

Dabney S. Lancaster Community College

Academic Advising Manual

for Staff and Faculty Advisors

2017

Prepared by the

Student Success Leadership Advising Workgroup



**DABNEY S. LANCASTER
COMMUNITY COLLEGE**

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Welcome and Beginnings

Welcome to your guide for academic advising at Dabney S. Lancaster Community College (DSLCC). This advising manual is part of DSLCC's effort to provide a clear, well-chosen, and appropriate pathway to success in educational goals and career choices for every student who is part of our college. We recognize reality, though, and life oftentimes presents significant challenges to "the best laid plan." We believe that with consistent communication and well-defined choices, we can provide the best environment for students to meet those challenges, develop their abilities and knowledge, invest in their communities, and gain a successful future.

This manual offers a guide for you as you help students navigate their educational journey with us, from their first steps in post-secondary academic and career experiences through their significant goals this journey provides for their lives. Every member of the DSLCC staff and faculty is a resource for student success, and each person working in an advising capacity holds a key element of ensuring our students not only know their guided pathway but are aware that we are all here to support and help them, regardless of our of "title" or position in the DSLCC community. To that end, advising experiences are the heartbeat of student connection, and we want every beat to count.

As we work together to build avenues of success for our students, fostering open communication of our ideas, concerns, and observations establishes the strongest foundation for that journey. We can do no less as we commit ourselves to the success of each and every student on this campus. The advising staff and faculty welcome that interaction, and as part of that group, each individual is encouraged to be an active part of campus life, reach across departments, and explore resources that all direct that primary goal: ***Student Success***.

Mission Statement:

DSLCC advisors are dedicated to effective communication, shared vision, and comprehensive resources in our college's educational advising exchange. We affirm that the collaborative process of successful advising relies on clear, guided pathways and strong resources. Our goal is to provide a supportive environment in which advisor and advisee coordinate an effective plan based on clearly defined goals. We recognize that meaningful educational plans and strong resources are the keys for success as students make choices for their educational and life goals.

Introduction:

Every successful journey begins with a clear plan and defined resources. At DSLCC, success and retention are not only our hope for every student but also embody our belief in the possibility of that achievement. We know that clear decisions and best choices emerge from a collaborative process of discovery, based on distinct considerations of interest, insights, and resources. We believe that process is achieved through the following actions:

- 1) **Clear Communication**—From the first inquiry, whether by phone, email, web-interest, or in person, we work to provide the best information to an individual who is seeking to begin, continue, or “restart” their education journey. We know a strong foundation for success begins well-before the first class attendance, and we will provide time and connection to help each student make those best steps to completion of career and transfer goals;
- 2) **Consistent Support**—We encourage each student to meet challenges in education and personal experiences with awareness of the resources DSLCC provides to enable and

develop effective choices for success. We offer inclusive support services for every student to meet and overcome hindrances to successful completion of courses;

- 3) **Personal Respect**—We recognize, with the many pathways a student may choose, each student’s educational path is an individual choice. We value the right and responsibility of each student to decide which pathway is her/his choice. We work to engage a collaborative process of choice based on respectful consideration of practical elements and potential impacts past the experience at DSLCC.

The faculty and staff of DSLCC are dedicated to the primary mission of this college: Success for each student in her/his program pathway and completion of it. It is our desire that every student who becomes a part of the DSLCC mission will experience and benefit from the foundational steps we provide for life-long learning and a strong future. We value the diversity of person and choice and to that end, the following ***Advising Outcomes*** are our focus and goals:

- To provide for students clear communication of academic and career pathways in order for specific goals of achievement to be established;
- To promote informed student decision for those goals;
- To incorporate college resources for academic and personal challenges in order for our students to be successful in their goals;
- To establish a comprehensive approach to interactive communication through collaborative efforts across campus departments;
- To support diversity in our campus population and community and to encourage an open, respectful, and responsible learning environment; and,
- To be proactive in meeting student needs and challenges.

