

The 3Rs:

Academic Advising Handbook

2016-2017



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Introduction

In the *Aims of Education* Alfred North Whitehead described education as the acquisition of the art of the utilization of knowledge. As with other arts, mastery is facilitated when a mentor serves as a guide for the learner. In higher education, that mentor-student relationship is often formalized in a program of academic advising. Students come to the university with the expectation of developing their potential. When they are able to connect with a faculty member in a mentoring relationship, that expectation has the promise of being realized.

The Adviser's Role

The term academic advising lends itself to a variety of interpretations from a *pro forma* assistance in course selection to a developmental model that addresses the student's needs from a holistic perspective. Developmental advising was designed over forty-five years ago in reaction to a prescriptive approach to advising, built on a model which emphasized the authority of the adviser and the limitations of the student. In a developmental approach, advising is seen as an extension of teaching. The advising process is a responsibility shared by adviser and advisee.

Responsibilities of the Adviser

- Establish a caring working relationship with your advisees.
Remember that academic advising is a form of teaching that continues throughout the year. Scheduling classes is only one small aspect of advising.
- Help students to clarify their goals.
Initiating a discussion with your advisees about their goals will enable you to provide them with more meaningful advice as they make their academic plans.
- Encourage students to begin planning for their future career.
Planning for one's career is not something a student should begin in the senior year. It is a process that can start in their first semester on campus. Urge students to access the opportunities offered by advisers in the LEEP Center.
- Relate interest and abilities to plans.
While it is important to encourage your advisees to take on challenges, it is also important that their decisions have some basis in reality. Sometimes a student's interest in a subject may far exceed her ability.
- Assist advisees in exploring and selecting majors.
Review departmental requirements with students as they explore potential academic directions. You'll find program sheets for each major, minor, and concentration on the Academic Advising web site.
- Help students select appropriate courses for their academic plans.
Courses which meet the requirements for the Program of Liberal Studies are an excellent way in which first year students are exposed to a variety of academic disciplines. Encouraging students to meet as many of these requirements as they can in the first two years will provide them both with a strong liberal arts foundation and an introduction to breadth of academic study.
- Monitor students' academic progress.
Mid-semester progress grades may provide a warning for students experiencing some difficulties. In some cases, the problem may lie with poor attendance and failure to complete assignments. In other cases, the assistance of a tutor in the Writing Center may provide the intervention needed to reverse a poor start.
- Encourage students to get involved in campus activities.
Students who are involved in co-and extra-curricular activities are more likely to establish a sense of connectedness to Clark and are, therefore, more likely to stay.
- Refer students to campus resources when appropriate.

Recognize when an advisee needs the assistance of another professional on campus. Facilitating the connection between your advisee and an appropriate campus resource is an important role that advisers can play.

- Recognize that you are not alone in this endeavor. You have the support of LEEP Advisers who will bring to the advising experience professional experience in the areas of academic advising, career development, experiential learning, study abroad, and writing assistance. Making use of these colleagues will enhance the advising you will provide.
- Other areas of support include the Academic Advising Center, The Dean of Students Office, Counselling Services and the Associate Dean for Student Success.

Advising Conversations in the First Semester with First-year Advisees

In order to be able to establish a relationship with your advisees, it is important for them to have the opportunity to meet with you with some regularity. There is no more important time in which to do this than in the student's first semester at Clark. Research has shown that a critical variable in a student's decision to remain at an institution is the opportunity for the student to have a meaningful connection with faculty. The advising relationship offers that opportunity.

In the first semester, advisers are urged to have contact with their advisees at least four times according to the following schedule:

August **The First Semester**

Your first meeting with advisees for most advisers will be when you meet them in your First Year Intensive course. While students will have already registered for their fall courses when they meet with you, some will still need to discuss their course selection. Some will need to make changes in their schedule during the add/drop period. In your first meeting, you may wish to explain how you envision your role as adviser and how students may access you for help. You will also want to talk about some of the unique academic opportunities available to students at Clark.

Prior to meeting with your advisees, you will be able to access electronically advising folders for each of your advisees. The folders contain a profile of each of your advisees, copies of their admission applications and essays, results of standardized tests, placement results, and indications of their intended majors and special interests.

September/October **Group Meeting**

While you will have regular contact with your advisees in your FYI, the purpose of this meeting is to provide an opportunity for students to discuss their early experience at Clark, both academic and social. Students may find that taking four classes per week is deceptive. They need to understand their responsibility to attend to academics, and may not realize that they should be spending two to three hours studying outside of class for every hour in class. Encourage your advisees to make use of the academic support services that are available to them. These include the Writing Center, the reference staff in Goddard Library, and the academic services of the LEEP Center.

If you discover that morale in the group is low, check with students who may not have spoken to see if they share the experiences being discussed. Tell students that you will convey their concerns to the proper people on campus. Please report concerns you may have which relate to student life to the Dean of Students. Do not assume that you need to have answers for students' criticism. Let them know that we are interested in their concerns and that the appropriate person will follow up on them.

November **Mid-Semester Progress Review and Course Selection for Spring Semester**

Mid-term progress grades may provide a reality check for some students. An individual meeting with advisees to discuss any unsatisfactory grades may provide the impetus to get

students back on the right academic track. You may need to engage in triage for some students. It may be preferable for some to withdraw from a course they are failing in order to devote their energies to improving their remaining classes.

Since many students will not have received a formal progress grade, you should consider asking pointed questions about their academic experience:

*Is the course work different from what they had expected?
How do their classes compare with one another?
Do they find the material they're covering interesting?
How does each of the courses they are taking fit into their educational plans?
Are they keeping up with all of their readings, assignments, and labs?
How much time do they spend out of class each week doing school work?
Are they managing their time well?
How is their non-academic life going?*

Students will select their courses for the spring semester in this month as well. A discussion of how classes are going as the first semester is coming to an end is important. If they plan to take a course that has a prerequisite, they need to understand that they must successfully complete that course in the fall semester before continuing onto the next level.

For some of your advisees, the Thanksgiving break will be their first return home since arriving at Clark in August. Addressing with them some of the issues they may face can be helpful. There will be some adjustment they will need to make after having been independent for three months. There likely will be comparisons made with their friends about the college experience.

*Are they, for the most part, pleased with their decision to come to Clark?
Have they been challenged academically?
Do the courses they are taking begin to help clarify some of their goals?*

December

End-of-Semester Assessment

It would be helpful to have some contact with your advisees before the semester ends. This may be a conversation in your office or contact over e-mail. Review with them strategies for approaching their exams. Discuss plans for the spring semester. Where appropriate, give a verbal reward for completing the first stage of their university experience.

Do they feel a part of the Clark community?

Recommended Advising Conversations in the Second Semester

January

Opening of Semester Meeting or Contact

This is an opportunity to discuss with the student second semester plans and to review first semester grades. Any changes in the student's schedule may also be discussed at this point. If not a personal meeting, consider dropping an e-mail message to your advisee.

Early April

Mid-Semester Review/Course Selection for the Fall Term

Individual meetings with your advisees at this point in the semester will give you the opportunity to review with them their academic progress. Mid-semester progress grades for first year students are available online to students and advisers in mid-March. This can be a particularly stressful time for some students and they will benefit from an honest discussion with you.

How are students performing in specific classes?

If appropriate, offer suggestions for academic or personal support services on campus.

This meeting is also be an excellent time to have your first year advisees reflect on the expectations they identified in the adviser information sheet they completed over the summer. Raising the questions from the form at your meeting would be a good spring board for discussion. Advising for course selection for the fall takes place in early April.

Would your advisees respond differently now to the questions they answered last summer?

Late April/Early May **End-of-Year Assessment**

A final meeting with your advisees at the end of the academic year will allow them to reflect on the year. This may be an individual meeting in your office, a contact through e-mail, or a group meeting with your first year advisees.

Were their expectations for Clark met?

How have their expectations changed?

What are their plans for next year?

REGISTRATION

Placements, Course Load, and Reminders

Writing Placement
(ESL, Expository Writing and VE courses)

ALL students receive a writing placement through the Writing Placement Process. Incoming students were asked to complete this process by **June 5**.

To complete the Writing Placement Process, students submitted a questionnaire and a 500-word essay. Faculty readers from across the disciplines evaluated these essays.

The placement determines the **highest** level at which the student may enroll. A student may switch to a lower level with permission of the Director of the Writing Center and Writing Program.

Placements are:

Level	Academic Credit	Fulfills VE Requirement
Exempt	YES	YES
Verbal Expression	YES	YES
IDND 018: Expository Writing	YES	NO
IDND 018: Expository Writing /Workshop Section ¹	YES	NO
ESL 155: Expository Writing for Non-Native Speakers	YES	NO
ESL 150: Pre-Academic Writing for Non-Native Speakers	NO	NO
Test (Only for students who did not complete the Writing Placement Process over the summer)		

My advisee does not agree with the placement. What can the advisee do?

