LITERATURE REQ			
EDUC110 INTRO TO LITERATURE	A	3.00	
PROFESSIONAL CODE			
EDUC210 INTRODUCTION TO EDUCATION course substituted by student EDUC2100	B	2.00	
EDUC203 PSYCHOLOGICAL FOUNDATIONS	B	3.00	
EDUC211 SURVEY EXCEPTIONAL LEARNER	B	3.00	
EDUC212 TEACHING PRINCIPLES PRACT	A	3.00	
EDUC209 INTRO TO READING	A	3.00	
EDUC205 INSTRUCTIONAL TECHNOLOGY	A	3.00	
EDUC404 ACTIVE LEADERSHIP EDUC	A	3.00	
EDUC413 EMPOWERING ESOL TEACHERS	A	3.00	
EDUC430 ASSESSMENT OF LEARNERS			
EDUC403 CLASSROOM MANAGEMENT PRACT			
EDUC400 SENIOR PRACTICUM			
EDUC408 STUDENT TEACHING			
MATH REQUIREMENT			
MATH310 LIBERAL ARTS MATH I	D	3.00	
MATH302 LIBERAL ARTS MATH II	D	3.00	
NATURAL SCIENCE LAB			
NSQ206 ASTRONOMY & EARTH SCI LAB	A	1.00	
NATURAL SCIENCE LECTURE			
NSQ103 LIFE SCIENCE			
NSQ100 PHYSICAL SCIENCE I			
NSQ203 ASTRONOMY & EARTH SCIENCE	C	3.00	
SOCIOLOGY REQ			
SOCY100 OLD TESTAMENT SURVEY	C	3.00	
SPECIALIZATION REQ			
EDUC103 SOCIAL STUDIES FOR PRINCIP			
EDUC105 MATHEMATICS FOR PRINCIPAL			
EDUC202 TEACHING LANGUAGE ARTS IN			
EDUC303 CHILDREN'S LITERATURE FOR			
EDUC402 DIVERSITY/ASSESSMENT/ETHICAL			
EDUC404 PHYSICAL/NUTRITION SAFETY			

Code Key:
 * - Still Required IP - Course In Progress * - Course All needed
 - Requirement Met By - Requirement has been met via Substitution (Requirement Met By) - Requirement has been met via Waiver
 Unapproved - A lesson has been entered, but not passed Approval Track

Advising Worksheet 07/26/2007 Page 1 of 2 Drawn: Barbara A. M. JUNACO

The 'Advising Worksheet' screen displays a list of all the aims and the advisee's progress in meeting those aims. The **Advising Worksheet** is a report utilized in the review of a student's progress toward meeting graduation requirements. The advising worksheet is an efficient and effective option in reviewing the academic progress of current freshmen, sophomores and juniors. You may prefer to view this report for current seniors. This summary is an excellent feature for advisors to utilize when reviewing the progress of advisee's with multiple aims. Information provided in the report summary includes requirement, course, title, hours needed, hours earned, status, and grade earned.

****This report is provided as an advisement tool. It is not an official record; however, discrepancies should be brought to the attention of your advisor or the Director of Academic Advising.***

DAR--Degree Audit Report Detail GRAD (GRADUATION) REPORT DETAIL

Graduation Requirements Audit For Degree
Southeastern University
07/24/2007 12:09:24
Page 1 of 2

L_094_014
JUNIOR

222200
Driver, Rebecca Ann
623 Currier Drive
Wynona, NJ, 08093

Advisor(s)
COLLEGE OF EDUCATION, Facult DEPTO UC
Aunt S. Renee A. UC
Sylvester, Betty Ruth MAJOR UC