Current Professional Academic Advisors

Main Campus:

Joseph Hagy	jhagy@dslcc.edu	x2925
Chris Shiraki	cshiraki@dslcc.edu	x2904 (CSC Program)
Suzanne Ostling	sostling@dslcc.edu	x2826
Matt McGraw	mmcgraw@dslcc.edu	x2866
Kristy Casstevens	kcasstevens@dslcc.edu	x2860 (A-Center)
Carol Conner	cconner@dslcc.edu	x2862 (A-Center)

Rockbridge Regional Center:

Joseph Walker	jwalker@dslcc.edu	x3509
Markus Maier	mmaier@dslcc.edu	x3511 (CSC Program)

Program/Faculty Advisors

Transfer Programs:

Lee Anne Bowling-Angle	labowlingangle@dslcc.edu	x2871 (Science)
Tondalaya VanLear	tvanlear@dslcc.edu	x2854 (Education)
Ralph Sass	rsass@dslcc.edu	x2890 (Business Admin)
Steve Nicholson	snicholson@dslcc.edu	X2888 (General Studies)
Tina Dressler	tdressler@dslcc.edu	x2817 (General Studies)

Occupational/Technical Fields or Career Studies:

Gary Boyer	gboyer@dslcc.edu	x2885 (ADJ/ ADJ-FS, etc.)
Ralph Sass	rsass@dslcc.edu	x2890 (Bus Mgt/Arts Mgt.)
Tina Dressler	tdressler@dslcc.edu	x2817 (Bus Mgt/AST related)

Ben Worth	bworth@dslcc.edu	x2933 (Culinary Arts/related)
Gary Keener	gkeener@dslcc.edu	x2900 (E&I/Wind/HVAC etc)
Sam Benke	sbenke@dslcc.edu	x2896 (IST and related)
Scott Reigel	rreigel@dslcc.edu	X2894 (Forestry)
Tina Hawley	thawley@dslcc.edu	x2802 (Nursing,/Adv. Health)
Michael Bryant	mbryant@dslcc.edu	x2895 (Welding)
Gloria Lawrence	glawrence@dslcc.edu	x3510 (Massage Therapy)

Guided Pathways

As we transition to new Guided Pathways for DSLCC programs, the current [Academic Program](#) guides provide a schedule of courses based on the curriculum of each program offered at DSLCC. Use these curriculum plans to establish the pathway for each of your advisees.

Expectations

First and foremost, the advisor should review student information, notes, and needs prior to any scheduled advising session to anticipate possible guiding points and have any resources readily available. For the first advising session, please see the “**First Steps**” information in this manual. All advising sessions should be free of interruption and centered on a specific goal(s) for the student’s educational plan and success. To that end, before the session advisors also should review and follow the **General Advising Checklist** (see Appendix 1) and note appropriate questions/guides for specific situations the student may have during the meeting.

Student advising time should not be disturbed (i.e. Ignore any non-emergency phone calls from campus or personal phones) and should project clear focus on the student and any concerns or changes.

Before ending the session, steps taken should be reviewed and confirmed, any schedule changes should be printed for the student, all necessary forms should be signed, and any follow-up appointments made and later confirmed by the advisor by email. If personal challenges have been discussed and **community resources** (see **Advising Resources** section) are a need, accompany the student to the person who will handle that resource. If the student cannot meet immediately with that individual, draft an email to the responsible person while the student is present, copy the student on that message and emphasize follow-up. If there is an emergency situation, contact a member of the **Emergency Response Team** (see the bright orange sticker on your office phone—ext. 2830) and wait with the student for a response.

General Responsibilities

Advising is at the heart of student success. In our work with students to help them define their goals and pathways, we acknowledge and affirm students' rights in decision-making. Our most important responsibility comes in encouraging good choices toward a timely and successful journey. Many components are part of that effective advising, including the following.

For the Advisor—

- Preparation for advising sessions;
- Consistency in scheduled meeting times;

Academic Advising

Advisor Role/Responsibilities: Academic advising at DSLCC holds several components. In this section, guides are provided for expectations and events in *Initial contact*, *First Steps*, *Second Steps*, and *Next Steps*, with notations for best practices as well as learning outcomes. Each area holds a significant element of our effort to help students develop their views on their future endeavors and understand how those directions impact completion of their programs at DSLCC. Primary in any advising session is that clear point of “being on the same page” and having a collaborative expectations. We encourage every advisor--whether staff or faculty--to develop clear expectations for each session and seek out resources in any situation that reveals a “need to know more” opportunity.

