



Academic Advising Handbook

**Southeastern University
2007-2008**



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August 11, 2007

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. 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.



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

- 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 will-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 life-long 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 involvements. It is helping students develop as the people God intends them to be. It is ‘fostering (that) student success’ by more intimately discussing that integration of ‘personal faith and higher learning’ with students in a one-on-one setting. It is what we get to be about.



“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



The Process of Developmental Advising continued:

- 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

- 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)



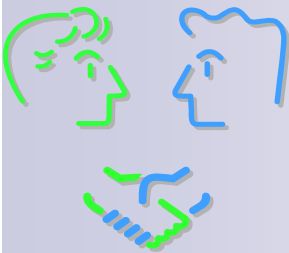
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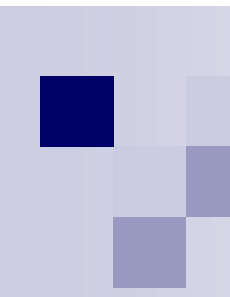
The Advisee's Responsibilities in the Academic Advising Process

- 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.
- 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.



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

- 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



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

Frequency and Quality of Student Contact

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 eliminate 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”

- A. Academic Course Load
- B. Academic Honors/Memberships
- C. Appeals of Policy Exceptions
- D. Audit of Classes
- E. CLAST
- F. CLEP
- G. Credit by Assessment
- H. Changing Majors
- I. Course Load/Academic Success
- J. Developmental Education
- K. Entrance Exams
- L. Financial Aid Questions
- M. GPA Requirements
- N. Grade Forgiveness Policy
- O. Graduating with Honors
- P. Directed Study
- Q. Repeating Courses
- R. Standards of Academic Progress



III. ADVISOR'S POLICIES AND PROCEDURES

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

- S. Transcript Requests
- T. Christian Service for Transfer Students
- U. Transfer Students
- V. Transfer of Credit/Course Substitutions
- W. Transfer Practices
- X. General Conditions of all Transfer Credit
- Y. Classification of Students
- Z. General Academic Advising Notes **Updated**



Academic Course Load

“Please refer to the University Catalog for information on policy”

Academic Memberships/Recognition

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.



Academic Memberships/Recognition continued:

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

“Please refer to the University Catalog for information on policy”

Appeals of Drop/Add Procedure

“Please refer to the University Catalog for information on policy”

Auditing Classes


“Please refer to the University Catalog for information on policy”

College Level Academic Skills Test (CLAST)

“Please refer to the University Catalog for information on policy”

College Level Examination Program (CLEP)

“Please refer to the University Catalog for information on policy”



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.

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.

Confidentiality/Privacy

"Please refer to the University Catalog for information on policy"

Academic Course Load/Academic Success Policy

"Please refer to the University Catalog for information on policy"

Academic Achievement Policy

Functional Area: Office of Academic Advising

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 Education/Entrance Exams


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:

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. **Important:** Students receive no college credit for these courses; however, grades are calculated into overall GPA.

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.

CLAST SKILLS courses are required of students who fail one or more sub-test on the CLAST. Any student who fails to score the minimum state required score on the CLAST exam must enroll in the appropriate CLAST Skills course the following semester.

The student must pass the CLAST Skills class with a “B” or better before he/she will be eligible to retake the CLAST.

Financial Aid

“Please refer to the University Catalog for information on policy”

GPA Requirements


“Please refer to the University Catalog for information on policy”

Grade Forgiveness Policy

“Please refer to the University Catalog for information on policy”

Graduating with Honors

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.



Graduating with Honors continued:

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

Directed Study in Residence

Directed Study is a regular course taken by special arrangements under the supervision of an instructor. A student enrolled as a degree candidate may apply for Directed Study. Forms for directed study are available from the Registrar's Office. Directed Study must be approved by the supervising instructor, Department Chair and Registrar prior to registration. The following apply to Directed Study registration:

1. Students may earn a maximum of 12 hours through Directed Study. Of these, only six can be in their major.
2. Directed Study is available only for 3000 and 4000 level courses.
3. Students must have at least a 2.5 cumulative GPA and at least 64 earned credit hours (junior status).
4. Registration for Directed Study must be completed during the regular on-campus registration period as stated in the college calendar.
5. Directed Study courses must be completed within one semester. Extensions must be requested and approved in the same manner established for classroom based courses (see College policy on incompletes). Extensions are granted for (1) one term only.
6. Students may register for up to six hours of Directed Study during a semester when they are in a block placement internship.
7. Students may register for up to six hours of Directed Study during a summer.
8. The regular grading scale applies to courses completed by Directed Study.
9. The following conditions must be met for directed study requested in a fall or spring semester:
 - a. The course is required for the student's major.
 - b. The student has an unavoidable scheduling conflict.
 - c. The course will not be offered again before the student's schedule graduation date.