REQUIREMENTS SUMMARY SECTION

MAJOR	Requirement	Title	Description	Hours Needed	Hours Earned	Hours in Progress	Cross Credit	Assess	Quantity	Grade	Status
MAJOR	B.S. ELEMENTARY EDUCATION			122.00	87.00	14.00		0	122.00	2.7164	Not Met
REQUIREMENTS DETAIL SECTION	MAJOR	B.S. ELEMENTARY EDUCATION	Other Dean: 00000000								
	REQUIREMENTS DETAIL SECTION	MAJOR	B.S. ELEMENTARY EDUCATION	Other Dean: 00000000							
	REQUIREMENTS DETAIL SECTION	REQUIREMENTS	Course	Title/Description	Hours Needed	Hours Earned	Cross Credit	Assess	Quantity	Grade	Status
		EDUC101	INTRO TO LITERATURE	ENGL 2130 04	3.00	3.00	0	1	M	L	A
		ELED006	PROFESSIONAL CORE I#		36.00	17.00	0	4	R		B
		EDUC105	INTRODUCTION TO EDUC	EDUC 105	2.00	2.00	0	1	M	T	S
		EDUC203	PSYCHOLOGICAL FOUND	EDUC 2030 02	3.00	3.00	0	1	M	L	B
		EDUC215	SURVEY OF EXCEPTIONAL		3.00	0.00	0	0	R	I	B
		EDUC216	TEACHING PRINCIPLES I	EDUC 3120 02	1.00	0.00	0	1	M	L	B
		EDUC245	INTRO TO READING	EDUC 3410 01	3.00	3.00	0	1	M	L	A
		EDUC265	INSTRUCTIONAL TECH#		1.00	0.00	0	0	R		B
		EDUC444	APPLIED LINGUISTICS I	EDUC 4440 01	3.00	0.00	0	1	M	L	A
		EDUC415	EMPOWERING ESOL TEA	EDUC 4110 01	3.00	3.00	0	1	M	L	A
		EDUC416	ASSESSMENT OF LEARN		2.00	0.00	0	0	R		B
		EDUC422	CLASSROOM MANAGEM		3.00	0.00	0	0	R		B
		EDUC460	SENIOR PRACTICUM		0.00	0.00	0	0	R		B
		EDUC466	STUDENT TEACHING		6.00	0.00	0	0	R		B
		ELEDMATH	MATH REQUIREMENT		3.00	3.00	0	1	M		D
		MATH101	LIBERAL ARTS MATH I	MATH 1010 01	3.00	3.00	0	1	M	L	D
		ELEDMTH2	MATH REQ. 2 (HOURS)		6.00	0.00	0	1	R		B
		MATH102	LIBERAL ARTS MATH II	MATH 1020 01	3.00	3.00	0	1	M	L	D
		ELEDN	NATURAL SCIENCE LAB		1.00	1.00	0	1	M		D
		NSC205	ASTRONOMY & EARTH SC	NSCI 2050 02	1.00	1.00	0	1	M	L	A
		ELEDN	NATURAL SCIENCE (SOT)		6.00	0.00	0	0	R	I	B
		NSCI103	LIFE SCIENCE (INPROG)		3.00	0.00	0	0	R	I	B
		NSCI107	PHYSICAL SCIENCE I		3.00	0.00	0	0	R	I	B
		NSCI207	ASTRONOMY & EARTH SC	NSCI 2070 01	3.00	0.00	0	1	M	L	C
		ELED900	SOCIOLOGY REQ. (HOURS)		6.00	0.00	0	1	R		B
		BOT1103	OLD TESTAMENT SURVEY	BIBL 1103	3.00	3.00	0	1	M	T	C
		ELED902	SPECIALIZATION REQ. I#		30.00	0.00	0	0	R	I	B
		EDUC215	SOCIAL STUDIES FOR ED		3.00	0.00	0	0	R		B
		EDUC216	MATHEMATICS FOR PRE		2.00	0.00	0	0	R		B
		EDUC203	TEACHING LANGUAGE A		2.00	0.00	0	0	R		B
		EDUC203	CHILDREN'S LITERATURE		3.00	0.00	0	0	R	I	B
		EDUC245	DIVERSITY/ASSESSMEN		3.00	0.00	0	0	R	I	B
		EDUC245	PHYSICAL THERAPY/SP		3.00	0.00	0	0	R		B
		EDUC422	SCIENCE TECHNOLOGY		3.00	0.00	0	0	R		B
		EDUC422	MUSIC/ART/CREATIVE ED		3.00	0.00	0	0	R		B
		ELED940	THE CHILD DEVELOPMNT YO		3.00	0.00	0	0	R		B

Requirements Detail Status Legend
M - Met R - Required N - Not Met I - In Progress L - Local Detail T - Transfer O - Override S - Substitution

The 'Graduation Report' screen displays a list of all the aims and the advisee's progress in meeting those aims. The **Graduation Report is a report, which is similar to the 'Advising Worksheet'**, is used to display a student's progress toward meeting graduation requirements. While the Grad Report information is formatted slightly different than the advising worksheet report, it is another efficient and effective option to use when reviewing the academic progress of current juniors and seniors. This summary is an excellent feature for advisors to utilize when reviewing the progress of advisee's with multiple aims. Information provided in the report summary includes requirement, course, title, hours needed, hours earned, status, and grade earned.