First Steps

This phase of the advising process involves multiple interactions between students and various DSLCC employees. For traditional students, these interactions may begin in middle/high school by working with DSLCC’s **Talent Search**, **Career Coaches**, **Dual Enrollment**, and **Admissions** programs. During this stage of the advising life cycle, students begin to explore career and college interests with DSLCC personnel. Through collaborative inquiry, any student and an advisor are able to develop effective choices in current DSLCC programs. These “first steps” enable students still in secondary school or the new graduate from high school to explore career and college interests with DSLCC personnel and choose a clear direction for their next steps in education and training. Non-traditional students may already have a direction in mind or have questions about possible education/career opportunities and if so, they also have options with DSLCC personnel to establish those

directions. Through collaborative inquiry, each student and advisor can develop career or college pathways through current DSLCC programs.

During this initial phase, advisors should help students **select the degree, certificate, or noncredit guided pathway program** that best meets their career or college goals.

Students who choose a certificate or noncredit pathway should also be advised on future degree options that would increase their overall knowledge base, employability, and market value. Because much of the first semester courses of degree programs—both transfer and applied—are prescriptive, advisors should help students select the English, math, and lab sciences most appropriate for their prospective majors and possible transfer destinations.

This beginning element of advising holds many areas to consider in guiding students through the different aspects of their start in college. The following “best practices” offer a good path for building strong relationships with your advisee in those first meetings:

1. Preview advisee’s record in SIS prior to appointment and identify needs/questions;
2. Give advisee your complete and undivided attention and show interest in advisee’s background. You are developing a relationship, so offer appropriate open-ended questions to guide the conversation.
3. Offer suggestions to build connections with the advisee’s stated interests as well as inquiry that reveals the advisee’s support network and potential barriers; ask the advisee about both long term and short term goals. Introduce the *VA Wizard* when appropriate (See **VCCS Advising Resources**) so the advisee can explore more information at a convenient time. The advisee’s answer(s) may change the path of your advising;

4. Ask advisee about employment background (i.e. where, how long, interests). This discussion serves two purposes: 1) It can help an advisee realize that their employment background matters and can potentially be related to many programs of study--and you may be able to link existing skill sets and experiences to the advisee's goals; and, 2) It can bring into focus the challenges of working and going to college;
5. If employment is a priority, provide available occupational data (see *U.S. Occupational Handbook link* in **Reading and Information Resources**) to the advisee and open the discussion on balancing work and course time demands.
6. Share your computer screen when reviewing an advisee's record so the individual feels involved in the advising appointment.
7. Utilize the **General Advising Checklist** (Appendix 1) to ensure all required aspects, including a discussion of FERPA guidelines.
8. Encourage your advisee to be realistic in expectations; Pathways and timelines to graduation offer clear elements. Review the full pathway and the time needed to complete it.
9. Explain time outside class required/credit hour ratio (3:1).
10. Throughout the advising appointment, invite questions from your advisee and be sure to note specifics of your discussion; if you cannot answer a question, tell your advisee you will research the information and get back to her/him with the results. Schedule time to research the answer and time to follow-up promptly with the student.
11. If you make a support service referral for an advisee, provide appropriate contact information in writing and/or set-up for advisee during meeting (See **Support-Specific Resources**).

12. Before the advisee leaves your office, register her/him for the first semester of the selected guided pathway program and for New Student Orientation; schedule a follow-up appointment for later in the semester. Confirm that appointment with an email.

13. Encourage the advisee to review and consider the different options presented and to engage in further research, such as the *VA Wizard* and the *U.S. Occupational Handbook*. Let the advisee know you are available to answer questions, and make sure the advisee leaves with your card in hand. The challenges of adjusting to the academic workload of college can carry some overwhelming moments, so be sure the advisee hears several times that you are always available for questions.