In registering for specific courses, students are expected to note prerequisites or other special requirements. Students are not permitted to register for courses without completing prerequisites unless special permission is obtained from the chair of the department that offers the course.

The four digit numbering of courses represents the level of enrollment: freshman -1000; sophomore – 2000; junior – 3000; senior – 4000. The credit value of a course is listed in the description of the course and is denoted by the last digit of the course number.

Repeating Courses

“Refer to the Catalog for information on policy”

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.

Transcript Requests

“Refer to the Catalog for information on policy”



Christian Service for Transfer Students

“Refer to the Catalog for information on policy”

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 from other Institutions

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.

Applicants 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 Office of the Registrar page at www.seuniversity.edu.

Transfer Practices

- The *Transfer Credit Practices of Designated Educational Institutions* published by the American Association of Collegiate Registrars and Admission Officers is referenced.
- The university reserves the right to deny credit for specific courses from any college or university, regardless of accreditation..
- Credits earned at an institution accredited by a regional accrediting association are transferred on an unconditional basis.



Transfer Practices continued:

- Credits earned at an institution where the credits are regularly accepted by regionally-accredited institutions within the same state in which the transferring institution is located are generally transferred on an unconditional basis. These schools must provide transferring school references.
- A total of 32 hours within a discipline and/or in general education and electives may be transferred or earned from institutions accredited by the Association of Biblical Higher Education (ABHE) and/or Global/Berean University at the university level. The university does not imply or guarantee the transfer of 32 credits.
- Southeastern University will normally only accept in transfer credits earned at an institution which is regionally accredited or complies with articles four or five 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. Petitions are available from the Office of the Registrar and require active student participation in the collection of documentation. Petitions must be submitted with all requested documentation no later than the student's first semester of attendance by the deadline. (November 1st for a fall semester or March 1st for a spring semester). 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's own degree programs (SACS Criteria 4.2.1).
- To facilitate the evaluation of the student's credits, he or she will be asked to supply any or all of the following documentation:
 - an official transcript;
 - catalog from the awarding institution that contains a full course description;
 - an official statement from the sending institution as to the credentials of the faculty, if this information is not provided in the catalog;
 - an official statement from the sending college or university as to the duration of courses, including how many minutes the course met each day, how many days it met each week, and how many weeks it met during each semester;
 - any other documentation deemed necessary by the Registrar or 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.
- 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.
- Course-by-course petitions require the transfer of credit be held pending the demonstration 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.
- The student must provide scores from ACT or SAT to demonstrate the ability to work at the baccalaureate level.

- 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 evaluation 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.
- Southeastern University does not generally accept credit given by one institution for another institution's transferred credits.
- After a student has completed 75% of his program the university will not accept course work in transfer.
- The final 25 percent of credits for any program must be earned at Southeastern University.

General Conditions for all Transfer Credit

- Once accepted into a degree program at Southeastern University, a student must obtain a transient letter to have credits accepted from another institution. Transcripts for transient credits must be received by the closest deadlines of November 1 or March 1.
- Credits accepted in transfer must be graded with a "C" or higher.
- The courses accepted in transfer are recorded as "CR" and do not calculate into the student's GPA.
- Southeastern University requires all college-level work to be represented on an officially approved transcript from the originating institution with the transcript sent directly from the originating institution to the Office of the Registrar at Southeastern University.
- Official transcripts must be received by the deadlines of November 1st for fall admittance and March 1st for spring admittance, to qualify for transfer.

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.

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 Dr. Holland or appropriate Dean or Department Chair.

General Education Substitutions: These are substitutions which must be sent to **Dr. Norm Holland** and requires his approval. 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. 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.



GENERAL ACADEMIC ADVISING NOTES CONT.

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.

Specialization Substitutions: Specialization 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.



GENERAL ACADEMIC ADVISING NOTES CONT.

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 can not 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 within 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 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.

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 Courses 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.


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].



IV. GENERAL ADVISING

- A. SEU Programs of Study
- B. Value of General Education
- C. General Education Core Requirements
- D. Education Major Core General Education Requirements
- E. Entrance Examinations
- F. Developmental Education/CLAST
- G. Course Evaluation Information and Procedures/Typical Course of Study



Programs of Study

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF BEHAVIORAL & SOCIAL SCIENCES

Majors - Bachelor of Arts in:

- B.A. History
- B.A. Psychology

Students can select a concentration in addition:

Psychology Concentrations:

- Family Counseling
- Substance Abuse Treatment

Majors - Bachelor of Science in:

- B.S. Psychology

Students can select a concentration in addition:

Psychology Concentrations:

- Family Counseling
- Substance Abuse Treatment

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

Minors:

- Christian Counseling
- History
- Psychology
- Social Services
- Sociology
- Special Education/Disabled Populations

DEPARTMENT OF COMMUNICATION

Majors - Bachelor of Arts in:


- B.A. Broadcast
- B.A. General Communication Studies
- B.A. Journalism/Public Relations
- B.A. Theatre