**This report is provided as an advisement tool. It is not an official record; however, discrepancies should be brought to the attention of your advisor or the Director of Academic Advising.*

VIII. CAMPUS SERVICES INFORMATION

- A. Office of Academic Services
- B. Office of Career Services
- C. Health Services
- D. Student Life/Student Development
- E. Circle of Success—People Who Can Help

Office of Academic Success

Southeastern University offers one department that gives opportunity for improvement and growth in the areas of testing, tutoring, and writing. These services assist by giving opportunities to improve grades, subject knowledge, and self-esteem in order for academics to bring the best out of the student. Testing ranges from standardized testing to personality testing which provides insight and direction to a student's career and/or personal life. Tutoring is available in all subject matters in order to improve low grades and encourage good study habits. The Writing Lab provides a place for assisting the student in developing proper writing styles and grammar along with assisting to edit papers, essays and sermons. Tests are administered for departments at the request of each professor to provide special accommodations for those affected by learning disabilities, vision and physical impairments, attention deficit disorder, and testing anxiety/phobias. These accommodations are provided on a daily basis for the student and professors. In order to receive any of these services please contact Mrs. Misty Seybert, Director of Academic Success, at (863) 667-5157 or by e-mail at mlseybert@seuniversity.edu.

Office of Academic Success
Spence Hall Building
Phone: (863) 667-5157
E-mail: mlseybert@seuniversity.edu

Office of Career Services

Career Services strives to provide quality services and programs designed to educate Southeastern students and alumni in the career development process in order for them to gain a competitive advantage in a global society. This process includes gaining self-knowledge, exploring career options, developing career planning skills and a plan of action to realize individual career goals.

Our core services include: career counseling, employment assistance, and graduate and professional school admission advisement.

The mission of Southeastern University Career Services is to assist students in determining their specific vocational direction from Christ, and successfully transitioning their academic life to professional employment.

In support of our stated mission, Career Services staff embraces the following core values and beliefs in working with our constituents:

- Student advocacy
- Life-long learning
- Respect for diversity and the uniqueness of the individual
- Awareness of an adaptation to societal changes and trends
- Professional development for staff
- Embracing technology to improve services
- Confidentiality
- Student development and responsibility

- Collaboration and partnership development

Office of Career Services

Spence Hall Building

Phone: (863) 667-5041

E-mail: careers@seuniversity.edu

Health Services

Southeastern's Student Health Center provides health care on an outpatient basis to all students enrolled at Southeastern University. The center is staffed by a registered nurse. Minor illnesses and emergencies are treated at the center. The center also offers a referral service to local physicians and ambulatory facilities. The Health Center is located in Smith Hall.

Health Center Hours:

Monday-Friday 9:00 AM - 3:30 PM

Note: Students who are covered under their parent or legal guardian's policy should carry an updated card with them or enable the Health Center to place the information in their health record.

Health Services Center

Smith Hall Building

Phone: (863) 667-5205

E-mail: healthservices@seuniversity.edu

Student Life/Student Development

Student Life is available to our students for pastoral care in areas such as crisis ministry, hospital ministry, mentoring, deeper spiritual growth, character development, and pastoral counseling. Through our office we also provide students with several group experiences on the topics of pornography addiction and deeper spiritual growth. A team of student pastors, or "peer pastors," have been organized as well to assist Student Life by increasing the level of care and accountability on campus. The Campus Pastor can be reached at ext. 5074 or by e-mail at btjohnson@seuniversity.edu. The Student Life office is located in the Student Life section of the Pansler Alumni Student Building.

