The Washburn University
Academic Advising Handbook
Statement of Purpose:

Washburn University believes that a faculty member’s role in advising is an extension of good teaching. The relationships you develop with students outside of the classroom have a significant impact on their academic success, retention and satisfaction with Washburn University.

The Washburn University Academic Advising Handbook exists to help you as an academic advisor. This document contains information that is helpful when advising students. The University Catalog, website, academic calendars and your academic departments specific major requirements and policies should also be utilized when advising students.
# Table of Contents

1. **Overview:**
   1.1 Introduction - Letter from the Vice President of Academic Affairs
   1.2 FERPA
   1.3 NACADA Statement of Core Values

2. **Conceptual Information:**
   2.1 Mission of Academic Advising
   2.2 Structure of Academic Advising
   2.3 Advising Approaches
   2.4 Advisor/Advisee Responsibilities
   2.5 Relationship Between Faculty and Advising Office in the Center for Student Success
   2.6 Student Learning Outcomes for Advising
   2.7 WAAN

3. **Relational Information:**
   3.1 Effective Communication
   3.2 Accessibility
   3.3 Advising Appointments
   3.4 Referrals

4. **Advising Process**
   4.1 Enrollment/Registration/ PINs
   4.2 WIN (Washburn Identification Number)
   4.3 My.Washburn account
   4.4 Degree Audits
   4.5 Overrides
   4.6 Adding & Dropping Courses
   4.7 Holds
   4.8 Transfer Students
   4.9 Transfer Guides
   4.10 Placement Testing
   4.11 Late Adds
   4.12 A/Pass/Fail
   4.13 Course Load
   4.14 Declaring a Major
   4.15 Academic Plans for Financial Aid

5. **Academic Resources**
   5.1 Advising at Orientation
   5.2 First-Year Experience (FYE)
   5.3 First-Year Success Courses
   5.4 Academic Probation/STAR Program
   5.5 Washburn Transformational Experience (WTE)
   5.6 Passport to Success Program
   5.7 Academic Success Center
   5.8 Academic Suspension & Reinstatement
   5.9 Early Alert Referral Program
   5.10 Checklist for Advising Sessions
   5.11 Checklist for Advising at New Student Orientation
1. OVERVIEW

1.1 Introduction-Letter from VPAA

Dear Colleagues:

Washburn University is a student-focused institution that believes that effective academic advising and mentoring are crucial elements in helping students grow intellectually and graduate on time with the skills and knowledge necessary to become successful alumni. Within our community of learning, your role as an advisor to our students is crucial. The time students spend one-on-one with you as their advisor provides an opportunity in which they learn how to meet university graduation requirements and receive individual mentoring. During advising appointments with students, you check on their academic progress and involvement in campus life, guide them towards internships and career services, and share in their dreams and aspirations for life after graduating from Washburn University.

These mentoring opportunities are, Washburn believes, best supported through the provision of this Advising Handbook. Designed to assist you with many of the pertinent issues and questions advisors face, this handbook will help you recognize why advising matters at Washburn University and to aid you with a variety of tasks that advisors regularly identify as important steps in the process.

Let me remind you that if you need help with advising, the Office of Academic Advising is prepared to assist at 785 670-1942. It is your commitment to our students, by taking the time to mentor and engage students in a life-changing manner that makes Washburn University a special place. Thank you for all your efforts in this important area.

Sincerely,

Randall Pembrook, Ph.D.
Vice-President for Academic Affairs

1.2 FERPA

The Family Educational Rights and Privacy Act of 1974 [FERPA] is a federal act established to protect a student’s educational records.

FERPA says Washburn (or any other college or university) cannot release information about a student or their academic record without their permission. Information about students cannot ever be shared with parents, spouses other individuals unless the student has given written consent (including their signature).

It is appropriate for university officials to share student information with other members of the university for educational purposes. Contact the University Registrar’s Office at 785-670-1074 or by email with any questions or concerns.