Majors - Bachelor of Science in:

- B.S. Broadcast
- B.S. General Communication Studies
- B.S. Journalism/Public Relations
- B.S. Theatre

Minors:

- Communication
- Theatre



Programs of Study

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Majors - Bachelor of Arts in:

B.A. English

Majors - Bachelor of Science in:

B.S. English & Intercultural Studies

Minors:

English

Greek

Spanish

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:

Mathematics

COLLEGE OF CHRISTIAN MINISTRIES AND RELIGION

DEPARTMENT OF RELIGION

Associate in:

A.A.M.L. Ministerial Leadership

Majors - Bachelor of Arts in:

B.A. Interdisciplinary Studies

Majors - Bachelor of Science in:

B.S. Church Ministries

B.S. Practical Theology with a Selected Minor

Minors:

Bible

Children's Ministry

Leadership

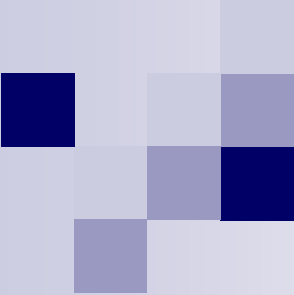
Missions

Pastoral Ministry

Youth

Christian Ministry and Religion - Graduate Studies:

M.A.M.L Master of Arts in Ministerial Leadership



Programs of Study

COLLEGE OF BUSINESS AND LEGAL STUDIES

DEPARTMENT OF BUSINESS

Majors - Bachelor of Arts in:

B.A. Criminal Justice

Students must select a concentration in addition:

Concentrations:

Business

Pre-Law

Psychology

Social Services

Minors:

Business

Criminal Justice

Pre-Law

Majors - Bachelor of Science in:

B.S. Accounting

B.S. Finance

B.S. International Business

B.S. Leadership

B.S. Management

B.S. Management Information Systems

B.S. Marketing

B.S. Sports & Recreation Management

Pre-Law Track

Business - Graduate Studies:

M.B.A. Master of Business Administration

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATION

Majors - Bachelor of Science in:

B.S. Elementary Education (K-6)

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)

Minors:

Elementary Education

Middle Grades Education

Secondary Education



Programs of Study

Education - Graduate Studies:

M.ED. Master of Education in Elementary Education

DIVISION OF CONTINUING AND ADULT EDUCATION

DIVISION OF CONTINUING AND ADULT EDUCATION

Majors - Bachelor of Science in:

B.S. Business Professional Leadership

B.S. Church Leadership

B.S. Human Services

Online Programs in:

B.S. Online Church Leadership

Online Liberal Arts Cohort

Other Programs:

Alternative Certification Program


Liberal Arts Cohort

Online Courses

The Value of General Education

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 requirements generally include:

- 9 hours of Speech/Composition;
- 9 hours of Behavioral Science/History;
- 6 hours of Mathematics;
- 4 hours of Natural Science;
- 9 hours of Humanities/Fine Arts/Literature;
- 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 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	
SSCI 4133 United States Government	
SSCI 4233 United States Constitution	

Social Science Elective (Select One): 3

SSCI 2133 Introduction to Sociology	
SSCI 2233 Marriage and Family	

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 3033 Probability and Statistics	3

Natural Sciences-with Lab (4 Hours)

Natural science with an Associated Lab
Astronomy & Earth Science
Anatomy & Physiology
Biology
Life Science
Geology
Physical Science

Humanities & Fine Arts (6 Hours)

PHIL 2003 Principles of Ethics**	3
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Humanities Elective (Select One): 3

COMM 2033 Intro to Theatre	
COMM 2433 Intro to Film Study	
ENGL 2233 Intro to Humanities	
MUSC 1003 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 4333 World Literature	
ENGL 4533 Contemporary Literature	

Religion (20 Hours)

BIOT 1133 Old Testament Survey	3
BINT 1233 New Testament Survey	3
BINT 2223 Life of Christ/Acts	3
PHIL 1322 Christian Thought I	2
PHIL 1422 Christian Thought II	2
PHIL 2003 Principles of Ethics**	3

Religion Electives 4

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

GENERAL EDUCATION CORE REQUIREMENTS FOR EDUCATION MAJORS

(*Education programs base General Education on the State of Florida requirements for teacher programs. Majors may vary. Check catalog for details.)

Arts of Communication (12 Hours)

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

Literature Elective (Select One): 3

ENGL 2133 Introduction to Literature	
ENGL 3123 Hebrew Poetry**	
ENGL 3223 Hebrew Wisdom Literature**	
ENGL 3133 English Literature to 1800	
ENGL 3233 Major British Authors	
ENGL 3633 American Literature	
ENGL 4333 World Literature	
ENGL 4533 Contemporary Literature	

*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 (12 Hours)

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

Historical Perspective Elective (Select One) 3

HIST 2013 American History I	
HIST 2023 American History II	

HIST 1013/1023 Western Civilization I or II required for Middle Grades and Secondary Social Science majors .