Outcomes for Initial /First Steps Advising:

- The advisee will engage in career and/or college exploration and be aware of resources, including *VA Wizard*, Guaranteed Admission Agreements, and applicable DSLCC articulation agreements;
- With support, the advisee 1) will identify the pathway (e.g. degree, certificate, noncredit) most appropriate for their goal(s) and, with their advisor, 2) develop a defined timeline for program completion based on realistic expectations;
- The advisee will identify internal/external factors that can impact their education;
- The advisee will be able to articulate at least two different support services on campus;
- The advisee will demonstrate 1) a fundamental understanding of their program pathway and how it maps to their end goals and 2) alternative DSLCC programming within the same career cluster that can further a student's education and marketplace competitiveness; and,

- The advisee will register for the first semester of the selected guided pathway program identified in the meeting.

First Semester Transition to Faculty Program Advisors

This section of advising takes place mid-term in the student's first semester and is defined by the "switch" students will make to their faculty advisor, who may be the program head for their identified pathway or a faculty member in that field of study.

This phase centers on maintaining efficiency in the advisee's guided pathway program and affirming the advisee's ultimate success in achieving the goals selected as part of that pathway. The advisor's role is to ensure the student maintains a steady pace for those goals, is aware of the credit load/courses needed to achieve those goals, and monitors the success that is taking place in that process. Part of the conversations in this phase of advising should identify clearly the opportunities the student has in the program pathway and exploring any areas of concern that may be evident. To achieve this process, the following offer some "best practice" interchanges:

1. Begin in the Student Services "**Step Up**" event (scheduled for mid-October and advertised in late September—dates confirmed with Program Heads) as you meet your program participants. Faculty program advisors participate in this event for all first semester students and share program expectations, possibilities, and current directions in the career/college opportunities. Spring registration is emphasized. Each student in your program will schedule an individual advising time with you, so come calendar-ready to establish specific times for each of your advisees.

2. Prior to advisees' office appointments, review individual transcripts, make notes appropriate to any identified specifics in directions, pull college transfer information for individual colleges, and anticipate second semester registration needs.
3. Be ready for the appointment, and welcome the student to this next phase of their journey and to your program.
4. Review current semester progress—ask about the semester and any concerns or questions the student may have about a class or the program overall.
5. Make your computer screen visible and have the guided pathway also open for review.
6. Discuss the next steps you have identified for pathway completion. Point out upcoming pathway achievements (certificates or other “benchmarks”). Ask if there are any conflicts in time (i.e. job schedules, family commitments, outside obligations) that need consideration.
7. Plan and register for second semester.
8. Schedule an end-of-semester review appointment, and remind your advisee that you welcome questions or concerns at any time during the semester.
9. At the semester-end appointment, along with discussion of progress, schedule the first **“Second Steps”** appointment for second semester interaction.

As program advisor, you will be receiving notices of any student concerns or lacks of attendance. Plan time in your schedule to follow-up with the student to address these needs.

Outcomes for First Semester Transition to Program Head Advisor

- The advisee will meet the program advisor and establish second semester goals;
- The advisee will be able to identify program expectations and program timeline achievements;

- The advisee will articulate specific goals for completion of the first semester and for second semester expectations;
- The advisee will register for second semester; and,
- The advisee will schedule an end-of-semester review meeting and schedule a “**Second Steps**” advising session for no later than the 5th week of the second semester.

Second Steps

Navigating the “**Second Steps**” advising session of your advisee’s plan should occur early in the second semester. This meeting will provide for a review of first semester completion results, discussion of any new considerations, and a look forward to graduation goals. It should include the following elements:

1. Discuss the advisee’s pathway in light of current completions; project proceeding semesters’ course schedules to bring into view an on-time graduation goal.
2. Discuss any academic or performance status updates you have received for the student through Early Alerts or other campus notices, and examine impacts on overall pathway.
3. If the advisee will be completing a certificate or credential in the second semester, review those graduation needs.
4. If the student will be returning to complete a degree program, review the importance of pre-requisite and co-requisite course requirements and any course offering restrictions (i.e. “Fall only,” “Spring only,” etc.); begin to define those next semester needs and discuss summer course options.

5. Encourage the advisee to explore college/career options, especially if a transfer institution or internship decision has not been made. Begin that process in the session by modeling how that exploration can take place.
6. Schedule a mid-semester advising session to prepare for third semester registration; confirm that session with an email.