Contact the Director of the Writing Center and Writing Program, Jennifer Plante, via email at jplante@clarku.edu

¹ Students placed into the IDND 018 Workshop section are not permitted to change this registration without the permission of the Director of the Writing Center and Writing Program. Students placed in IDND 018 Workshop are registered in advance for this course.

Mathematics Placement Test

Purpose of the Mathematics Placement Test.

The Mathematics Placement Test is an independent assessment of students' quantitative ability. Analytical, computational and technological skills have become increasingly important in many disciplines and professional careers. We therefore encourage students to improve and further develop those skills, independent of their intended majors, by taking courses in Mathematics and Computer Science starting in their first year in college.

Who should take the Mathematics Placement Test?

Students who wish to obtain an independent assessment of their quantitative ability. Students who are ready to register for an introductory course in Mathematics (Math 119, Math 120, Math 121, Math 124, or Math 125). A successful completion of the placement test is a prerequisite for registration for those courses.

The only students who are allowed to enroll in introductory Mathematics courses without taking the placement test are those who already have AP credit for Calculus.

Students with advanced placement who feel that they are prepared to start their math sequence beyond Calculus I and II should consult with the Math Department.

Students who place into Calculus or have AP credit for Calculus have the necessary quantitative background to excel in computational science and information technology which have become important parts of many disciplines. Those students are **strongly encouraged** to enroll in CSCI 120 (Introduction to Computing), in order to develop their computational skill.

When and how does a student take the Mathematics Placement Test?

Students can take the on-line Mathematics Placement Test anytime. It is **strongly recommended** that first-year students take it **by June 30** before registering for classes. The placement test and additional information about it are located on Moodle. So, log into Moodle (moodle.clarku.edu) with your username and password. Under "Current Courses" look for "Math Placement" and click on that. On the left, under "Activities", click on "Quizzes". Both parts of the test can be found there.

What are the possible outcomes for students taking the Mathematics Placement Test?

Depending on the achieved score, students who pass the placement test will be able to register for one of the following courses:

Math 119 Offered in each semester; **Math 120/121 120** fall, 121 spring;

Math 124/125 124 fall, 125 spring

Students who are not satisfied with their placement can repeat the test once.

Foreign Language Placement

Clark offers classes in Spanish, French, German, Japanese, Chinese, Hebrew, Latin and Greek. Other schools in the Worcester consortium have Italian and Russian. Recently our placement procedures have been simplified. For all but Spanish, French and German, you may consult with the language instructor to determine proper placement. The following procedures for Spanish and French, however, can serve as a guide for all.

Please Note: Course placement is based on experience in the language as reflected by your high school transcript. Please be careful to enroll in the appropriate level, as Clark verifies placement by checking your high school transcript. Students enrolling in a class below their designated level will not receive credit for the class and will need to take another LP [Language and Culture Perspective].

Beginning level: 101-102. This course assumes little or no knowledge of the language and is best suited for students who wish to begin a new language. Both semesters of the course have to be completed to receive credit. Please note that students with more than one year of language may not enroll in a 101 course.

Guidelines for higher level courses:

Previous Years Language Study	SPANISH
0-1	011
2	103 Intensive
3	105
4	106
5 + more	127 + above
Native Speakers	Spanish 131 or above (except Spanish 140). Consult Program director.

Previous Years Language Study	FRENCH	GERMAN
0-1	101-102*	101-102*
2-3	105	103
4-5	106	See Instructor
5 +	120, 124* +	See Instructor
Native speakers	French 131 or above. Consult program director.	Consult Program Director.

Previous Years Language Study	JAPANESE	CHINESE	LATIN/GREEK
none	101-102	101-102	101-102
0-1	101-102	101-102	101-102
1-2	See Instructor	See Instructor	
2-3	103	103	103
3-4	104		

FREN120/124 and SPAN127 are designed for students with a strong high-school background or who have had an AP class.

Students who wish to discuss or change their initial placement by moving up or down a level should **go directly to the instructor of the course** in which they wish to be placed to get permission to enroll in the course. First-year students should not take literature courses unless they are completely confident about their mastery of the language. They should go directly to the instructor of the literature course to determine if they are qualified to take the course.

Students considering a minor or major in a foreign language who are blocked from their chosen class should make an appointment with the Coordinator of the language before classes begin. Students enrolled in a 101 course, must complete 102 to earn LP designation.

To speak with a representative of the Department regarding these language guidelines see:

Japanese or Chinese: Alice Valentine x7726
Hebrew: Everett Fox x7355
Spanish: Belen Atienza x7256

French: Beth Gale x3781
German: Robert Tobin x7353

Economics Placement Exam

The Department of Economics does not offer a placement exam for incoming students. Students receive advanced standing through the academic advising office via successful completion of previous college coursework or its equivalent (e.g. AP courses, IB program, A-level exams).

Which majors require Economics 010?

Economics, Government, International Development, International Relations concentration, Business Management and at least one subfield in Geography.

What if my advisee received college transfer credit for Introductory Economics courses?

Do you have a record of that credit in your advising folder? If not, your advisee may not have requested an official transcript be sent to Clark. S/he should make this arrangement immediately. All transcripts should be sent to the Registrar's Office, Clark University.

Music Theory Placement Exam

Who should take the Music Theory Placement Exam?

Any student who would like to enroll in courses in the music program.

Essentially, the Music Theory Placement Exam is used to determine in which initial music theory, history and performances course a student should enroll.

Of what does the Music Theory Placement Exam consist, and when is it offered?

The music theory placement exam is offered online through Moodle and can be taken at any time. It consists of 25 multiple choice questions. Students should budget one hour to complete the exam. After you take the exam, contact Music Program Director, Professor John Aylward to notify him that you have taken the exam and are interested in joining the music program. jaylward@clarku.edu.

What do the results mean?

This exam is literally a placement exam; there is no Pass or Fail. Students with sufficient background knowledge in written music theory skills, as determined by the exam, will be directed to enroll in MUSC 121 (Theory I). Students with insufficient skills for Music 121 will be directed to enroll in other coursework offered in the fall that will strengthen their rudiments and prepare them for MUSC 121.

Are there alternatives to taking the Music Theory Placement Exam?

Acceptable proof of preparation for MUSIC121 includes having taken a rudimentary course in music prior to MUSC 121 or a score of 4 or higher on the Music Theory AP exam. If the student believes that he or she is prepared for MUSIC121 but lack these credentials, he or she should take the online Music Theory Placement Test and contact Professor John Aylward.

Advanced Standing Credit

ADVANCED PLACEMENT (AP) SCORES

Credit Awarded—A student may receive a maximum of 4 units. One unit for each College Entrance Examination Board AP score of **4 or 5**.

Does the awarding of this credit waive any University or major requirements?

A score of **5** for English Lit/Comp will result in a waiver of the Verbal Expression (VE) requirement. Scores of 4 or 5 in other areas may result in Program of Liberal Studies (PLS) waivers. Students may receive a maximum of two PLS waivers in total.

COLLEGE CREDIT TAKEN WHILE IN HIGH SCHOOL

Generally, students may earn up to four units of university credit for college courses completed while in high school. Students must have the college send an **official** transcript to the Registrar's Office at Clark. Courses are then evaluated for possible transfer credit by Academic Advising.

My advisee is sure s/he followed this procedure but I have no record of any advanced placement. What next?

Students should check with the Registrar's Office to confirm that their transcript was received. If the course work has been evaluated positively, the student will receive notification. If there is a problem, the student will find out what it may be at that time.

OTHER FORMS OF ADVANCED PLACEMENT

Credit is awarded for: full International Baccalaureate Diplomas are given one full semester (4 Clark units) of advanced standing credit. The full diploma with a total of 36 or above will be given one full year of credit (8 units) provided all exam scores are 5 or above. Individual IB courses (at the higher level) with scores of 5 or higher are awarded one Clark unit each; British A-level courses are awarded 1.0 unit each for grade of C or better up to a maximum of 4.0 units; Ontario 13th Year earns up to 4 units of advanced placement; Quebec CEGEP program earns 8 units of advanced placement for completing the full 2 years of study; the German ABITUR (4 units); the Swiss MATURA and Italian MATURITA (4 units); the French or Moroccan Baccalaureate will earn 4 units with the diploma (level of "admis" at least), otherwise one unit will be awarded for each eligible course (with a coefficient of at least 4 and note of at least 10) up to a maximum of 4 units. Other international academic experiences are evaluated individually. Students who have completed Bard Early College are eligible to receive a maximum of 8.0 units of advanced standing credit for appropriate college level courses in which the student has earned a minimum grade of B.

No credit is awarded for successfully passing CLEP (College Level Examination Program) tests, Regents Exams or credit by exam from another college.