Social Science Elective (Select Two) 6

BIOT 1133 Old Testament Survey**	
HIST 3533 African America History	
HIST 4833 Latin American History	
SSCI 2133 Introduction to Sociology	
SSCI 4133 United States Government	
SSCI 4233 United States Constitution	
SOWK 3033 Understanding Human Diversity	

Humanities & Fine Arts (6 Hours)

PHIL 2003 Principles of Ethics**	3
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Humanities Elective (Select One): 3

COMM 2033 Intro to Theatre	
COMM 2433 Introduction to Film Study	
ENGL 2233 Introduction to Humanities	
MUSC 1003 Music Appreciation	

Mathematics (9 Hours)

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

MATH 1213 College Algebra	3
MATH 1323 Liberal Arts Math II	3
MATH 3033 Probability and Statistics	3

Natural Sciences-with Lab (10 Hours)

NSCI 1033 Life Science	3
NSCI 1133 Physical Science	3
NSCI 2033 Astronomy & Earth Science	3
An Associated Lab	1

Human Anatomy & Physiology, Human Anatomy & Physiology Lab, Bioethics and Life Origins required for Middle Grades General Science and Secondary Biology majors. Astronomy & Earth Science along with all courses listed above for Secondary Mathematics majors.

Religion (20 Hours)


BIOT 1133 Old Testament Survey**	3
BINT 1233 New Testament Survey	3
BINT 2223 Life of Christ/Acts	3
PHIL 1322 Christian Thought I	2
PHIL 1422 Christian Thought II	2
PHIL 2003 Principles of Ethics**	3

Religion Electives 4

***These courses are cross-referenced as Religion and count toward the 20-hour Religion Core requirement in addition to General Education Requirements.*

****ADMISSION TO THE COLLEGE OF EDUCATION****

All students planning to pursue a teacher education program must have a Declaration of Major on file with the Office of the Registrar and be formally admitted into the College of Education.



Entrance Exams/Developmental Education

The goals of the developmental program are to help under-prepared students acquire necessary knowledge, skills for college-level learning and successful academic performance. Developmental Education is also devoted to assisting students in developing self-confidence and acquiring self-esteem. Students scoring below the minimum required scores on the ACT and SAT must register for college preparatory courses offered by Southeastern University. Minimum required scores are as follows:

ACT (English 16) (Math 16) (Reading 16)
SAT (Math 400) (Verbal 340)

Students who score below 340 on the SAT Verbal must take preparatory courses in English and Reading.

Students who score below the minimum required scores on the 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 – College Preparatory English
ENGL 0023 – College Preparatory Reading
MATH 0113 – Developmental Math I / Arithmetic
MATH 0123 – Developmental Math II / Beginning 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 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 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.

CLAST

CLAST SKILLS courses are required of students who fail one or more sub-test on the CLAST. Any student who fails to score the minimum state required score on the CLAST exam must enroll in the appropriate CLAST Skills course the following semester. The student must pass the CLAST Skills class with a “B” or better before he/she will be eligible to retake the CLAST.



V. SPECIAL POPULATION ADVISING

- A. New First-Year Students
- B. Checklist for Advising Students
- C. Advising Students with Disabilities
- D. Advising Ethnic Minority Students
- E. Non-Traditional Students
- F. Students with Undecided Major
- G. Students Having Academic Difficulty
 - i. Role of Faculty
 - ii. Errors to Identify/Address
 - iii. To Do's
 - iv. Self-Inquiry for Advisors
 - v. Academic Difficulty Analysis Form
- H. Academic Difficulty Analysis



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 between students and college
- Emphasize academic success
- Schedule regular contact at first, then increase student's responsibility

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 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-transferers.
- 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 = 2.0 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 Third World 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).
(Please refer to the "Career Advising Guide" in the Academic Resources section of this Handbook for further assistance with this.)
- 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 Coordinator 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 Advising Resources section (on page 88 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 had 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. COLLEGE AND DEPARTMENTAL ADVISING

- A. College and Departmental Advising System at Southeastern University
- B. College of Arts and Sciences
 - i. Department of Behavioral and Social Sciences
 - ii. Department of Communication
 - iii. Department of English and Foreign Languages
 - iv. Department of Music
 - v. Department of Natural Sciences and Mathematics
- C. College of Business and Legal Studies
 - i. Department of Business - Graduate Studies
 - ii. Department of Business and Legal Studies
- D. College of Christian Ministries and Religion
 - i. Department of Christian Ministry and Religion - Graduate Studies
 - ii. Department of Religion



VI. COLLEGE AND DEPARTMENTAL ADVISING

E. College of Education

- i. Department of Education - Graduate Studies
- ii. Department of Education

F. Division of Continuing and Adult Education

G. Academic Advising Meetings Schedule

New Students [New](#)