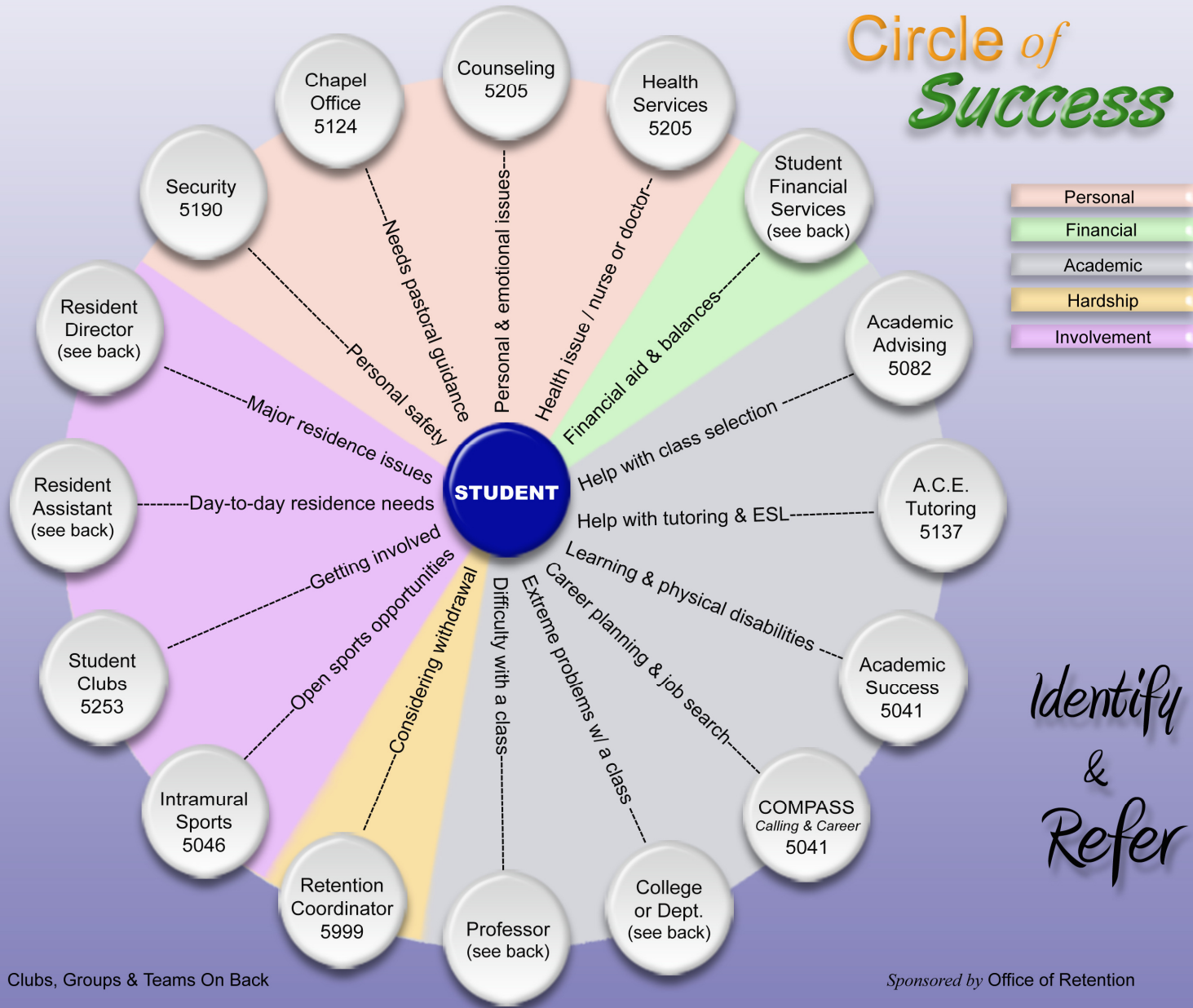
Student Life Office

Pansler Alumni Student Building

Phone: (863) 667-5074

E-mail: btjohnson@seuniversity.edu

Circle of Success



Clubs, Groups & Teams On Back

Sponsored by Office of Retention



STUDENT CLUBS, GROUPS & TEAMS

CLUBS

A.A. Christian Counselors - David Revell - Ext: 5043
CMENC - John Seybert - Ext: 5104
College Republicans - Dr. Alan Snyder - Ext: 5653
Commuter Life - Kristin Crosby - Ext: 5997
destiNATIONS - Suzanne Savage - Ext: 5215
Ethnos International - Carol Hultgren - Ext: 5178
FIRST Society - Dr. Debbie Hazelbaker - Ext: 5112
Florida Public Relations Assoc. - Chad Neuman - Ext: 5450
FX - Rebecca Dabney - Ext: 5119
G.E.O. Project - Dr. Brian Kelly - Ext: 5989
Habitat for Humanity - Chris Fairchild - Ext: 5424
Lighthouse - Jonathan Demeo - jcdemeo@seuniversity.edu
Ner Tamid (Eternal Light) - Vanessa Leef - Ext: 5937
Oracle, a Creative Writing Society -
Dr. Rickey Cotton - Ext: 5120
Pentecostals & Charismatics for Peace & Justice -
Dr. Robbie Waddell - Ext:5245
Reach One - Shawn Cook - Ext: 5086
SIFE - Dr. Tim Welch - Ext: 5409
Social Work Club - Dr. Marlene Milner - Ext: 5163
Soul Food - Rebecca Dabney - Ext: 5119
Student Christian Medical & Dental Association -
Dr. Brittany McConchie - Ext: 5647
Taekwondo - John Carvajal - jrcarvajal@seuniversity.edu
Interested in starting a club?
Contact Hillary Demeo - Ext: 5253