Transfer Credit

My advisee says that s/he has taken college credit at another institution. What should I be looking for?

College credit is evaluated for transfer either by the Transfer Evaluation Committee or the Academic Advising after an official transcript from the college awarding credit has been received by Clark.

What kind of credit is transferable to Clark University?

Credit earned from any liberal arts course earned with a grade of C or higher, completed at a regionally accredited institution of higher education will be accepted in transfer.

What credit will not transfer to Clark?

Credit evaluated to be non-liberal arts in nature: pre-professional courses; physical education classes; internships and practica; pre-college or remedial classes; first year and sophomore ROTC courses; credits awarded through examinations at individual institutions; Regents Exams or CLEP (College Level Examination Program) credit; credit earned with a Passing or Credit grade, without documentation that the grade was a C or higher; and credit with grades below a C will not transfer.

How will I know what credit has been accepted at Clark?

You will find the transfer credit that has been approved recorded in the student's academic record in banner. You will also find a copy of the student's transfer credit evaluation along with a copy of the student's transcript from the prior institution(s) in the student's electronic blue folder.

How much credit will students receive when they transfer?

Students get **1.0** unit of Clark credit for every **4.0** (semester) credit course which is approved. A **3.0** (semester) credit course will transfer in as **0.75** Clark unit. Courses on the quarter hour system transfer at slightly different rates. Transfer students may receive up to a maximum of **16.0** units (junior class standing), and up to half their major requirements in transfer to Clark.

Can students receive waivers for the Program of Liberal Studies?

Yes. Any waivers approved will be indicated on the Transfer Credit Evaluation form. Students may request reconsideration of a course for PLS waiver by submitting additional documentation, such as a course description or syllabus.

How are credits evaluated for the major?

The student's transfer adviser will determine which transfer courses may be accepted as meeting major requirements.

My advisee indicated that credits are missing and has just handed me some syllabi. What am I supposed to do?

Failure to send an updated transcript with the student's final semester grades, grades below C, inappropriate courses and courses which required further documentation to determine transferability are all reasons for credit not to transfer. All documentation (syllabi, course descriptions, etc.) should be submitted to the Academic Advising Center.

Course Load

NUMBER OF COURSES	TYPE OF LOAD	LIMITATIONS
5	Full-Time	Only Juniors and Seniors with a minimum cumulative GPA of 3.0 or a minimum GPA in previous semester of 3.0 will be approved for a course overload. Some exceptions may be given for sophomores with an exceptional GPA.
4	"Normal" Full-Time	None
3	Full-Time	None
Fewer than 3	Part-Time	Dean of Students approval required
AUDIT (no credit awarded)		Must be enrolled full-time. Permission of Instructor required. Payment required for COPACE Audits.

EXCEPTIONS:

Courses awarding NO credit: ESL 150 Advanced Grammar (for Non-Native English Speakers).
FR/SO ROTC Courses.

ROTC courses at the FR/SO level are non-credit courses. Students may register for them over and above a regular course load (as a 5th course, without College Board approval). Registration for ROTC will be approved for first-year students upon petition.

ESL 150 is a pre-college-level academic course and requires enrollment as part of a regular 4 course load, not as an overload.

Course Balance

Some Quick Guidelines for Creating a Balanced Course Load

What:

- At least **ONE** small class (**UNDER 20 STUDENTS**)—This is met with a student's FYI course
- No more than **TWO** courses with **EXTENSIVE OUT OF CLASS TIME COMMITMENTS**:
(e.g. Science labs, Studio Art, Screen Studies, Computer Science, Foreign Languages)

Type:

- At least **ONE** Critical Thinking course (VE or FA), if eligible, or the appropriate preparatory course (IDND 018, ESL 155, MATH 119)
- At least **ONE** course required for a major of interest
- At least **ONE** course which fulfills a Perspective
- **ONE** course of general interest

When:

- Classes should be scheduled throughout the week.
- Schedule breaks between classes (this allows the review of notes/lectures).

Where:

If scheduling a Consortium class, students must allow for the time to commute to other institution.

Limitations on Courses for New Students

First Year Students may **not** enroll in:

- COPACE courses
- CONSORTIUM courses unless ROTC or approved by College Board petition
- Internships

First Semester Transfer Students may **not** enroll in:

- COPACE courses
- CONSORTIUM courses unless ROTC or approved by College Board petition

Courses on the Web

Each semester's schedule of courses is available on the Registrar's Office website.

Remember...

Co-Requisites

Notation in right-hand column of schedule of courses. Some courses require students to co-register for another course, most often a lab or discussion session. Students must register for both.

Pre-Requisites

Notation in right-hand column of schedule of courses. Many courses require the completion of a lower-level course prior to registration. Instructor permission overrides pre-requisites.

Permission Courses

Require the instructor's electronic approval.

Alternatives

Students should select a set of alternate courses. Class enrollments are often tight and students who register late may have trouble getting their first choices.

Pass/No-Record

Students must decide on this option within the **first three weeks of the semester**.

REQUIREMENTS

University Requirements

Graduation Requirements

Minimum Requirements for Graduation:

Program of Liberal Studies: **CRITICAL THINKING COURSES**

Verbal Expression (any department)
Formal Analysis course (any department)

PERSPECTIVE COURSES
(6 out of 6 in 6 different academic departments)

Aesthetic Perspective
Global Comparative Perspective
Historical Perspective
Language and Culture Perspective
Science Perspective
Values Perspective

Note: Any credit-earning grade is acceptable for PLS requirements (including P and D).

Major: Completion of a University-approved major.
At least half must be completed through Clark University courses.
Some majors require specific minimum grade-levels to count certain courses towards the major.

Credits: Completion of 32 units (at least 16 from Clark).

Grades: Must have a minimum cumulative grade point average of 2.0, with no more than four D or D+ grades.

Residency: Transfer students: no more than 50% of the credits towards graduation (16.0 units) may be transferred in by a student who did not begin at Clark University. At least half of the major must be completed at Clark (Note: some majors will limit the amount of off-campus Clark program credit which may be counted towards the major).

Students who begin their college career at Clark may transfer no more than 12.0 units of credit toward their Clark degrees.

ALL students must be in a Clark program for both final full-time semesters of their senior year. Eight of a student's final 16 units must be completed in residence.

Academic Policy

Academic Good Standing

In order to be considered in good standing, the student must:

complete at least two units **each semester** with a minimum grade point average of at least 2.0

AND

complete five units or more with a cumulative GPA of 2.0 during the first year, or complete six units or more with a cumulative GPA of 2.0 during the sophomore, junior, and senior years.

Failure to meet these criteria will result in placement on Academic Probation.

Probation

Academic probation status may be assigned by either for failure to meet academic good standing criteria or for breach of academic integrity. Academic probation status carries with it a number of responsibilities and a number of restrictions.

Responsibilities

The student must meet with his/her probation adviser in the Dean of Students Office during the first two weeks of the semester to review his/her past academic performance and to strategize for the current semester.

The student must sign a probation contract specifying the conditions of probation. For most students this requires the following:

- enrollment in 4.0 units
- regular meetings with their probation adviser
- completion of 4.0 units with at least a C- in each course and a semester and cumulative GPA of at least 2.0

Failure to meet these criteria may result in a required withdrawal from the University for at least one semester. This decision is made by College Board.

Restrictions:

The student may not take more than 4.5 units of credit.

The student is restricted from competing in NCAA sports. (Exceptions may be determined upon petition to the College Board. Student athlete must explain what led to the probation and indicate plans to address whatever problems precipitated this outcome.)

The student may not serve as:

- an officer in any student organization
- a peer adviser
- a resident adviser.

The student may not represent the University in any official capacity.

The student may not study abroad while on probation.

Scholarships, Fellowships and Grants

There are many different types of national and international undergraduate and graduate fellowships that offer students with exceptional academic records an opportunity to receive financial support for advanced undergraduate or graduate studies.

Is your advisee a good candidate?

Although the programs and qualifications differ greatly, there are some basic minimum requirements common to all fellowships and grants.

If you have advisees who are interested in pursuing a fellowship, they should have excelled in their undergraduate career, distinguished themselves in their major field of study, and maintained a GPA of at least 3.30. (This is to be considered as a minimum satisfactory GPA. In almost all cases, a higher GPA is expected if one wishes to be competitive.)

If interested, students should begin to investigate the various fellowships and their eligibility by the end of their sophomore year. Contact Dr. Phil Robakiewicz, Associate Dean for Student Success at probakiewicz@clarku.edu for information. Information about national and international fellowships and scholarships may be found on the Academic Advising website at <http://www.clarku.edu/offices/aac/scholarship/>.

Special Program Information

Accelerated BA/Master's Degree Program

For up-to-date information, please go to www.clarku.edu/graduate

Application Procedures and Timeline

Interested students must complete the online *Application to the Accelerated BA/Master's Degree Program* by May 1st of the junior year. Students who have been provisionally admitted into the program begin taking graduate level courses during their senior year.