H. Academic Advising Meetings Schedule—Current /Returning Students [New](#)



College and Departmental Advising System at Southeastern University

At Southeastern University, academic colleges and departments are divided into the five (5) following schools and divisions: College of Arts and Sciences, College of Business and Legal Studies, College of Education, College of Christian Ministries and Religion and the Division of Continuing and Adult Education. 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 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 Student Orientation or hosting Open Advising sessions so students can drop in to ask questions about course offerings or interest in declaring a major within a specific 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. Norm Holland

Department of Behavioral and Social Sciences

Psychology Professor, Dr. Larry Hazelbaker, Department Chair
Spence Hall 229
(863) 667-5159
lehazelb@seuniversity.edu

Department of Communication

Theatre Professor, Mr. John Pierce, Department Chair
Bolin Hall 217
(863) 667-5955
jrpierce@seuniversity.edu

Department of English and Foreign Languages

English Professor, Dr. Rickey Cotton, Department Chair
Spence Hall R-6
(863) 667-5120
racotton@seuniversity.edu



College and Departmental Advising System at Southeastern University continued:

Department of Music

Music Professor, Dr. Danny Tindall, Department Chair
Music Hall 6
(863) 667-5126
dhtindal@seuniversity.edu

Department of Natural Sciences and Mathematics

Science/Math Professor, Dr. Debbie Hazelbaker, Department Chair
Lindsey Science Building 204
(863) 667-5112
djhazelb@seuniversity.edu

College of Business and Legal Studies - Dr. Lyle Bowlin

Department of Business and Legal Studies - Graduate Studies

Finance Professor, Dr. Lyle Bowlin, Department Chair
Spence Hall 222
(863) 667-5136
llbowlin@seuniversity.edu

Department of Business and Legal Studies

Finance Professor, Dr. Lyle Bowlin, Department Chair
Spence Hall 222
(863) 667-5136
llbowlin@seuniversity.edu

College of Church Ministries and Religion - Dr. Mike Rakes

Department of Church Ministries and Religion - Graduate Studies

Assistant Professor-Religion, - Dean, College of Church Ministries and Religion

Bible Professor, Dr. Steve Fettke, Department Co-Chair
Bolin Hall 232, 2nd Floor
(863) 667-5154
smfettke@seuniversity.edu

Department of Church Ministries and Religion

Assistant Professor-Religion, - Dean, College of Church Ministries and Religion



College and Departmental Advising System at Southeastern University continued:

Bible Professor, Dr. Steve Fettke, Department Co-Chair
Bolin Hall 232, 2nd Floor
(863) 667-5154
smfettke@seuniversity.edu

College of Education - Dr. Samuel Bennett

Department of Education - Graduate Studies

Education Professor, **Dr. Samuel Bennett** - Dean, College of Education
Modular 5
(863) 667-5
sbennett@seuniversity.edu

Department of Education

Education Professor, **Dr. Samuel Bennett** - Dean, College of Education
Modular 5
(863) 667-5
sbennett@seuniversity.edu

Division of Continuing and Adult Education - Dr. Thomas Malcolm

Dr. Thomas Malcolm, Continuing Education Director
Aventura Hall, A-208, 2nd Floor
(863) 667-5053
tmalcolm@seuniversity.edu

Academic Advising Meetings Schedule

Ideally, faculty 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 meetings schedule 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.

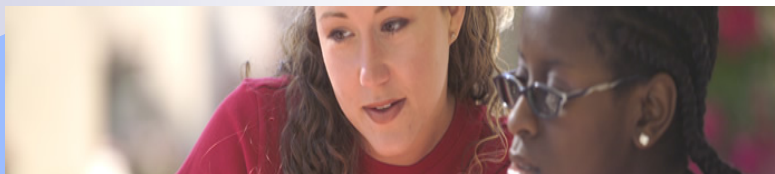
Current and Returning Sophomores First Semester of Sophomore Year

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 meetings schedule 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 a 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
(863) 667-5082
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 freshmen 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 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 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 (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 INFORMATION

- A. The Academic Advising Session
- B. Faculty/Staff Academic Advising Programs,
Seminars and Development Initiatives **Updated**
 - i. New Faculty Mentoring Program **Updated**
 - ii. Academic Advising Committee/
Jenzabar EX AV Focus Group **Updated**
 - iii. Faculty Academic Advising Seminar
Series **New**
- C. Jenzabar EX 2.6 AV Module
 - i. Advisee Detail
 - ii. Student Aims
 - iii. Advising Worksheet/Graduation Report
 - iv. Course History
 - v. Meetings
 - vi. Advisors
 - vii. Student Schedule
 - viii. Unofficial Transcripts
 - ix. Student Holds

VII. ADDITIONAL INFORMATION

D. JICS (Jenzabar Internet Campus Solutions)

AV Portlet

- i. JICS Login Instructions
- ii. Academic History
- iii. Course History
- iv. GPA Projection
- v. Grade Report
- vi. Unofficial Transcripts
- vii. Advisee Meetings
- viii. Degree Audit Portlet
- ix. Advising Worksheet/Graduation Report
- x. Student Schedule
- xi. Major Exploration

E. JICS (Jenzabar Internet Campus Solutions)

AV Portlet Degree Audit Summary Details

- i. Student Progress Detail
- ii. Course Needs Detail
- iii. Course History Detail
- iv. Advising Worksheet Report Detail
- v. Graduation (Grad) Report Detail

THE ACADEMIC ADVISING SESSION

Table 1 The 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.