1.3 THE NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA)

STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

1) Advisors are responsible to the individuals they advise. Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Academic Advising is guided by the understanding that students:

A. Have diverse backgrounds that can include different ethnic, racial, domestic and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs.
B. Hold their own beliefs and opinions.
C. Are responsible for their own behaviors and the outcomes of those behaviors.
D. Can be successful based upon their individual goals and efforts.
E. Have a desire to learn.
F. Have learning needs that vary based upon individual skills, goals, responsibilities, and experiences.
G. Use a variety of techniques and technologies to navigate their world.
In support of these understandings, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes. Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their own educational goals and objectives. Advisors seek to gain the trust of their students and strive to honor students’ expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process. Effective advising requires a holistic approach. At many institutions as is the case at Washburn University, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students’ lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions. Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education. Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) Advisors are responsible to their educational community. Academic advisors interpret their institution’s mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally. Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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2. CONCEPTUAL INFORMATION

2.1 Mission of Academic Advising

Mission Statement for Academic Advising in the Center for Student Success:

The mission of advising in the CSS is to collaborate with students and provide academic advising to assist students in making informed educational plans based on their individual abilities, educational and personal life goals. This aligns with the university mission of helping students to “develop and realize their intellectual, academic and professional potential.” Advisors strive to assist students in becoming self-directed learners and decision-makers.

Each academic department is encouraged to develop their own mission statement for advisement of their students, as well as student learning and process and delivery outcomes.

2.2 Structure of Academic Advising at Washburn University

Washburn has a “Split-Advising” Model: Students who are undecided about a major, those who are admitted on a conditional basis and those who are non-degree seeking are advised in a central advising office; students who have declared their major are advised by a faculty member or academic advisor in their specific department. Students have the opportunity to declare their major when they apply to the university. Students must declare a major by their junior year (54 credit hours completed).

2.3 Advising Approaches

There are two primary styles of advising, Prescriptive and Developmental. Ideally, both professional and faculty advisors should strive to advise students in a developmental manner. However, there are times that a prescriptive approach is appropriate and is often combined with the developmental model used at Washburn University to advise conditionally admitted students. Prescriptive advising focuses on the advisor strictly informing students of policies and procedures and scheduling classes. It puts little responsibility for the process on the student.

Developmental Advising is the approach that is the preferred model at Washburn University. One of the main differences in these two advising approaches is developmental advising shifts the responsibility to the students by providing them with problem-solving and decision-making skills; challenging them to develop higher-order thought processes; and helping them gain insight to the goals of higher education and their own academic goals.

Putting Developmental Advising into Practice

The following are examples of discussion points to use with your advisees:

1. Inquiring about student’s life goals.
2. Assessment of student’s academic abilities (ACT scores/COMPASS & past grade performance can be used).
3. Student’s reasons for choice of classes, major or career choice.
4. Student’s other responsibilities (jobs, family, involvement on campus, etc.).
5. Stressing that students need to take responsibility for course decisions, university requirements & policies

Also refer to the Effective Communication section of this handbook for tips on how to talk with your advisees.

2.4 Advisor/Advisee Responsibilities

The relationship between advisor and student is one of mutual responsibility. The role of the advisor is to assist students with educational choices and to help assess their progress toward meeting degree requirements. Ultimately, however, the student is responsible for making sure that all degree requirements are met.
### Advisor Responsibilities

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<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>Interpret and provide rationale for university policies, regulations, programs, and procedures. Help student make connections between majors and careers.</td>
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<td>Be available to meet with students each semester. Establish and maintain regular advising hours. Act as a resource for both students and the larger campus community.</td>
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<tr>
<td>Get to know your advisees as individuals and create an atmosphere of caring and professional concern for students. Help students connect to each other, campus events, programs, and opportunities.</td>
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<td>Offer advice on selecting courses and assist in developing an academic plan consistent with student goals. Assist student to define and develop realistic goals.</td>
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<td>Know how to interpret a degree audit and help monitor student’s progress. Encourage timely steps toward a degree.</td>
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<td>Know the rotation of major courses and inform students of this so that they may graduate in a timely manner.</td>
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<td>Be responsive to student needs, and when appropriate, inform and refer student to campus services available for acceleration, academic assistance, or other concerns.</td>
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<tr>
<td>Inform student regarding alternatives, limitations, and potential consequences of academic decisions, keeping in mind the final decision will rest with the student.</td>
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### Student Responsibilities