These graduate courses provide academic credit toward completion of the bachelor's degree and fulfill some of the course requirements of the graduate degree. Eligible students are admitted into the graduate program of their choice upon receipt of the B.A. degree, and typically, in a fifth year of study, complete the course requirements for the Master's degree.

First or Second Year Undergraduate:

First and second year students should have reviewed the accelerated degree website and have discussed their interest in a particular graduate program with the accelerated degree program adviser in their area of interest.

Junior Year:

Students must complete the *Application to the Accelerated BA/Master's Degree* by **May 1st** of the junior year (December 1st for those who will complete their undergraduate degree requirements at the end of the following year fall semester). The form is available on-line at <https://gradapply.clarku.edu/apply/>.

This application is necessary to be eligible for tuition remission, but does not commit a student to completing the Master's program.

The *Application to the Accelerated BA/Master's Degree Program* must also be endorsed by the adviser of the graduate program in which the student is interested.

NOTE: No changes to the program of study are allowed after the May 1st deadline.

While a student may submit the application while studying abroad, s/he must be advised by the appropriate graduate program adviser and have the adviser form signed by the program adviser in order to have the application accepted by Academic Advising.

Senior Year

Students who have met the academic eligibility criteria at the end of their junior and have been provisionally accepted into the program will be evaluated for admission by the graduate department to which they have been provisionally admitted. Contingent upon this approval and meeting the minimum academic criteria required students will be evaluated for full admission into the graduate program at the end of their senior year.

When do I hear about my application?

Academic eligibility for consideration of provisional admission into the Accelerated BA/Master's Degree Program is determined by Deans DeMoura and McKenna. After acceptance by the Academic department, eligible students will be notified that they have

provisionally admitted by Graduate Admissions. A final review of eligibility is made by the Deans at the end of the senior year.

Accelerated BA/Master's Degree Program Policies

1. Students must complete and submit the application to the Accelerated BA/Master's Degree Program by May 1st of their junior year.
2. Students may not switch to another program after May 1st of the junior year.
3. Students who are suspended or expelled from the University lose their eligibility to participate in the program.
4. Sophomore/junior and senior year GPAs are calculated on the basis of courses taken at Clark during the fall and spring semesters only. Transfer, summer courses, and School of Professional Studies courses taken during the summer are not included in the GPA calculation.
5. Students must complete 8 semesters of full-time study at Clark within 5 years of initial entry to be eligible for full tuition remission. The additional year is to enable students to take one or two semesters' leave of absence for any reason except required withdrawal or suspension (for academic or non-academic reasons). These need not be consecutive semesters. Transfer students do not have the same privilege of taking a leave of absence.
6. Students, who are awarded advanced standing credits upon entrance to Clark are eligible for full tuition remission if they have completed 8 full-time semesters at Clark.
7. Students who complete their BA in 7 semesters at Clark for whatever reason (students who manage to accelerate by one semester or students who transfer in but complete 7 paid semesters at Clark) receive a 75% tuition remission for their one year of graduate studies. Students who complete their BA in 6 semesters or fewer at Clark receive 50% tuition remission.
8. Clark study-abroad programs count as regular Clark courses.
9. Students who study abroad in a non-Clark program for one semester (NOTE-"Clark Affiliated" programs are considered "non-Clark programs") and have been enrolled as full-time students at Clark for seven semesters are eligible for 75% tuition remission. Students who study abroad in a non-Clark program for a full year are eligible for 50% tuition remission in the fifth year.
10. The full or partial tuition remission policy applies to all required courses for a period of up to one year after receipt of the B.A. All non-required courses will be charged at normal tuition rates. There will be no extensions of the tuition free policy beyond 12 months after graduation for any reason, except as noted in 13 and 14 below.
11. Students must begin graduate course work during the senior year. Tuition remission applies to a maximum of ten courses taken during the fifth year. Additional courses taken during the fifth year will be charged at full tuition rates.
12. Students who take longer than one year will pay regular tuition rates for any additional courses taken after the 12-month period. Students who have not completed the master's requirements will be charged non-resident fees of \$200 per semester for up to one year if they have completed coursework.
13. Education students who complete the B.A. requirements in December may defer the start of their graduate studies to the following summer.

14. Students who complete the B.A. requirements in December rather than in May may defer their eligibility one semester if, and only if, the program agrees that the required courses are not available in the spring semester (presumably because the course offering would be off-sequence).
15. Students who graduate in May and begin their Master's program in the following summer, will remain eligible for tuition remission for both that summer and the summer following if they require both summers to complete the degree requirements.

Please visit the accelerated degree website at <http://www.clarku.edu/graduate-admissions/accelerated-degrees/index.cfm>.

Clark Guidelines for Studying Abroad

Study Abroad is located in the ASC building, Rooms 116 and 117.

web: <http://clarku.edu/studyabroad> email: studyabroad@clarku.edu phone: 508-793-7363

Director, Alissa Kramer: akramer@clarku.edu

Associate Director: Evan Wilson: ewilson@clarku.edu

STUDENT PLANNING GUIDE FOR STUDYING ABROAD

FRESHMAN YEAR – Research

- Research programs and requirements on the [study abroad website](#).
- Go to a Study Abroad 101 Information Session.
- Attend the Study Abroad Fair in the fall.
- Explore financial aid/scholarship opportunities. Check deadlines.
- Discuss plans with the family.
- Explore financial aid/scholarship opportunities. Check deadlines.

SOPHOMORE YEAR – Apply and Prepare

- Attend the Study Abroad Fair and Study Abroad 101- again.
- Declare a major before beginning the application process.
- Meet with a major FA to discuss the complete academic plan.
- Meet with a study abroad advisor to discuss options.
- Pick up a program application checklist one semester before applying.
- Prepare a resume. (This is required for the application.)
- Submit an application BEFORE the deadline (Feb 15 for fall/year-long; Sept 15 for spring).
- Follow-up on scholarship applications. Students who receive Pell Grants should apply for the Benjamin A. Gilman Award.
- Speak to returned students/study abroad ambassadors to hear personal stories about the programs.

JUNIOR YEAR – Apply and Prepare/Explore and Engage/Return and Reflect

- Research the host country will be living in.
- Engage in the host country's academic opportunities, history, and culture through the study abroad program.
- Blog or keep a diary while away. Share stories!
- Reflect on the experience upon return. This takes time; sometimes it takes years.

SENIOR YEAR – Return, Reflect, and Reciprocate

- Complete a program evaluation.
- Apply to be a Study Abroad Ambassador. Share experiences with students preparing to study abroad.
- Attend the Study Abroad re-entry gathering to share stories with returned classmates.
- Re-write your resume.

ADDITIONAL PLANNING TIPS

ACADEMICS

- Maintain a 3.0 GPA to be eligible to study abroad. Some programs require a higher GPA. Study abroad awards and scholarships often also require a strong GPA.
- Decide on a major as soon as possible, and begin taking required courses.
- Fulfill perspectives as soon as possible.
- Visit [Career Services](#) to develop a resume.

FINANCES

- There is a \$100 application fee, and a one- time \$1000 study abroad/away fee, payable the semester you are away.
- Students on Clark-affiliated programs pay Clark tuition. Their scholarships and financial aid generally apply. Their bill shows the balance, plus the \$1000 study abroad/away fee. They pay room and board costs directly to the program. Details should be discussed with their Financial Aid Representative and their Student Accounts Counselor.
- Look into available scholarships outside of Clark, relative to the selected program at <http://www.clarku.edu/offices/studyabroad/applicationprocess/financing.cfm>
- Start saving. Studying abroad can be expensive: in addition to tuition, room and board. Students pay for a passport and visa, books, travel to and from the program, independent travel while abroad, and other personal expenses.
- Clark bills should be paid in full before departure.

TRAVEL

- Get A Passport! Be sure it is valid 6 months beyond the date of return from abroad.
- Go to the US State Department student travel website at <http://travel.state.gov/>. It is a helpful website to learn more about traveling to the intended host country. Don't worry about visas until after being accepted. Programs help with up-to-date visa application information.
- Check to see if there is access to any medical needs in the host country. Research information at the Center for Disease Control. Speak with a doctor. Medical clearance may be required. Also check out <http://www.miusa.org/ncde/tipsheets/medications/?searchterm=medications> for additional travel medical information. Safety and health are a primary concern.

HELPFUL RESOURCES

- Check out the host country's web pages and local newspapers at <http://www.refdesk.com/paper.html>
- Talk to returned students about their experiences abroad and away. <http://www.clarku.edu/offices/studyabroad/resources/ambassadors.cfm>
- Read <http://studentsabroad.state.gov/> for helpful information related to studying abroad.
- Continue to check the [Clark Study Abroad website](#) for important program information and updates.