Outcomes for Second Steps

- The advisee will be able to identify any challenges to their certificate/program completion;
- The advisee will be able to articulate a defined path for graduation completion;
- The advisee will identify additional exploration areas of interest and possibilities associated with the guided pathway; and,
- The advisee will schedule a **Mid-Semester review** advising session.

Next Steps

This next stage of a student's journey with us is an exciting and celebratory time. During the **Second Steps Mid-Semester Review** advising session, your advisee may be anticipating graduation if she/he is in an Occupational/Technical program or the session could be focused on a view for the second year if the student is in a degree program.

For the one-year certificate program, review status of final courses and note upcoming graduation workshops the student will need to attend to ensure readiness for that final step. These workshops will be advertised by Student Services.

For the degree program student, this advising session offers a review of current course status, a closer view of degree completion, and a time to review program requirements in

order to firmly establish those final pathway steps for graduation. Those steps include the following elements:

1. If the student is planning on transfer to a four-year institution and has not made that selection, that choice must be made at this point or the student risks not making an effective transfer. Discuss the need for and the risks of not meeting transfer requirements. *If the student is not ready to select a transfer institution, set a firm date for that decision to be in place and schedule an appointment for that selection and review.*
2. Compare closely the pathway requirements with transfer expectations at the desired transfer institution. Use this time to project what electives in Humanities and Social Sciences would meet transfer expectations.
3. Review any Guaranteed Admissions Agreements (see **Advising Resources** and **VCCS Advising Resources**) that may apply to the transfer institution.
4. Review any needs for required courses that may only be offered in the fall or spring semesters, and schedule those courses first.
5. Review any course needs/concerns at present and establish resource help.
6. Discuss participation in summer semester, if possible, to reduce course loads or provide opportunity for other course requirements in regular semesters.
7. Be sure to check the program pathway guide for completion of any credentials within the program the student may have achieved.
8. Plan completion of courses over the next semesters, discuss graduation process, and review upcoming events such as graduation workshops, financial aid reviews, or any other impacts toward completion.
9. Register the student for the appropriate courses in the upcoming semester.

10. Set an advising session time mid-way in the next semester, and discuss any “next steps” that may include transfer college application, ePortfolio completion, résumé creation/update, scholarship opportunities, or other similar needs.

The last two semesters for a graduating student can be filled with unplanned questions and concerns. Do not be surprised at “pop-in” moments from these second-year students as they become more fully aware of their path and its potential. While attention to appointments is crucial, welcome these times of unscheduled conversation and questions from your advisees as you guide them in good process, planning, and decision-making.

Next Steps Outcomes

- The advisee will understand and establish final steps toward graduation, including course requirements and transfer expectations;
- The advisee will review and respond to course needs, available resources, and future course or events requirements;
- The advisee will register for the next semester; and,
- The advisee will document all “next steps” needs for completion.

Exceptions to the Traditional Plan

Advisors may be guiding students who do not fit the “traditional” mode. Some individuals may need only one course for completion of a requirement for a degree or recertification. An applicant may be adding courses to complete a requirement at another institution, or a student may have experienced a personal situation that interrupted an earlier participation.

Each of these unique cases will need clear, detailed attention, and if there are any questions, seek out staff/faculty who may have experience in those areas. As we encourage our students to ask questions when they are unsure, so should advisors seek out resources

Advising Resources

General Information—

[DSLCC Academic Calendar](#)

[DSLCC College Catalog and Student Handbook](#) (current and previous)

- | | |
|------------------------------------|---------|
| 1. Tuition/Financial Aid | pg. 30 |
| 2. Academic Policies | pg. 36 |
| 3. Student Support | pg. 44 |
| 4. Programs of Study | pg. 49 |
| 5. Student Policies and Procedures | pg. 122 |

[DSLCC Academic Programs/Guided Pathways](#)

[Common Student Forms](#) (e.g. Curriculum Change, Student Records Change)

[Contact Information for DSLCC Advisors](#)

[DSLCC Student Services](#) (e.g. Achievement Center, Library, Writing Center, Tutoring)

1. Students eligible for the A-Center can receive free tutoring through the program.
2. Students not eligible for the A-Center can receive free tutoring through the DSLCC Library or Writing Center.
3. All students are eligible for free Smart Thinking tutoring via Blackboard.