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>Become knowledgeable and follow institutional policies, procedures, requirements and deadlines. If you do not understand, ask questions until you do.</td>
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<tr>
<td>Initiate contact with advisor and prepare for advising sessions – make a list of questions or concerns; plan a tentative course schedule. Take the time to write down questions that need clarified.</td>
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<tr>
<td>Get to know yourself. What are your personal interests, abilities, values and goals? Seek out and take advantage of the Washburn student experience. Explore all the WTE possibilities.</td>
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<tr>
<td>Provide advisor with all necessary information about changes in academic progress, course selection, educational and career goals.</td>
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<tr>
<td>Know how to run a degree audit and keep a personal record of progress towards degree.</td>
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<tr>
<td>Be aware of which terms major requirements are offered and enroll in accordance with your graduation plan.</td>
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<tr>
<td>Follow through with suggestions identified during advising sessions and take action where appropriate (file the form; make the call; schedule the appointment, etc.)</td>
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<tr>
<td>Accept final responsibility for all decisions. Keep in mind, “advisors advise; students decide.”</td>
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</tbody>
</table>
2.5 Relationship Between Faculty Advisors and the Advising Office in Center for Student Success

The Advising Office serves as a resource for faculty advisors and students. The Advising Office is available for questions and referrals from faculty regarding the following programs and services.

Professional Advisors in the Center for Student Success serve all undeclared students on campus. Students are assigned an advisor in the office whom they meet with for advisement prior to registration. Professional Advisors assist these students in discovering their interests and inform them on the degrees and majors Washburn offers.

Professional Advisors also advise students who are academically underprepared (conditionally admitted students). These students are assigned an advisor and must participate in the Passport to Success program until they successfully complete one year of studies. Only after one successful year can these students move to a major advisor in an academic department.

Students with questions about transferring coursework to another institution or who need information about transferring classes into Washburn may also seek assistance from a professional advisor in the Advising Office.

First-year students are also served by the advising office. Professional Advisors are assigned to sections of both WU 101 and IS 100 to connect students to their major advisors, resources on campus, and to assist them with general academic policies and procedures. Professional advisors help first-year students become comfortable at Washburn and teach them how to locate success resources.

The Advising Office follows through on Early Alert Referrals that are submitted by faculty with concerns about their students. Professional advisors strive to assist students with referrals, suggestions and support that will help them be successful in their courses. In addition, advisors contact students with poor mid-term grades in order to provide them with options regarding how to improve their academic performance.

The Advising Office also monitors students on academic probation through the STAR Program. (See section 5.4 for further information on the STAR Program)

2.6 Student Learning Outcomes for Advising

As a result of the academic advising process at Washburn, students will:

1. Know how to contact their advisor by appointment, email or phone.
2. Learn where to access information in the my.washburn.edu website.
3. Know what courses are required for their degree and major.
4. Understand the university and general education requirements.
5. Enroll in courses their advisor has recommended that are required for their major.
6. Know important deadlines and dates and act accordingly.
7. Know how to run a degree audit and monitor their academic progress toward degree completion.
8. Know campus academic success resources that are available to them and utilize these accordingly.
9. Take responsibility for their decisions.

2.7 WAAN

The Washburn Academic Advising Network (WAAN) was established in 2008, in an effort to connect professional advisors and faculty and staff with advising interests on Washburn’s campus. The Network meets monthly and brings in guest speakers to educate and discuss various issues on campus relative to advising and serving our students. For more information or if you would like to be a part of WAAN, please contact the Advising Office at 670-1942.

3. RELATIONAL INFORMATION

3.1 Effective Communication

Advisors must have the ability to relate to students, help them solve problems and make them feel supported. Students are not only making decisions about courses and their major, but decisions about University and their experience here. Successful communication in advising is as follows:

1. Listen to advisees and check your understanding by paraphrasing what they have said before asking questions.
2. Show your advisees that you respect them as individuals. This does not mean that you always agree, but know when they
need help making realistic decisions.

3. Use open-ended questions that do not allow for just “yes” or “no” responses.

4. Realize you are not just providing answers, but teaching advisees where they can find answers for themselves. Help them to make their own informed decisions.

5. Keep notes about your interactions with advisees. A quick glance at past notes prior to seeing an advisee can show them that you remember who they are and can open the door for follow-up questions from previous meetings.