HONORS CLUBS

Alpha Chi - Dr. Alan Snyder - Ext: 5653
Honors Program - Dr. Gordon Miller - Ext: 5657
Kappa Delta Pi - Dr. Patty LeBlanc - Ext: 5097
Phi Alpha Honor Society - Dr. Pam Criss - Ext: 5153
Psi Chi - Jim Paton - Ext: 5919
Sigma Beta Delta - Dr. William Hahn - Ext: 5141
Sigma Chi Pi - Linda Kelso - Ext: 5012

ORGANIZATIONS

ACE Student Workers - Druccella Crutchfield - Ext: 5116
Army ROTC - Ric Rohm - Ext: 5132
Chapel Assistants - Allen Galindez - Ext: 5124
Community Leaders (CL's) - Chris Jindra - Ext: 5084
DSF Student Leaders - Allen Galindez - Ext: 5124
First Teams Leaders & Mentors - Kim Hancock - Ext: 5418
Fire TV Network - Dr. Robert Scott - Ext: 5208
Library Student Workers - Grace L. Veach - Ext: 5089
Preaching Team - Sarah Valrie - Ext: 5943
RAW TV - Roxane Griner - Ext: 5939
Resident Assistants - Chris Jindra - Ext: 5084
SBLC - Hillary Demeo - Ext: 5253
Southeastern Radio, WSEU - Dr. Johnny Langley - Ext: 5121
The Southeastern Times - Chad Neuman - Ext: 5450
The Torch Staff - Chad Neuman - Ext: 5450
Unpland Improv - Rebecca Dabney - Ext: 5119

ATHLETICS

Intramural Basketball, Dodge Ball, Flag Football, Powder
Puff Football, Soccer, Softball, Ultimate Frisbee, Volleyball,
X-Box Tournament - Evan Gibson - Ext: 5213
Athletic Leadership Institute - Duane Aagaard - Ext: 5946
Baseball - Jason Beck - Ext: 5404
Cheerleading - Deborah Beck - Ext: 4159
Golf - Steve Phelps - Ext: 5193
Men's Basketball - John Dunlap - Ext: 5138
Men's Soccer - Drew Stacy - Ext: 5142
Sports Management - Duane Aagaard - Ext: 5946
Tennis - Brian Dowis - Ext: 5637
Volleyball - Terry Thomas - Ext: 5039
Women's Basketball - Daryle Tucker - Ext: 5946
Women's Soccer - Dominic Stross - Ext: 5452

MUSIC

Chamber Singers - Dr. Daniel Gordon - Ext: 5947
Concert Choir - Dr. Daniel Gordon - Ext: 5947
Jazz Band - John Seybert - Ext: 5104
Southeastern Singers - David Carlyle - Ext: 5555
Worship Teams - David Carlyle - Ext: 5555
Wind Ensemble - Dr. Danny Tindall - Ext: 5126

Student Financial Services

Account Balances/Cost Estimate:

5035, 5031, or 5191

SFS Financial Aid Info:

Table with 3 columns: Category (A-D, E-K, L-Ra, Re-Z), Name (Deb Beck, Jason White, Debi Shofner, Darlene Duke), and Phone Number (5122, 5913, 5024, 5454)

General financial aid questions or
general student account questions: 863 667-5018

RD / RA Offices

Table with 3 columns: Office Name (Aventura, Bauer, Bethany/, Buttercup, Destino, Esperanza, South Pointe/, Valencia (girls), Mira Lago/, Valencia (guys)), Name (Vanessa Leef, Chris Jindra, Amy Galindez, Dan Bittinger, Sue Schoenherr, Carey Leader, Ray Allen), and Phone Number (5937, 5084, 5895, 5702, 5255, 5497, 5481)

Colleges

Table with 2 columns: College Name (Arts & Sciences, Behavioral & Social Sciences, Communication, English & Foreign Languages, Music, Natural Science & Mathematics, Christian Ministries & Religion, Business & Legal Studies, Business Administration, Historical, Legal & Leadership Studies, Education) and Phone Number (5657, 5161, 5119, 5925, 5144, 5113, 5044, 5402, 5402, 5653, 5098)

Contact Professors by College, Department, or
SEU Telephone Directory.

NOTES