Guidelines for the Student-Designed Major

I. Background for the Guidelines

While most Clark students can and do complete an academic major through regularly-established departments and interdisciplinary programs, the University recognizes that some students may develop an interest in an area of study that cuts across existing majors, maintains intellectual rigor and coherence, and draws on existing faculty expertise. The Student-Designed Major (SDM) program provides flexibility for these students while ensuring rigorous academic standards.

Departments at Clark work hard to conceptualize majors that provide a high degree of structure and coherence, and that insure students will gain both depth in a single discipline, and breadth within the discipline and related disciplines. The freedom to develop an independent SDM should entail an intellectual effort comparable to that which departments experience in developing their majors. In fact, this activity—conceptualizing a major with the same intellectual rigor as any established major—is perhaps the most demanding and the most rewarding aspect of the SDM.

Because most students will fulfill their major through an existing program, the SDM should only be considered by those students who have thought deeply about an alternative area of study for a major. In addition, there are few university requirements for any student considering the SDM:

- A student must have a minimum 3.0 cumulative GPA at the time of application, and maintain a minimum 3.0 cumulative GPA throughout completion of the SDM. A student whose GPA drops below 3.00 during study towards the SDM will be required to revert to an existing departmental or interdisciplinary major to complete the bachelor's degree. An appeal to the University's College Board may be made for an exception to this requirement.
- Students generally apply to the SDM during their sophomore year, and they may not apply to the SDM if they have completed 20 or more units of study, including any transfer credit.
- The SDM may be taken in combination with an established concentration or an established minor: self-designed concentrations or minors will not be permitted.
- The SDM may be pursued as part of a double major provided the second the second major is in established departmental or interdisciplinary major. The standard university rules regarding double-counting courses for multiple majors apply.
- A student pursuing an SDM must complete all other university requirements for the bachelor's degree (e.g., FYI, PLS, 32 total units, etc.).

The Student SDM does not fall within the regular supervision of a single department. As a result, it requires special effort of the part of the participating students and faculty in association with the Associate Dean for Student Academic Success to see that the students acquires a level of intellectual stimulation training, depth, and breadth comparable to what would be expected in an established major.

Because flexibility is central to the purpose of this program, there is no single formula for the development of an SDM. However, the following questions must be explicitly addressed in the intellectual rationale for an SDM:

1. What are your explicit goals in this major? How can these goals be met with existing faculty expertise at Clark (and, if appropriate, with possible use of resources in the Worcester Consortium)? Why is it impossible (or difficult) to meet these goals through a regular major?
2. What are the primary methods and modes of inquiry to be used in this major? Why is an interdisciplinary approach particularly suitable for your proposed topical focus?
3. How will this major provide you with intellectual breadth across several areas of knowledge? And how will it provide depth through an intensive intellectual exploration of one particular problem or in one particular field of knowledge? In other words, what is the structure of this major? How are your courses related to each other? And how will they improve your ability to analyze your topic at increasingly higher levels of sophistication?
4. Finally, how will this major meet your intellectual goals at Clark, and how does it relate to your career goals after Clark?

II. Guidelines

1. The SDM is intended for the student who wishes to focus on the systematic exploration of a particular problem or a particular body of knowledge that does not fall within the bounds of existing majors or departments at Clark. It should typically involve three or more disciplines, and draw upon existing Clark faculty expertise and courses offered regularly at Clark.
2. The SDM requires a detailed (1-2 pages single-spaced) description and rationale of the major and a list of required courses, to be developed by the student in consultation with a faculty advisor and two other faculty members (who together constitute the student's SDM committee). This committee must approve the rationale and course requirements for the major no later than the end of the student's first semester of the junior year.
3. All SDMs shall include a minimum of 12.00 course units, including four courses at the 200 level. In most cases, the SDM will include more than this minimum. These courses should be carefully planned by the student and the SDM committee to include courses from three or more disciplines, and to progress from introductory courses to more advanced levels of sophistication by the senior year.
4. In the senior year (usually the second semester), the student will complete a capstone requirement intended to draw on and integrate earlier course work, and to include an independent research component, either through a senior research thesis, a supervised internship experience (that includes research), or a creative independent project.
5. The administration of SDMs is handled by Phil Robakiewicz, Associate Dean for Student Academic Success (phone x7462), who is available to advise all students interested in this program.

III. Procedures

1. Initial Consultation: A student who wishes to consider developing a SDM should first read the SDM guidelines (i.e., this document) and consult Dean Robakiewicz, concerning the SDM requirements and procedures. If it is mutually agreed that the student's interest and abilities and Clark faculty resources seem appropriate for an SDM, the student should proceed as outlined below.

2. Initiating the Process: All students who plan to complete an SDM must meet with Dean Robakiewicz to discuss the process and to receive an electronic application form.
3. The SDM Committee: The most important step in the program is the selection of a faculty committee chair and two other faculty members to serve on the student's SDM committee. These faculty members should (in most cases) be in three different departments. The SDM committee will be responsible for overseeing the academic content of the major, for monitoring the student's progress through the program, and for ensuring the fulfillment of the guidelines for the student-designed major.
4. SDM Rationale: Before an SDM will be approved, the student must develop the statement of intellectual rationale for the major, recruit the three members of the faculty supervisory committee, meet together with the committee and secure unanimous committee approval of the rationale and the course requirements for the proposed major.
5. SDM Committee Approval: After unanimous approval by the faculty committee, the written proposal for the major—consisting of the cover page, statement of intellectual rationale, any documentary support (e.g., reference to existing programs to be used at other institutions in the Worcester Consortium), and the list of required courses—must be submitted to Dean Robakiewicz. The proposal will then be reviewed for conformity with the SDM Guidelines. If problems are identified, the student may be asked to clarify or elaborate on the proposal in person, or to submit a written modification of the proposal. Copies of the approved proposal will be circulated to the student, to all members of the faculty committee, and to relevant department chairs. Materials for the SDM will be archived by office of the Associate Dean for Student Academic Success.
6. Honors for the SDM: In order for students to receive honors in an SDM, they must have a cumulative GPA of 3.25 or above, and they must develop an honors project proposal by the end of their junior year. This normally will consist of an honors thesis based on two or more directed-research courses. The SDM committee will function also as the honors thesis committee, and upon completion of the thesis, the student will have a one-hour oral defense of the thesis with the faculty committee. The committee will evaluate the research, writing, and oral defense of the thesis, and recommend whether or not the work merits the distinction of honors and what level of honors (Honors, High Honors, or Highest Honors). If the committee judges a thesis as not worthy of honors, the student will receive credit for the work completed, but will not receive honors.
7. Changes in the SDM: After initial approval of an SDM, subsequent changes in the student's program may be approved by the SDM committee, with the committee chair advising the Associate Dean for Student Academic Success. These changes are recorded on an electronic form submitted by to Dean Robakiewicz and subsequently shared with the Registrar's Office. These changes are archived with the initial application.
8. Completion of the SDM: Upon final completion of all requirements, the committee chair must certify that student's final completion of the major, and the level of honors, if any, to the Dean of the College and the Associate Dean for Student Academic Success, and the Registrar's Office.

Prehealth Professions Advising

Students interested in preparing for a career in any of the doctoral-level health professions (medicine, dentistry, osteopathy, optometry, podiatry, and veterinary medicine) should try to complete the **Standard Premedical Math and Science Requirements** (specified by the professional schools) listed below by the end of the junior year and can best do so by selecting one of the **Recommended First-Year Programs** below. They should try to have one of the members of the **Premedical and Predental Advisory Committee** as their primary adviser or, at the very least, consult with one of the faculty members on that Committee before selecting a program. They should study the **Dos and Don'ts for Premeds and Others Interested in the Health Professions** so as to avoid common mistakes, and consult the website (<http://www.clarku.edu/departments/prehealth>), where all aspects of finding a career in medicine are addressed. **Most importantly, they should consult with Dr. Thurlow about their choice of profession and timing of their application.** It may be more appropriate to stretch out the required courses over a longer period of time, to consider spending some time after graduation doing other things before applying, or to consider alternative programs in medicine (e.g. physician assistant, nurse practitioner, physical therapy, pharmacy, chiropractic, etc.), where the course requirements and application procedures may be very different.

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Standard Premedical Math and Science Requirements

Introductory Chemistry I & II: CHEM 101/102
Introduction to Biology I & II: BIOL 101/102

Introductory Physics I & II: PHYS 110/111
Organic Chemistry: CHEM 131/132 or 134
Biochemistry I: BCMB 271 (required my many but not all schools)

All include labs.

Calculus I & II: MATH 120/121. Since these are required only by a few very schools, this sequence is optional. Taking at least one semester of calculus does keep options open in many schools. More importantly, you should take a course in Statistics (from any department). This should not be confused with Clark's Formal Analysis requirement, which can be satisfied with courses that do not fulfill premed requirements.