6. Know enough to recognize when a student needs assistance beyond your capability and be able to refer them to others.

Adapted from the NACADA Faculty Advising Training Program

3.2 Accessibility

Students need to know their faculty advisor’s office hours and their contact information. As an advisor at Washburn University, please strive to provide timely responses to student’s emails or phone calls. Students should also know the procedure for making their advising appointments for enrollment.

3.3 Advising Appointments

Advising appointments need to allow ample time for students to get answers to their questions regarding degree requirements, enrollment, and questions about the major field. Students should leave with more information than when they arrived.

Example questions to ask your advisees:

The following questions demonstrate a developmental approach to advising that moves beyond just courses and scheduling information. Developing a good rapport with students is important in the advising relationship.

1. How is your semester going?
2. What are your career interests and goals?
3. What interests you most about your major area of study?
4. What else are you involved in on campus? Have you joined any clubs or organizations that fit with your interests or major?
5. Are you working? What other responsibilities do you have outside of academics?

3.4 Referrals

Many times in advising sessions, students will disclose serious problems of a non-academic nature. Unless the advisor is trained to handle such matters, it is best to refer students to the appropriate staff and resources (counseling, health services, etc.) on campus to handle such issues.

Washburn University has a Behavioral Assessment Team that responds to concerns about troubling, disruptive, or threatening behaviors. Any one of the following departments can be contacted in this situation.

Dean of Students    Morgan Hall, 670-1400
Personal Counseling    Morgan Hall, 670-1450
Student Health Services    Morgan Hall, 670-1470
Student Services    Morgan Hall, 670-1629
(assists students with disabilities & veterans)
University Police    Morgan Hall, 670-1153

4. ADVISING PROCESS

4.1 Enrollment/Registration/ PINs

Students must meet with an advisor each semester in order to enroll in courses for the following academic term. The purpose of the meeting is not just to issue the PIN, but for the advising process to occur.

PIN’s are issued as follows:

March 1- PIN available for enrollment in Summer & Fall courses (same PIN for each term).

October 1- PIN available for Spring courses.

Students will follow the registration schedule issued by the University Registrar. Note: the PIN is the same to withdraw from courses throughout the term. The PIN will not work until a student is eligible to register. In addition, any holds a student has need cleared prior to registration. If a student has a “Conditional” or “Provisional” hold, they are unable to use a PIN for registration and must be enrolled by an academic advisor in the Center for Student Success.
4.2 WIN (Washburn Identification Number)

All students are issued a WIN upon applying to the university. The WIN is needed for students to create their my.washburn accounts. Students are issued an identification card in the Ichabod Center in the Memorial Union free of charge. Students need their identification cards to use many services on campus and receive discounts in the community. Students are asked to show their identification cards in a number of offices on campus, including Academic Advising and the University Registrar.

4.3 My.Washburn Account

Students need their Washburn Identification Number (WIN) and their account activation code (both received from the Admissions Office upon applying to the university) to set up their my.washburn account. Advisors should stress to students the importance of using their my.washburn email accounts and to familiarize themselves with the information on the site. The Washburn email address is the official channel of communication to students. Important tabs to show new students during an advising session are the “Financial Services” tab, which includes their tuition bill, financial aid information and account information; the “Student Academics” tab, which includes mid-term and final grades, academic transcripts and registration information; and their “My Courses” tab which includes textbook information and links to their courses.

4.4 Degree Audits

Degree audits are important for the advisor and the advisee. A degree audit lists the required courses for a student’s degree and major; indicates what requirements are met and those the student still needs to complete in order to graduate. A degree audit needs to be run during every advising meeting and students are responsible for reading and understanding the audit.

Instructions for running degree audits exist on the University Registrar webpage www.washburn.edu/registrar.

*Note that degree audits will not include current semester courses during the end of each semester when grades are being processed by the University Registrar.
One simple method to help a student understand their degree audit is to explain that meeting graduation requirements is about turning “No’s” into “Yes” while stressing that educational opportunities can take one beyond the concept of just meeting requirements.

**4.5 Overrides**

There are a number of circumstances where a professor will need to provide an override for a student to register for their course. To perform an override, access my.washburn account and the “Faculty” tab. In the right sidebar, click on the link “Process a Registration Override.” The professor will then enter the student’s WIN and the proper override and information on the course.