[Guaranteed Admission/Articulation/Transfer Agreements](#)

[VPT Testing Information](#)

[VPT Exemption Scores](#) (Multiple Measures can be found in *2016-2017 College Catalog and Student Handbook*)

Support-Specific Information—

[The Achievement Center--TRIO Student Support Services](#)

The Achievement Center (TRIO SSS) is dedicated to increasing the retention, graduation and transfer rate of students with a demonstrated academic and/or financial need, who are first generation college students or students with disabilities. This center is located in Scott Hall, next to the Library Resource Center, and it houses tutoring services, a computer lab, testing assistance, and other educational resources for qualifying students. **Contact: Kristy Casstevens, Director, kcasstevens@dslcc.edu, x2860**

DSLCC Disability Support Services

DSLCC provides counseling and documentation dissemination for students who have documented learning needs/disabilities. **Contact: Joseph Walker, DSLCC Disability Support Services Coordinator and Director, Rockbridge Regional Center, jwalker@dslcc.edu x3509**

DSLCC Financial Aid Office

Financial Aid Offices are located in Backals Hall, in the Student Services department. Staff in this office provide help to student in determining monetary aid available through a variety of sources. **Contact: Joy Broyles, jbroyles@dslcc.edu, x2861**

DSLCC Library

The DSLCC Library is located in Scott Hall and also houses our Writing Center as well as tutoring services for students in all subjects. **Contact: Nova Wright, Director, nwright@dslcc.edu, x2864**

DSLCC Veteran Affairs

The DSLCC Veterans Center is located in the Armory. **Contact the Center at x2856.**

Community Resources—

1. Transportation
 - a. [Ride Solutions- Alleghany Highlands](#) (main campus)
 - b. [RADAR- The Mountain Express](#) (main campus)
 - c. [RADAR- The Maury Express](#) (RRC)
 - d. R.A.T.S. 540-463-3346 (RRC)
2. Community Services
 - a. [Rockbridge Area Community Services](#) (RRC)
 - b. [Alleghany Highlands Community Services](#) (main campus)
 - c. [Blue Ridge Behavioral Health](#) (Botetourt residents)
3. Domestic Violence Services
 - a. [Project Horizon](#) (RRC)
 - b. [Safehome Systems](#) (main campus)
4. Health Care Services
 - a. [LewisGale Hospital- Alleghany](#)
 - b. [Bath Community Hospital](#)

• **Words to the Wise—**

- ~~Life happens. Be the role model for your advisees in your response to concerns and aggravations. Encourage respectful, considerate, and professional responses to all situations.
- ~~Listen. Give time for the advisee to articulate individual questions. This world of academics and training will most likely be a new experience, so help the advisee to gain awareness and understanding.
- ~~Be consistent and be ready. Take the time to prepare for your advisee appointments. Know the particulars so that when unexpected turns occur, you can guide your advisee to a clear choice.
- ~~Be realistic. Emphasize the need for a good plan and calendar. Map out the expectations of time outside of class participation, and do the math with your advisee. For example, a 15-credit schedule means 30 to 45 hours outside of class each week for course work—so that would be 45 to 60 hours of time commitment for a successful completion of those credits, not counting job or personal time.
- ~~Be specific. You cannot resolve every problem a student may bring to you. That is not your focus. You can encourage the student to be more self-aware, to recognize the reasons for the problem or situation, and to make better choices.
- ~~Remember—you are in the business of changing lives. Change them one at a time.