Other Standard Premedical Requirements

Two English courses. These should not be confused with Clark's Verbal Expression requirement, which can be satisfied with courses that do not fulfill premed requirements. It is also not a good idea to try to offer ALCI courses; these are remedial in nature, are generally non-credit, not offered for articulated grades, and may not be acceptable.

One psychology course.

One sociology course (not a prerequisite, but useful for preparing for the MCAT).

Although no course is required, student must be computer literate.

Recommended First-Year Programs

The following is a good program for a potential biology or biochemistry/molecular biology major:

Biology 101/102
Chemistry 101/102
English or elective
Math 120/121 or elective

The following is a good program for a potential chemistry or physics major:

Chemistry 101/102
Physics 110/111 or Physics 120/121 (Preferred for physics majors.)
Math 120/121 or elective
English or elective

The following is a good program for a potential nonscience major:

Chemistry 101/102
Course in potential major
English or elective
Math 120/121 or elective

Math 124/125 (Honors Calculus I & II) may be substituted for Math 120/121. Students not eligible to enroll in Math 120 should enroll in whatever prerequisite course is recommended by the Mathematics Department based on their performance on the Mathematics Placement Test.

Unless there are compelling reasons for not doing so, students should take Chem 101 and 102 during their first year since there is a three-year required sequence in Chemistry.

Students wishing to use advanced placement, foreign, or other transfer credit in fulfillment of any premedical science requirement must check with a current member of the Premedical and Pre dental Advisory Committee regarding its acceptability by the health professional schools.

Dos and Don'ts for Premeds and Others Interested in the Health Professions

Do feel free to major in whatever area most interests you. In order to make that decision wisely, you should try a course in your intended major in the freshman year. Do not listen to comments about this or that particular major leading to a higher success rate since there may be no causative relationship.

Do not fall behind in completing your standard premed science and math requirements. It is becoming increasingly important that you complete these by the end of your junior year so that you can take the MCAT that spring (students who delay taking the MCAT until later during the summer may delay being seriously considered until so late in the admissions cycle that the best they can hope for is to make the waiting list, and movement from it to acceptance status is always questionable). Since this represents ten courses (and maybe more if you are required to take precalculus offerings), you should take two of the ten in your first semester. Which two is not critical, but you should lean toward doing Introductory Chemistry since there is a four-semester chemistry requirement. Since you may choose to take the MCAT soon after final exams, you are also well advised to elect a program that will allow you study time in addition to that required to maintain a good academic record that semester.

Do develop good study habits that lead to long-term retention. This will enable you to do good work in the courses themselves and also facilitate preparation for the MCAT.

Ignore advice to fulfill your perspectives as soon as possible. It may be neat and tidy to do that, but it may hinder your ability to fulfill standard premed requirements by the end of your junior year and force you to postpone going on to medical school for a year.

Do not take any of your major or premed courses on a Pass/No Record basis.

Avoid taking math or science courses in summer school, in School for Professional Studies, or at less-competitive institutions.

Do not intentionally carry a short program (less than four courses) or do anything else that will appear manipulative or suggest that you will have trouble carrying the heavy academic load in medical school.

Do try to get some health-related experience sometime before you apply, or at the very least, some experience that suggests that you are caring and/or that you have good interpersonal skills. You need to find out whether you have a "stomach" for medicine and whether you enjoy helping others, and these experiences may also help provide useful material to include in your personal statement and about which to talk at your interview.

Without being too forward about it, try to make yourself known to some of your professors so that they can write meaningful recommendations for you.

Do contact the Chair, Dr. David Thurlow, or other members of the Committee if you have any problems.

Do feel free to visit the Office in SSC S228 or to consult the Web site <http://www.clarku.edu/departments/prehealth/> where all of this information is also available.

The PreLaw Advising System at Clark

PreLaw Adviser

Professor Mark Miller in the Department of Political Science serves as the primary prelaw adviser. The prelaw adviser can assist you in tailoring an individual approach to the law school application process. The adviser communicates with law schools and has access to information such as application, acceptance, and matriculation rates that may be useful when planning an application strategy.

There is no one major that law schools prefer and, likewise, no major that they particularly dislike. Because grades are so important, you should major in a subject you like because your grades will probably be higher in that major. Clark does not have a “Prelaw curriculum,” although many law-related courses are offered through the Law and Society program. The Law and Society concentration can be added to any major. It is not required for pre-law students and many students apply to law school without completing this concentration. The best way to prepare yourself for law school is to study something that interests you. If you are interested in your courses, you will be motivated to achieve high levels of academic performance. This demonstrated commitment to learning is the most important factor in the law school admissions process.

PreLaw Society

The Elaine and Barry Epstein Prelaw Society is a Student Council – recognized student organization, and as such operates independently of the pre-law advisor. There is, however, a close cooperation between the two. The Prelaw Society (PLS) collaborates with Career Services, the Alumni Office, and other offices to sponsor events such as guest lecturers, alumni panels, and a mock trial competition. The PLS also offers you a peer group of students who share your interest in the law. Upperclass students, especially graduating seniors, can offer considerable insight. Attend the Student Activities Fair in the fall or spring of each year to ask to be placed on the membership list or email mmiller@clarku.edu with your full name, class, and Clark email address, and ask to be subscribed to the Prelaw List.

The Prelaw handbook may be found on the Prelaw page of the Clark website:
<http://www.clarku.edu/departments/prelaw/>

REFERRALS

Limitations on an Adviser's Responsibility

1. You can't make decisions for your advisees, but you can be a sympathetic listener and offer alternatives.
2. You can't increase the given ability of an advisee but you can encourage the maximum use of that ability or the evaluation of those abilities to determine his/her limitations (i.e. testing).
3. You can't reduce the academic workload of a floundering student but you can recommend a referral to an appropriate office (e.g. Academic Advising, Dean of Students, Financial Aid, LEEP Center).
4. Do not attempt to handle situations when the student's behavior or problems fall outside what could reasonably be judged "normal". Do make appropriate referrals for complex problems involving issues of emotional or physical health, finance, or career planning.
5. Don't "fake it" if you do not have information, but admit your limitations. Find out what is needed or refer the student to the appropriate office.
6. Never betray a student's confidence on confidential issues (including discussing the student's academic performance with parents or guardians). You must either obtain permission from the student for any discussion with a parent or guardian, or the parent must have filed a privacy release statement if the student is a financial dependent (FERPA release).
7. Relax...

Who, When, Why

Advisees can raise the full spectrum of issues with their advisers. Not every problem requires a referral to a "specialist." How can an adviser determine who should be referred?

LISTEN TO WHAT YOUR ADVISEE IS REALLY TRYING TO TELL YOU...

"Active" listening techniques are most effective.

- 1) Listen to the tone used, as well as the "words."
- 2) Before responding, check first to see if you have "heard" what your advisee wanted to say by paraphrasing what was just said (e.g. "Let me see if I understand, you are feeling...").
- 3) Ask what the student has done or considered doing up to that point.
- 4) Once you have some feedback, you are in a better position to judge the issue and help.

HOW "NORMAL" IS THE ISSUE YOUR ADVISEE IS PRESENTING TO YOU?

If it sounds like a "normal" student concern, most often an advisee just needs to "hear" that the experience is pretty typical for a college student. Don't devalue the experience for the student; just offer some assurance that they are not alone.

Some problems, no matter how normal, can still be experienced as a crisis (e.g. flunking one's first exam; wanting to transfer to anywhere else; parents' divorcing). This does call for some understanding but may not require a referral.

REFER STUDENTS WHO:

- have presented problems for which you do not have the right answers.
- have presented serious problems which are outside your area of expertise (personal, psychological, financial, social).
- have acted in a manner which is seriously disturbing to you.

How to Refer

1. Listen

Use active listening techniques.

Make sure you have understood exactly what the student sees as the problem.

2. Ask

If you are not sure that you understand the problem, ask for clarification.

What has the student tried so far or thought of themselves?

Who has the student discussed this with?

3. Determine

Is this an on-campus issue or an off-campus issue?

If a personal problem, is it a "normal" issue the student is having a problem dealing with or does it seem to be a serious psychological problem?

Does the student want an off-campus referral?

How does the student feel about going to a "professional" source for help? Be supportive of students and their desire to do it on their own but encourage the use of resources that are available.

4. Consult

The Referral Sources List.

5. Recommend

A referral is always a recommendation, never a directive.

Students should be urged to contact the referral source right away. Having the student call from your office to schedule an appointment is an excellent idea. *If you are concerned about the psychological well-being of an advisee, please contact the Dean of Student's Office immediately with your concern.*

6. Follow Up

At your next appointment, check out how effective your referral was and whether an alternative is called for.