Examples of common overrides:

- CAPACITY – Permission to register in a closed course.
- PREREQS – Prerequisite.
- CLASS – Classification.
- LATE ADD – Permission to add a class after the registration deadline.

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**4.6 Adding & Dropping Courses**

Students can drop, add and change their course schedule during the first week of a regular term course online using their my.washburn account without permissions. After the first week of classes, a student needs to receive a Late Add override from the professor in order to add a course. This process is performed by the University Registrar after approval is granted. Students can drop a course within the first two weeks of class and receive a 100% refund. Beginning the third week, students only receive a partial tuition refund and then no refund after the fifth week. Refer students to the University Registrar or Bursar for exact refund dates for each term.

Students with a Provisional or Conditional hold on their account are required to gain approval from an advisor in the Center for Student Success to make schedule changes.

**4.7 Holds**

When advising a student, it is necessary to first view the holds screen. There are a number of holds that prevent students from registering. These holds will need to be addressed by students prior to their registration.
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<td>670-2115, 670-2114</td>
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<td>VA</td>
<td>Contact Student Services 670-1629</td>
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<td>670-1629</td>
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<td>VT</td>
<td>Vocational/Technical Hold</td>
<td>Washburn Tech Student Services</td>
<td>228-6321</td>
</tr>
</tbody>
</table>
4.8 Transfer Students

Transfer students who have completed a baccalaureate degree at an accredited institution of higher education are considered to have satisfied general education requirements, and are therefore not required to meet Washburn’s specific general education requirements. This includes all aspects of the general education degree requirements and the University requirements.

Courses satisfactorily completed in the Arts & Humanities, Social Sciences, and Natural Sciences & Mathematics as part of an A.A. or A.S. will be accepted towards credit in the appropriate general education distribution area. Advisors need to ensure the courses have transferred by running a degree audit.

At least 60 hours of the 124 hours required for the baccalaureate degree must be taken at a 4 year college or university.

4.9 Transfer Guides

To aid both Academic Advisors and students in their conversations surrounding the transferring of credits, Washburn University has placed extensive transfer guides on the public website. An introduction to and the Guides are available at: http://www.washburn.edu/admissions/undergraduate/transfer/transfer-guides.html. Please contact the University Registrar with specific questions regarding the Transfer Guides.

4.10 Placement Testing

Washburn University requires first-year direct from high school students to have a COMPASS or ACT score. Advisors must appropriately use these scores when advising on math and English course placement.

If a student wants to “test into” a higher-level math course, they can take the COMPASS Math placement exam. The exam is given in the Center for Student Success. Please call (785) 670-1942 for more information.

The English Department allows students to self-place and does not restrict students according to test scores, however, the chart below offers recommendations based on their scores.

### English Placement Chart

<table>
<thead>
<tr>
<th>ACT English Score</th>
<th>COMPASS Reading/ Writing Scores</th>
<th>Recommended Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-17</td>
<td>0-67</td>
<td>EN 100 Developmental English</td>
<td>No prerequisite for this course</td>
</tr>
<tr>
<td>18-36</td>
<td>68-99</td>
<td>EN 101 Freshman Composition</td>
<td>No prerequisite for this course</td>
</tr>
<tr>
<td>25+</td>
<td>95-99</td>
<td>EN 102 Freshman English Honors</td>
<td>Scholastic Performance, appropriate test scores and Student interest and motivation</td>
</tr>
</tbody>
</table>

**Note:** The most recent version of the English and Math Placement Charts are always available at http://www.washburn.edu/testing.
### Math Placement Chart