Note. From *Handbook of Academic Advising*, p.53, Virginia N. Gordon. Copyright © 1992 by Virginia N. Gordon. Reproduced with permission of Greenwood Publishing Group, Inc., Westport, CT, and Virginia N. Gordon.



Academic Advising Programs

New Faculty 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.

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 and JICS (Jenzabar Internet Campus Solutions) Focus Group

The Jenzabar EX AV and JICS Focus Group is comprised of nine (9) faculty members, one per college, Department or division to represent their academic area. Jenzabar EX AV and JICS focus group members are recruited/appointed by the Associate Academic Dean, the Director of Academic Advising and the Registrar. Focus group members serve their respective department's as a resource or tutor for faculty advisors who encounter simplistic end-user issues while using the Jenzabar EX AV module. When questions, issues or concerns of a significant nature arise, it is the responsibility of focus group members to report these issues to the Office of Academic Advising for module maintenance, updates or trouble-shooting. The support of our focus group advisors, ensures that information displayed within the module is accurate for all advisors, as well as, our students.



Faculty Academic Advising Seminar Series

August 2007 - May 2008

Intended for Administrators, Faculty and Staff,

Academic Advising Seminar Announcements – *Faculty Academic Advising Seminar Series*

Faculty Academic Advising Seminar Series

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. After attending a number advising workshops, presentations and seminars at the 2006 NACADA (National Academic Advising Association) National Conference in Indianapolis, Indiana on October 18-21, 2006, I have been inclined to perform an assessment; review and evaluation of our current academic advising system.

After examining the current advising system, policies and procedures, I have recommended several changes, revisions or additions to the status of advisement at our institution. 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.



Faculty Academic Advising Seminar Series

August 2007 - May 2008

Topics include:

Introduction to Academic Advising – *Historical and Philosophical Foundations for Academic Advising – (Part I)*

Introduction to Academic Advising – *Southeastern University Academic Advising System – (Part II)*

Introduction to Academic Programs, Curriculum, Policies and Advising Procedures

Introduction to Academic Programs, Curriculum, Policies and Advising Procedures

Technology in Academic Advising

Communication in Academic Advising

Academic, Counseling, Student Life/Student Development Advisement Issues and Resources

Advising Deciding (Undeclared/General Education) Students

Advising Declared (Specialization) Students

Southeastern University Institutional Staff Office and Departmental Information

Registration for Classes

1. Check the schedule to see what and when seminar sessions are being offered.
2. Determine which dates/times meet your schedule. Note that some seminars are completed in one session; others are scheduled for completion in multiple (2-3) sessions. If you select one of the two or three-part courses, be sure that you will be available for all scheduled session dates/times.
3. You can sign up for seminar sessions by sending me an e-mail message or by accepting a seminar meeting appointment to reserve your confirmation in a specific course on a specific date/time. Send all seminar session confirmation requests to me at: rahurt@seuniversity.edu.
4. Once I receive your registration request, I will send you a confirmation email so that you know you are registered for the session.
5. On the appointed date/time, meet me in the locations specified in the MS Outlook meeting confirmation.

If you have questions, please call or e-mail me.



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. Deciding (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:

- Detail for the aim
- Status
- Description
- Begin Date
- End Date
- Comment

Jenzabar EX AV Module and features continued:

Student Progress: The **Student Progress** screen displays the progress made by the advisee for a specified aim. For each requirement you are able to view Student Progress detail. The following student progress details are displayed:

- Requirement
- Course Code
- Current Status
- Hours Earned
- Grade Earned

Aim Requirements: The **Requirements** screen displays all the necessary courses for the selected requirement. Requirement details displayed include:

- Requirement
- Type
- Relation
- ReUse
- Hours
- Detail

Advising Worksheet/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 (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.



JICS (Jenzabar Internet Campus Solutions) AV Portlet features:

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.

Advising Worksheet/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 of the AV portlet is offline and not functional at this time.