Referral Sources

Career Services

Career Services offers assistance with career and graduate school planning through individual advising, workshops, and recruiting events.

The Career Services office is part of the LEEP Center located in Dana Commons.

I. The LEEP Center, Career Services —Resources for Faculty

The Career Services staff welcomes opportunities to work with faculty. Several resources for faculty can be found on the Career Services website.

Interfolio.com:

The Interfolio online credentials service allows faculty to write recommendations for students and alumni. Links can be found on the Career Services website.

Information on Career Development, Internships, and Employment Opportunities:

The Career Services website, www.clarku.edu/offices/career, provides resources to help students explore careers, learn about the academic internship program, conduct a job or internship search, and connect with employers. The Clark Recruiter database includes job, internship, and volunteer opportunities as well as an employer directory.

Customized Classroom Presentations:

Going out of town to a conference? Invite Career Services into your classroom. Topics are flexible and may include: career exploration, resume writing, interviewing, networking, searching for internships and jobs, and applying to graduate school.

II. The LEEP Center, Career Services—Resources for Students

Please encourage your students to take advantage of the programs and services offered by the LEEP Center. Career development is a process and we advise students to begin early.

How to Guides:

The Career Services website includes electronic versions of all of the How-To Guides that can be found in the Career Services office. Topics include resume and cover letter development, interviewing tips, using LinkedIn, and online job and internship search tools.

Choosing a Major:

Individual advising is provided as well as standardized self-assessment instruments. “What Can I Do With This Major?” on the Career Services website is a good place for students to start their research.

Career Exploration Resources:

“Spotlight on Careers” on the Career Services website provides information on over 30 career fields of interest to many liberal arts graduates.

Job and Internship Search Assistance:

Students are encouraged to work with a career adviser to navigate their job search. The Clark Recruiter database offers job and internship listings as well as employer contacts.

Annual career and internship fairs bring employers to campus.

Resume and Cover Letter Critiques:

Drop-in hours for quick resume and cover letter questions are offered Monday through Friday between 12 and 4 p.m.

Students also may email drafts of their materials and they will be critiqued within 48 hours.

Interview Preparation:

Advisers are available to conduct practice interviews to help students prepare for employment or graduate school interviewing. Students will receive valuable feedback to assist them in getting ready for the “real thing”.

Applying To Graduate School:

Graduate school advising as well as personal statement critiques are available.

The Interfolio letters of reference service allows students to assemble a set of recommendations for applying to graduate programs, fellowships and employment.

STUDENT ACCESSIBILITY SERVICES

Clark University's Student Accessibility Services (SAS) serves undergraduate and graduate students with disabilities. SAS is located in the Goddard Library, 4th Floor, Room 430. Its purpose is to ensure equal access and reasonable and appropriate accommodations for

students with documented disabilities. The Director of Student Accessibility Services and the Student Accessibility Services Adviser act as advisers to and advocates for students who choose to self-identify with a disability. The goal of the office is to make sure the university environment gives students the opportunity to reach their potential, both in and out of the classroom.

Disabilities may impact a student's cognitive, physical, psychological, sensory, or developmental abilities. Students may experience a range of disabilities, including blindness, deafness, bi-polar disorder, mobility or chronic health conditions, learning disabilities, traumatic brain injury, low vision, blindness, hard of hearing, deafness, attention deficit disorder, chemical sensitivities, or a tic disorder.

The office serves as a central information point for both students who require accommodations and faculty who need to implement them. Advice is available for students on how to be strong self-advocates when they need to approach faculty members, how to discuss their disabilities and their academic implications, and how to address other accessibility issues regarding the Clark campus. Faculty may want to discuss how to arrange for and work with the required accommodations. Legal compliance information is also available on the rights and responsibilities of the faculty and the university.

Confidentiality is assured for students who utilize SAS. Information is only shared with students' authorization. Faculty should plan to discuss with the student the information they receive from SAS. It is the student's responsibility to schedule this initial meeting.

THE PROCESS

Accommodations are recommended based upon review of disability documentation, as well as an initial intake interview with the Director of Student Accessibility Services. Faculty members receive memos called accommodation letters from Student Accessibility Services indicating what accommodations the student requires. The student should then schedule a meeting with the faculty member to discuss in greater detail how the disability impacts them in that particular course.

Depending on how student's disability impacts them and the student's documentation, accommodations may include:

- extended time for exams
- a distraction-reduced environment for exams
- use of a laptop computer for note-taking and/or exams
- note-taking supports
- audio recording of a lecture or a seminar
- changing the location of a class to meet accessibility needs
- a sign language interpreter

COMMON FACULTY CONCERNS

Legitimacy

If a student approaches you in class and asks for classroom or testing accommodations due to any disability (and you have not been sent a letter from Student Accessibility Services), you should encourage the student to schedule an initial intake appointment to discuss academic limitations and possible accommodations. If you do not have an accommodation letter regarding that student you are under no obligation to provide accommodations.

Student Responsibilities

Students need to request their approved accommodations in a timely manner so that Student Accessibility Services has sufficient time to arrange for and to inform the faculty and administrative offices involved in providing accommodations. The adjustments that the campus needs to make vary based on a student's limitations. For academic accommodations it is a good idea for the student to request their accommodations as soon as they have their new class schedule finalized; so students should request their academic accommodations each and every semester. For housing accommodations it is a good idea to do the request about a month or so prior to when the lottery process with Residential Life and Housing begins. Both the academic and housing accommodation request forms are on SAS's website.

Reasonable Accommodations

The laws that guide disability accommodation are intentionally vague in using the terms "reasonable and appropriate" to discuss the accommodations that students can receive in post-secondary institutions. Accommodations are determined through review of documentation and discussions between the student and the Director of Student Accessibility Services. Consideration is given to the disability, class structure and requirements, student preference, alternative solutions and the prevailing practice at comparable institutions.

QUESTIONING STUDENTS

Legal guidelines state that a representative of the college or university may not ask a student if he or she has a disability. It is appropriate to make an announcement in class regarding services provided by Student Accessibility Services and to include instructions on your syllabus on how to contact this office (See suggested statements below.)

HOW ARE ACCOMMODATIONS ARRANGED?

Most accommodations are handled easily within the normal classroom environment. Examples include:

- allowing audio recording
- using a laptop computer for note-taking

Other accommodations may require a collaborative effort with Student Accessibility Services. Please call the office at 508-798-4368 if you need advice or assistance. Other accommodations may include:

- locating a space and a time for a student to take extended time on an exam
- arranging for a distraction-reduced environment for testing
- finding a volunteer note-taker to share his or her notes

Some accommodations by nature need to be arranged by Student Accessibility Services since they involve outside resources. You will be contacted prior to the start of the semester if there will be changes affecting your classroom. If you have questions or concerns please contact the Student Accessibility Services at 508-798-4368. Accommodations of this type may be:

- relocating classrooms for students with a mobility challenge or a chemical sensitivity
- providing readers for students with low vision
- hiring sign language interpreters for students who are deaf
- providing sound amplification FM systems for students who are hard of hearing

"Clark University is committed to ensuring the full participation of all students in its program. If you have a documented disability (or think you may have a disability) and, as a result, need reasonable accommodations, then you should contact Student Accessibility Services as soon as

possible to request such accommodations. To receive any academic accommodations, you must be appropriately registered with Student Accessibility Services. The Office of Student Accessibility Services works with students confidentially and does not disclose any disability-related information without your permission. For any additional information, please contact the office at 508-798-4368 or accessibilityservices@clarku.edu.

Helping Your Students Use the Writing Center

One way to help your students with their writing is to encourage them to visit the Clark University Writing Center in the LEEP Center (Second Floor, Alumni and Student Engagement building) for assistance with the assignments you give them. Individual meetings (called conferences) between students and writing consultants are private and usually last 50 minutes. During the academic year, the Clark University Writing Center holds approximately 1800 conferences with students writing for almost every discipline in the university.

Students may bring writing for any class in any discipline, as well as cover letters, resumes, personal statements, and fellowship applications. The Writing Center also works

closely with undergraduate thesis writers and students preparing presentations for Academic Spree Day.

Some frequently asked questions about the Writing Center:

May students drop in for an appointment?

Students may drop in, and *if* a writing consultant is free, they can have conferences on the spot. However, we are usually so busy that this is not possible and we recommend that students make appointments by going to the Writing Center online schedule at clarku.mywconline.com. We have appointments available on weekdays from early morning through evening.

Who are the Writing Center's writing consultants?

The writing consultants are undergraduate and graduate students at Clark University. Many of the writing consultants have been published, and all take part in ongoing staff development activities related to the teaching of writing.

Who uses the Writing Center?

Clark students from all classes use the Writing Center. We also work with graduate students. Although we do see a large number of first year students who are learning about writing in college, many of our conferences during the academic year are with sophomores, juniors and seniors.