<table>
<thead>
<tr>
<th>ACT Math Score</th>
<th>COMPASS Math</th>
<th>Recommended Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-17</td>
<td>0-43 on Pre-Algebra</td>
<td>MA 103 Basic Algebra (does not count toward degree or graduation req.)</td>
<td>No algebra pre-requisite</td>
</tr>
<tr>
<td>18-21</td>
<td>44-100 on Pre-Algebra OR 0-54 on Algebra</td>
<td>MA 104 Intermediate Algebra (does not count toward degree or graduation req.)</td>
<td>No prerequisite for this course, however MA 103, 1 year of high school algebra, or appropriate test score is strongly recommended</td>
</tr>
<tr>
<td>22 or higher</td>
<td>55-100 Algebra OR 0-30 on College Algebra</td>
<td>MA 112 Essentials of Mathematics or MA 116 College Algebra</td>
<td>MA 104 (C grade or better), or appropriate test score</td>
</tr>
<tr>
<td>25 or higher</td>
<td>31-100 on College Algebra OR 0-45 on Trigonometry</td>
<td>MA 117 Trigonometry, MA 123 Pre-Calculus MA 140 statistics MA 141 Applied Calculus I MA 145 Math for Decision Making MA 148 Mathematics of Finance MA 206 Discrete Math</td>
<td>C or better in MA 116 or 117 or 123 C or better in MA 116 or 123 C or better in MA 116 or 123 C or better in MA 116 or 123 C or better in MA 116 or MA 123 PH 110 or CM 111 and MA 116 or 123 or appropriate test score</td>
</tr>
<tr>
<td>28 or higher</td>
<td>46-100 on Trigonometry exam</td>
<td>MA 151 Calculus &amp; Analytical Geometry I (5)</td>
<td>C or better in MA 117 Trigonometry, or MA 123 Pre-Calculus, or appropriate test score</td>
</tr>
</tbody>
</table>

### 4.11 Late Adds

In order for students to enroll in a class after the first week in Fall or Spring, the instructor’s approval is required via the Late Add process. Students with holds (conditional, provisional, etc.) on their account must contact the instructor directly to request a Late Add and ask for the professor to perform a Late Add Override (see Adding and Dropping courses, p.9). The student will then need to contact an advisor in the Center for Student Success in order to complete the registration process.

Students without holds will request a Late Add via their “Student Academics” tab in my.washburn. They need their registration PIN and to follow the “Late Add” links on “Register for Courses/Drop/Add.” The instructor receives the student request via email and either accept or deny the request. The decision is then sent to the University Registrar who will register the student if it is approved.

### 4.12 A/Pass/Fail

Students in good academic standing (cumulative GPA of at least 2.0) and sophomore standing (completed 24 or more credit hours) have the option to take up to one course a semester for A/Pass/Fail credit. Students must change their grade status for the class with the University Registrar by the last day to withdraw or the last day to change a graded course to A/Pass/Fail.

Students who are considering withdrawing from a course may be advised to change it to A/Pass/Fail if they believe they can pass the course. If a student changes the grade status to A/Pass/Fail and earns an A grade, the A will be noted on the transcript and figured into their GPA. If the student earns an F grade, the F will show on their transcript and figured into their GPA. Credit will be issued for all other grades (B, C or D), and indicated as such on the student’s transcript, but does not figure into the GPA.

Courses required for a student’s major, correlated courses and university requirements must be taken for a grade and would be ineligible for A/Pass/Fail credit.
4.13 Course Load

Time to degree completion is increasingly an issue of importance both at Washburn University and nationally. Washburn University encourages students to enroll in no less than 15 credit hours per term in order to complete degree requirements in four years. The advisor recognizes student differences and advises accordingly depending on student commitments such as family, part-time work or other factors that need considered for their academic success. Twelve credit hours a semester is considered “full-time” at Washburn University. This is important for students receiving financial aid or living on campus.

4.14 Declaring a Major

Students declare their major on Washburn’s application for admissions, or via a link on their “Student Academic” tab of my.washburn. Upon declaring a major, the academic department receives notification and needs to approve the declaration in order for it to be processed. Students can change their major at any time. Washburn University requires that students declare their major once they reach junior status (54 credits earned). Undeclared juniors are notified that they must declare their major and are also referred to resources to assist them in their choice of a major if needed. Juniors who have not declared their major will be required to see an academic advisor in the Center for Student Success for their registration PIN until they declare. If a faculty advisor tries to issue a PIN and receives a message that the student must declare, they may call the Center for Student Success for the PIN and are asked to assist the student in the declaration process.

4.15 Academic Plans for Financial Aid

Again, time to degree completion is increasingly an issue of importance both at Washburn University and nationally. Due to rules and regulations for Federal Student Aid, students must meet Satisfactory Academic Progress (SAP) toward their degree when being awarded financial aid. Students not meeting SAP are asked to complete an academic plan with their advisor. Students must have their academic advisor in their declared major sign off on their academic plan that will then be sent to Washburn’s Financial Aid office. To learn more please visit http://www.washburn.edu/admissions/paying-for-college/financial-aid/files/SAP_July2012.pdf. Please contact Financial Aid with specific questions regarding SAP.