JICS AV Portlet - Degree Audit Summary Detail (Student Progress option)

Faculty - Default Page | Portal - Microsoft Internet Explorer

Address: https://jics.seuniversity.edu/jics/Faculty/

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)

[CN](#) [SETTINGS](#) [CUSTOM REPORT](#) [LINK](#) [TEXT](#) [VALUE](#)

Recalculate Student Progress

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 Detail (Course Needs option)

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)

[CN SETTINGS](#) [CUSTOM REPORT LINK TEXT VALUE](#)

Recalculate Student Progress

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 - Course History Detail

Faculty - Default Page | Portal - Microsoft Internet Explorer

Address: <https://jics.seuniversity.edu/jics/Faculty/>

SOUTHEASTERN UNIVERSITY

Welcome back **Ronnie A. Hurtt Jr.** ([Personal Info](#) | [Logout](#))

Home Student **Faculty** Employee Info Finances My Pages

You are here: Faculty > Default Page

Faculty

Default Page

- Faculty Course Control
- Grade Entry
- Course Authorization
- Advisee Roster
- Advisor Meetings
- Custom Content

Quick Links

My Pages

[BlackBoard](#)

[MySEU](#)

Faculty [Print Friendly](#)

Advisee Roster - Course History Detail

[Advisee Roster](#) > [Advisee Details](#) > Course History Detail

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.

JICS AV Portlet - Graduation (Grad) Report Detail

https://jics.seuniversity.edu/jcs/Applications/CRM/Reports/gope0s453gdp455luewv12_56_24_PM_ - Microsoft Internet Explorer

Address: https://jics.seuniversity.edu/jcs/Applications/CRM/Reports/gope0s453gdp455luewv12_56_24_PM_DegreeAudit.pdf

Adobe Reader 7.0

Graduation Requirements Audit For Degree
Southeastern University

07/24/2007 12:26:24
Page 1 of 2

U# **U#** **Name and Address** **Class**

202010
Erwin, Rebecca Ann
653 Corner Drive
Wynona, NJ 08093

Name **Term** **Admission**

Advisee: COLLEGE OF EDUCATION, Facult DEPTC UC
Name: R. Turner A. UC
System: Every Fall MJJCR UC

REQUIREMENTS SUMMARY SECTION

Aim	Requirement	Term	Description	Hours Needed	Hours Earned	Hours in Progress	Courses Needed	Courses Earned	Grade	Grade	Grade	Grade
MJCR	105250	2008	B.S. ELEMENTARY EDUC	126.00	87.00	14.50	0	7	100.00	27.164	Not Met	

REQUIREMENTS DETAIL SECTION

MAJOR: B.S. ELEMENTARY EDUCATION Offer Date: 06/30/2008 Enter Date: 09/20/2008

Requirement	Course	Title/Description	Hours Needed	Hours Earned	Courses Needed	Courses Earned	Status	Grade
EDUC105 - INTRO TO LITERATURE	ENGL 2120 04	INTRODUCTION TO LITER	3.00	3.00	0	1	M	A
ELECORE - PROFESSIONAL CORE (H)	EDUC210 - INTRODUCTION TO EDUC	INTRODUCTION TO EDUC	3.00	3.00	0	1	M	B
EDUC220 - PSYCHOLOGICAL FOUND	EDUC 2220 02	PSYCHOLOGICAL FOUND	3.00	3.00	0	1	M	B
EDUC110 - SURVEY OF CURRICULUM			3.00	0.00	0	0	R	B
EDUC220 - TEACHING PRINCIPLES I	EDUC 2020 02	TEACHING PRINCIPLES I	3.00	3.00	0	1	M	B
EDUC400 - INTRO TO READING	EDUC 3410 01	INTRODUCTION TO READING	3.00	3.00	0	1	M	A
EDUC400 - INSTRUCTIONAL TECHNI			1.00	0.00	0	0	R	
EDUC400 - APPLIED LINGUISTICS (E)	EDUC 4040 01	APPLIED LINGUISTICS (E)	3.00	3.00	0	1	M	A
EDUC410 - EMPLOYMENT/TECHNICAL	EDUC 4110 01	EMPLOYMENT/TECHNICAL	3.00	3.00	0	1	M	A
EDUC420 - ASSESSMENT OF LEARN			3.00	0.00	0	0	R	
EDUC420 - CLASSROOM MANAGEMEN			3.00	0.00	0	0	R	
EDUC400 - SENIOR PRACTICUM			0.00	0.00	0	0	R	
EDUC400 - STUDENT TEACHING			6.00	0.00	0	0	R	
ELESMATH - MATH REQUIREMENT			3.00	3.00	0	1	M	
MATH100 - LIBERAL ARTS MATH I	MATH 1010 01	LIBERAL ARTS MATH I	3.00	3.00	0	1	M	D
ELESMATH - MATH REQ. 2 (HOURS)			3.00	3.00	0	1	M	D
MATH100 - LIBERAL ARTS MATH I	MATH 1020 01	LIBERAL ARTS MATH II	3.00	3.00	0	1	M	D
ELESCI - NATURAL SCIENCE LAB			1.00	1.00	0	1	M	
NSCI200 - ASTRONOMY & EARTH SC	NSCI 2050 02	ASTRONOMY AND EARTH	1.00	1.00	0	1	M	A
ELEHIS - NATURAL SCIENCE LECTUR			3.00	3.00	0	1	M	B
NSCI200 - LIFE SCIENCE (HOURS)			3.00	0.00	0	0	R	B
NSCI100 - PHYSICAL SCIENCE I			3.00	0.00	0	0	R	C
NSCI200 - ASTRONOMY & EARTH SC	NSCI 2020 01	ASTRONOMY AND EARTH	3.00	3.00	0	1	M	L
ELESOCI - SOCIOLOGY REQ. HOURS			6.00	3.00	0	1	R	
BOT100 - OLD TESTAMENT SURVEY	BIBL 1105	OLD TESTAMENT SURVEY	3.00	3.00	0	1	M	T
ELESPEC - SPECIALIZATION REQ. (E)			30.00	0.00	0	0	R	
EDUC200 - SOCIAL STUDIES FOR TE			3.00	0.00	0	0	R	
EDUC200 - WRITING FOR THE			3.00	0.00	0	0	R	
EDUC200 - TEACHING LANGUAGE A			3.00	0.00	0	0	R	
EDUC200 - CHILDREN'S LITERATUR			3.00	0.00	0	0	R	B
EDUC200 - DANGLASS ASSESSMEN			3.00	0.00	0	0	R	B
EDUC400 - PHYSICAL THERAPY			3.00	0.00	0	0	R	
EDUC400 - SCIENCE TECHNOLOGY			3.00	0.00	0	0	R	
EDUC400 - MISCELLANEOUS			3.00	0.00	0	0	R	
ELEDEAD - THE CHLD DVLPMNT YO			3.00	0.00	0	0	R	