How can I encourage my students to take their writing to the Writing Center?

Acquaint your students with the Writing Center. Email the Director of the Writing Center (jplante@clarku.edu), and arrange to have a writing consultant come to your class to talk about the Writing Center. We're more than happy to do that and we always end up seeing students from classes we've visited. Suggest in your writing assignments that students work with the Writing Center. Copy "How to Get the Most Out of the Writing Center" (on the next page) and hand it out with your assignments.

Remember, it is also important to incorporate your expectations about writing into your assignments and to remind students that writing is a process. Tell your students that the Writing Center can help with the process of writing and explain to them that professors share their writing in process with colleagues. It is often when faculty encourage, or require, revision that students bring their drafts and their professors' comments to Writing Center conferences. We also find that it is when faculty have made it clear that they expect students to pay attention to writing style and careful editing that students are more likely to leave time to read over their writing with a writing consultant.

How to Get the Most Out of the Clark University Writing Center

What we do:

- Writing consultants will *work with you on any piece of writing*: from short papers, research papers and honors theses to graduate school applications and resumes.
- Conferences *can focus on different aspects of writing*: from grammar, word choice, and style to thesis development, coherence and overall organization.

Please note that we do not edit papers for you; rather, we work *with you on your piece of writing*.

Why we do it:

- The Writing Center is intended to be an educational resource. We want to help you become a better writer. We hope that individual conferences will help you make progress on specific pieces of writing and learn, or practice, general skills to apply to future writing projects.

How we like to do it:

When to come

- Come early in the writing process, especially if you feel that you would benefit from help with developing a thesis and help with the overall structure of a paper.
- We're happy to work with you before you've written anything, when you have an early draft or when you're polishing a final draft of a writing project.

Before you come

- Please *plan to arrive on time!* (When we are busy, we give away your appointment if you are ten minutes late. If you must be late, call us to tell us.)
- *Have a clear idea of the assignment* (bring the handout from class if there was one).
- *Come with a goal*: think about which aspect of the writing project you need the most help with (e.g., brainstorming something to write about, overall structure of a paper, paragraph structure, specific grammatical problems).

The beginning of conferences

- Either you or the consultant will read your paper, or parts of your paper if it is very long, and listen to what you would like to work on.
- Together you will agree on the main goals for the conference. Expect that a consultant may identify important goals that you did not think of. *Deciding what to work on is a collaborative process.*

What productive conferences are like

- *They are interactive*: A conference is productive when a student writer actively participates by asking questions and generating his/her/their own ideas for improving a piece of writing
- *They are workshops*: Work is done in conferences. If you come to work on sentence structure expect to write some sentences. If you come to work on identifying a thesis for a paper, expect to generate some, discuss their pro's and con's, and end up with a number of good candidates.

Log on to the Writing Center online schedule at <http://clarku.mywconline.com>

Referral List

Question/Issue	Contact	Extension
Academic Good Standing/Probation	Phil Robakiewicz, Assoc. Dean, Student Success	TBA
Academic Integrity	Kevin McKenna, Sr. Assoc. Dean of the College	7468
Adviser/Advisee Changes	Academic Advising Center	7468
Billing Questions	Student Accounts	7564
Career Exploration	Career Services, LEEP Center	7258
College Board	Academic Advising Center	7468
Consortium Courses	The Registrar's Office	7426
Counseling	Center for Counseling & Personal Growth	7678
Disability Services	Student Accessibility Services	4368
Discrimination	Office of Diversity & Inclusion	7294
Emotional Difficulties	Dean of Students Office	7423
Fifth Course Request/Incompletes	Academic Advising Center	7468
Final Exam Conflicts	Kevin McKenna, Sr. Assoc. Dean of the College	7468
Financial Problems	Financial Aid Office	7478
Financial: Short-term emergency loans	Dean of Students Office	7423
Grade Disputes	Kevin McKenna, Sr. Assoc. Dean of the College	7468
Grading Option Changes	Academic Advising Center	7468
Graduation Clearance	The Registrar's Office	7426
Illness	Health Services	7467
Illness: Excuses (major illness only)	Dean of Students Office	7423
Internships	Christina Nguyen, Career Services, LEEP Center	7258
Jobs (part-time and work-study)	Financial Aid Office	7478
Learning Disabilities	Student Accessibility Services	4368
Leave of Absence	Dean of Students Office	7423
Legal Problems	Dean of Students Office	7423
Major Declaration	The Registrar's Office	7426
Minority Issues/Concerns	Dean of Students Office	7423
Part-time Status	Dean of Students Office	7423
Program of Liberal Studies (questions/waivers)	Academic Advising Center	7468
Prehealth Professions Advising	David Thurlow, Chair, Pre-Med Committee	7119
PreLaw Advising	Mark Miller, Political Science	7233
Registration Issues	The Registrar's Office	7426
Scholarships/Fellowships	Phil Robakiewicz, Assoc. Dean, Student Success	TBA
Sexual Harassment	Office of Diversity & Inclusion	7294
Student-Designed Majors	Phil Robakiewicz, Assoc. Dean, Student Success	7468
Study Abroad/Study Away Programs	Alissa Kramer, Study Abroad, LEEP Center	7363
Summer School Course Approval	Academic Advising Center	7468
Transcripts	The Registrar's Office	7426
Transfer Credit Evaluations	Academic Advising Center	7468
Tutoring	Individual Academic Departments	
Withdrawals (voluntary)	Dean of Students Office	7423
Withdrawals (required)	College Board	7468
Writing Support	Writing Center, LEEP Center	7405

Department Chairs—2016-2017

Biology	Justin Thackeray	x7539
Chemistry	Sharon Huo	x7533
Economics	Jacqueline Geoghegan	x7709
Education	Thomas Del Prete, Kate Bielaczyc	x7222
English	Lisa Kasmer	x7151
Languages, Literatures, and Culture	Beth Gale	x3781
Geography	Anthony Bebbington	x7370
History	Nina Kushner	x3768
International Development, Community, and Environment	Ed Carr	x3895
Graduate School of Management	Catherine Usoff	x7543
Math and Computer Science	David Joyce	x7421
Philosophy	Patrick Derr	x7128
Physics	Arshad Kudrolli	x7752
Political Science	Valerie Sperling	x7679
Psychology	James Cordova	x7268
Sociology	Patricia Ewick	x7529
Visual and Performing Arts	Kristina Wilson	x7639
 PROGRAM DIRECTORS		
Ancient Civilizations	Everett Fox	x7355
Art History	Kristina Wilson	x7639
Asian Studies	Alice Valentine & Srinivasan Sitaraman	x7726 x7684
Biochemistry and Molecular Biology	Denis Larochelle	x7631
Classics	TBD	
Comparative Literature	Robert Tobin	x7353
Computer Science	Frederic Green	x7410
Environmental Science and Policy	Denise Bebbington Fall 2016 TBA: Spring 2017	x7336
Ethics and Public Policy	Judith DeCew	x7326
Global Environmental Studies	Dianne Rocheleau	
Holocaust and Genocide Studies	Shelly Tenenbaum	x7241
Innovation and Entrepreneurship	Amy Whitney	x3730
Jewish Studies	Everett Fox	x7355
Law and Society	Mark Miller	x7233
Management	Laura Burgess	x7744
Media, Culture, and the Arts	Hugh Manon, Fall 2016 Gino DiIorio	x7644 x7456
Music	Ben Korstvedt, Fall 2016 John Aylward, Spring 2017	x7316 x7335
Pre-Law	Mark Miller	x7233
Prehealth Professions	David Thurlow	x7621
Peace Studies	Jude Fernando	x8859
Race & Ethnic Relations	TBD	
Screen Studies	Hugh Manon	x7644
Studio Art	Toby Sisson	x7301
Theater Arts	Gino DiIorio	x7456
3/2 Engineering	Charles Agosta	x7736
Women's Studies	Denise Bebbington	x3731
Urban Development and Social Change	Deborah Martin	x7104

ADMINISTRATORS

Academic Advising Center	Kevin M. McKenna	x7468
Admissions	Donald Honeman	x7431
Administrative Information Service	Susan Tellier	x7695
Career Services	Victoria Cox-Lanyon	x7258
Community Engagement & Volunteering	Micki Davis	x3704
School of Professional Studies	Thomas Massey	x7217
Dean of the College	Matt Malsky	x7176
Dean of Students	Francy Magee	x7423
Goddard Library	Gwendolynne Arthur	x7384
Financial Aid	Mary Ellen Severance	x7478
Information Technology Services	Pennie Turgeon	x3813
LEEP Center	Michelle Bata	x7287
Leir Luxembourg Program	Uwe Gertz	x7364
Registrar's Office	Rebecca Hunter	x7426
Study Abroad Programs	Alissa Kramer	x7363
Writing Center	Jennifer Plante	x7469

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