5. ACADEMIC RESOURCES

5.1 Advising at Orientation

New Student Orientation (NSO) sessions occur from May through August for all students entering the university in the fall semester. All new students are directed to sign up for an NSO session. Students and their parents and/or guests have the opportunity to learn about the university and all it has to offer during this one-day program. This is the first opportunity for new students to register for fall courses.

Advising at NSO is an integral part of a student’s first-year experience. These meaningful interactions with faculty and professional advisors help connect new students to their major and aid in their first-year success overall. Developing a course schedule that allows first-year students to experience academic success is important. Students need to be advised to enroll in courses that fit with both their abilities and academic interests. For more information about New Student Orientation, see www.washburn.edu/orientation. Included in this handbook is a checklist for advising at New Student Orientation (see section 5.11).

5.2 First-Year Experience (FYE)

The First-year Experience (FYE) includes all courses, services and programs that assist freshman with their college success during the first-year. Other first-year programs at Washburn University include Convocation, Welcome Week, the iRead common reading program, the required WU 101, HN 101 and IS 100 courses (see below), civic engagements, and academic workshops, just to name a few. For more information about FYE, visit www.washburn.edu/fye.

5.3 First-Year Success Courses

Washburn University requires all students to complete a first-year academic success seminar course in order to graduate. The courses that satisfy this requirement are:

1. WU 101 Washburn Experience (3 credits) designed for direct from high school graduates.
2. IS 100 The College Experience (2 credits) paired with IS 170 Library Research Strategies (1 credit) designed for returning adult learners.

3. HN 101 Honors Experience (3 credits) designed for direct from high school graduates admitted into the University Honors Program.

For more specific details regarding this requirement, please consult the University Catalog. Upon completion of their university required FYE course, students are encouraged to enroll in IS 120: Major and Career Exploration. For some categories of students this is a required course (see 5.6).

5.4 Academic Probation & STAR program

If a student’s cumulative GPA falls below a 2.0, the student is placed on academic probation and is required to participate in STAR (Students Taking Academic Responsibility). This program, operated in the Center for Student Success, educates students about academic probation and success strategies designed to help them return to good academic standing. If STAR students do not complete the program by the deadline (approximately within 6 weeks of the start of term), a hold goes on their account and they cannot receive an enrollment PIN until completion and after meeting with an academic advisor in the Center for Student Success.

5.5 The Washburn Transformational Experience

The Washburn Transformational Experience (WTE) is a program that provides Washburn University students with amazing opportunities and experiences. It is our dream program. What is your dream? What have you always thought of doing or accomplishing? The WTE turns dreams into reality. The WTE goes beyond the everyday classroom experience by allowing students to choose and create projects that reflect their interests.

There are four (4) WTE areas and students are encouraged to complete one or more of them:

1. Community Service.
2. International Education.
3. Leadership.
4. Scholarly or Creative.

To find out more about a particular WTE, along with the process and procedures required to complete them please see www.washburn.edu/wte.

5.6 Passport to Success Program

Students who enter Washburn as freshman and are under 21 years of age, are admitted based on their ACT or COMPASS scores and their high school GPA. Students who have test scores below the admissions scale and are deemed academically underprepared are admitted on an exception basis. Students who are admitted on an exception basis are required to participate in the Passport for Success Program. These students are identified in my.washburn as having a “conditional” hold.

Students are:

1. Required to meet with their assigned academic advisor in the Center for Student Success at least 3 times during the semester.
2. Enroll in no more than 12 credit hours in the semester.
3. Enroll in the WU 101 or IS 100 college success course.
4. Participate in workshops, tutoring and other success programs.
5. Enroll in IS 120: Major and Career Exploration

Students who participate and earn “C” grades or better in no fewer than 12 semester hours will have successfully completed the program.