Requirements Detail Status Legend:
M - Met, S - Satisfactory, R - 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 Updated

- A. Student Life/Student Development and Counseling Services
- B. Health Services
- C. Office of Career Services
- D. Office of Academic Services
- E. People Who Can Help—Staff Directory



ADVISING RESOURCES

Student Life, Campus Pastor & Counseling Services

The Campus Pastor 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. Dan Schoonover can be reached at ext. 5087 or by email at dtschoonover@seuniversity.edu. His office is located in the Student Life section of the Panzer Student-Alumni Building.

Dan Schoonover

Campus Pastor
(863) 667-5087
dtschoonover@seuniversity.edu

Office of Career Services

The Career Development Center 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 the Southeastern University Career Development Center 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, the Career Development Center 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 and adaptation to societal changes and trends
- Professional development for staff
- Embracing technology to improve services
- Confidentiality
- Student development and responsibility
- Collaboration and partnership development

Contact me by email at: endelaney@seuniversity.edu.

Elizabeth N. Delaney

Coordinator of Career Services
(863) 667-5041
endelaney@seuniversity.edu



ADVISING RESOURCES

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 Misty Mancini, Director of Academic Success, at (863) 667-5157 or by e-mail at mlseybert@seuniversity.edu.

Misty Seybert, MA

Director of Academic Services
Adjunct Professor of Psychology
(863) 667-5157
mlmancini@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.

Kimberly Bucklin

Campus Nurse
Ext. 5205
kbucklin@seuniversity.edu

PEOPLE WHO CAN HELP

Staff Directory	Contact Person/Email Address	Phone/Extension
Academic Advising	Ronnie Hurtt rahurt@seuniversity.edu	5082
Academic Services (Exam taking, reading, writing, basic math skills)	Misty Seybert, MA mlmancini@seuniversity.edu	5157
Academic Records (Transcripts, academic standing, registration, schedule changes, graduation requirements, etc.)	Linda Kelso lmkelso@seuniversity.edu	5012
	Melissa Maisenbacher mamaisen@seuniversity.edu	5015
	Garrett Hicks gmhicks@seuniversity.edu	5094
	Janie Solberg jcsolber@seuniversity.edu	5013
	Joyce Browning cbrowning@seuniversity.edu	5014
	Glenn Pearl gapearl@seuniversity.edu	5010
Business Information	Jeanene Thomas mjthomas@seuniversity.edu	5035
Career Services	Elizabeth N. Delaney endelaney@seuniversity.edu	5041
Counseling (Personal issues: dating, social life, family problems, emotional, attitudinal, habits, etc.)	Bill Hackett wchacket@seuniversity.edu	5076
	Dan Schoonover dtschoonover@seuniversity.edu	5087
Financial Aid	Carol Bradley c_bradly@seuniversity.edu	5024
Health Services	Kim Bucklin kbucklin@seuniversity.edu	5205
Housing	Darrell Hardt dwhardt@seuniversity.edu	5068
Student Activities/Resident Information	Aventura Bauer Bethany North Apts South Apts Spence	5036 5701/5702 5897 5497 5243 5497
Student Senate Information (Parking tickets, grievances, ideas)	SGA sga@seuniversity.edu	5040



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