5.7 Academic Success Center

Washburn offers a robust tutoring program located in the Mabee Library and a satellite program located in the Living Learning Center (LLC). The Academic Success Center is staffed by students and is open 7-days of the week. Tutors are available on a walk-in basis, including evening hours. They also provide helpful resource links, academic workshops, and referrals to other campus services. Schedules of subjects and hours are available on their website at www.washburn.edu/tutoring. Tutoring is also offered by departments across campus and students are encouraged to contact the appropriate unit regarding schedules.
5.8 Academic Suspension & Reinstatement

Students on academic probation who do not meet GPA requirements (semester GPA of 2.25 or cumulative GPA of 2.0) are academically suspended. Students must sit out at least one semester from Washburn (excluding summers) prior to being able to apply for academic reinstatement. Reinstatement applications are available from the Dean of Students, Morgan Hall and must be filed no less than 60 days prior to the beginning of the term in which they are applying for reinstatement with Academic Affairs.

Once reinstated, students are required to register with an academic advisor in the Center for Student Success and may have their number of credit hours restricted.

5.9 Early Alert Referral Program

The Early Alert Referral (EAR) Program is a retention program offered by Academic Advising in which faculty refer students who have poor attendance, low test grades, or be otherwise at-risk of failing their course. An academic advisor in the Center for Student Success will contact the student and offer options, resources and referrals that can assist them in being successful in the course. Faculty members can refer a student at any point during the semester. The referral form is available at www.washburn.edu/advising/faculty-resources/early-alert.

In addition, information gathered in First-Year success courses using a web-based retention tool called MAPworks, can cause a success team member to contact you when your assistance is necessary to assist a student in their transition to university studies.

5.10 Checklist for Advising Sessions

Each individual advising appointment will vary based on the student, their circumstances, needs and questions. The following is a general list of items that should be covered each time you meet with a student.

- Make sure student has a WIN (Washburn Identification Number) and an iCard. Let them know they can get their ID in the Ichabod Service Center in the Memorial Union.
- Run a Degree Audit for each advisee. This will list classes taken and what is still needed.
- Check to see if the student has any holds. These need cleared prior to the student enrolling.
- Look at the student’s Academic Transcript. Is the student on probation? Does the student have transfer credits? Have all previous transcripts been received and posted?
- Ask the student if they have received an Associate’s Degree. If so, this will affect how Washburn accepts their transfer credits. Ensure the student’s degree audit reflects their transfer credits in the proper general education category. If this needs updating, contact the University Registrar auditors. (audits@washburn.edu).
- Look over the general education courses the student has already completed and what they still need to complete.
- Make sure the student is taking the correct math and English course for their abilities. The Math Department requires a certain score on the ACT (22+) or the COMPASS (Algebra 55+) to enroll in MA 110 or MA 116 without the prerequisite (MA 104 Intermediate Algebra with C grade or better). Students with ACT English score less than 17 should be encouraged to enroll in EN 100 Developmental English.
- Let the student know about WU’s course repeat policy. They may repeat any course in which they have received a grade of “D” or “F”. The new grade will replace the old grade in their GPA.
- A student can take a course for Pass/Fail credit if it is not required of their major or a university requirement. The student must have completed 24 hours to take a class P/F and have a GPA of 2.0 or higher. Students can repeat courses in which they received a C grade or better only with the permission of the Academic Department Chair.
New Student Orientation is an exciting time for incoming freshman and their families and guests. Many students are very anxious about college and it is important for the faculty and staff to be caring members of the university community. This initial interaction helps students build and maintain relationships with faculty and their academic department.

✓ Students must enroll in an academic success seminar: WU 101, IS 100 or HN101.

✓ Provide information to students about university and general education requirements for the degree.

✓ Ask about any college courses the student has completed during high school for credit. These transcripts may not have been received by the university yet.

✓ Make sure any needed overrides for classes are done.

✓ Ensure students are placed in the appropriate math or English course for their ability.

✓ Encourage students to enroll in 15 credit hours.

✓ All students must know how to login to my.washburn. Inform students that Washburn email is the university’s official channel of communication.

✓ Provide information about major and degree requirements in the form of handouts or four-year plans.

✓ Inform the student where they can seek advising help after orientation. Make sure they have their advisor’s name and contact information.
For further assistance, please contact the Office of Academic Advising

785-670-1942
advising@washburn.edu
www.washburn.edu/advising

Pamela Erickson
Director of Advising