Appendix 1

General Advising Checklist

Academic Advisors/Faculty Advisors/Career Coaches/Success Coaches

1. Confirm address and phone number with student at every session.
If changes need to be made, the student can:
 - 1) update their personal information in SIS, or
 - 2) complete the Student Records Change Form.
(Name changes and SS# changes require official, government issued documentation.)
2. Confirm current program/plan with student at every session.
 - 1) If student is changing program or updating catalog year, have student complete the Curriculum Change Form.
 - a. Program requirements for current and previous catalogs can be found at: <http://www.dslcc.edu/academics/catalog-and-student-handbook/>
 - 2) Scan form to SS front desk (Vicki Williamson vwilliamson@dslcc.edu) for processing.
3. Print tracking sheet(s) from advisee's correct catalog year and perform audit for student on enrollment history in SIS.
 - a. Make sure to check for any previous course substitutions or transfer credit that has been awarded
4. Check VPT English and Math scores, Multiple Measures exemption scores (e.g. SAT, ACT, GED, HSGPA) and/or course work to make sure student is ready for advising and has satisfied necessary prerequisites.
5. Review 4-year Transfer Guides to determine how DSLCC courses will transfer.
6. Be mindful of specific course sections with restricted enrollment (i.e. enrolling traditional students in restricted Governor's School or dual enrollment sections).
7. Discuss Release of Information Form with student. If they wish for a parent/legal guardian to have permission to their academic and financial records the student must fill out a Release of Information Form. Please drop off or scan form to SS front desk (Vicki Williamson) or the RRC front desk for processing.
8. Complete DSLCC Registration form and have student sign the form. Give pink copy to the student, white copy to Student Services, and yellow copy to the Business Office. If student is using Financial Aid to pay for courses, make sure aid is in the system before registering student.

Appendix 3



DABNEY S. LANCASTER
COMMUNITY COLLEGE

Curriculum Change Form

DSLCC – Student Services

1000 Dabney Drive ▪ Clifton Forge, VA 24422

Student Name: _____ Empl Id#: _____

(Please mark all that applies below. These changes will override whatever program you are currently in.)

Please Note: You cannot be in both Non-Curricular and Curricular. You must choose one or the other.

ADD Add additional plan(s) (Please write the word “ADD” by the program you wish to add)

DELETE Delete a plan(s) (Please write the word “DELETE” by the plan you wish to be removed from)

Effective Term: Spring Summer Fall Year: **20**_____

NON-CURRICULAR PROGRAMS

(Not eligible for any degree, certificate, diploma or financial aid)

_____ 021 Upgrading Emp Skills _____ 022 Develop Job Skills _____ 023 Career Exploration

_____ 024 Personal Satisfaction

_____ 025 Transient (Student taking classes to transfer back to their Host College/University)

_____ 026 Non-Degree Transfer

_____ 041 High School Dual Enrollment

_____ 042 High School Student w/Permission (Jackson River Governor’s School)

AA&S – Associate of Arts and Sciences Degree (Transfer)

AAS – Associate of Applied Science Degree (Preparation for employment and not designed for transfer but some courses/programs MAY transfer into selected programs of study at some institutions with careful planning and approval from the academic advisors at the receiving four-year college/university)

C – Certificate (30-59 Credits)

CSC- Career Studies Certificate (9-29 credits)

CURRICULAR PROGRAMS

Transfer Programs

- | | |
|---|---|
| <p>_____ Business Administration (216) AA&S</p> <p>_____ General Studies (697) AA&S</p> <p>_____ General Education (695) C</p> | <p>_____ Business Administration w/ Spec.
in Business Foundations (216-01) AA&S</p> <p>_____ Education (624) AA&S</p> |
|---|---|

Occupational & Technical Programs

Administration of Justice

- _____ Administration of Justice (400) **AAS**
- _____ Administration of Justice w/ Specialization
Specialization in Forensic Science (400-02) **AAS**
- _____ Forensic Science (475) **C**
Technology (398) **C**
- _____ Law Enforcement (463) **C**
CSC
- _____ Private Security Services (221-400-60) **CSC**
Office (724) **C** Management (224) **C**
- _____ Office User (221-298-08) **CSC**
24) **CSC**
- _____ Arts Management (TBA) **CSC**

Culinary Arts/ Hospitality

- _____ Culinary Arts and Management (242) **AAS**
04) **AAS**
- _____ Culinary Arts (245) **C**
(722) **C**
- _____ Baking and Pastry Arts (221-242-05) **CSC**
990-448) **CSC**
- _____ Hospitality Management (221-775-01) **CSC**
938-21) **CSC**

Business/ Office Support

- _____ Business Management (212) **AAS**
- _____ Business Management w/
in Administrative Support (212-01) **AAS**
- _____ Administrative Support
- _____ Business Leadership (221-298-32)
- _____ Business Leadership & Comm.
- _____ Small Bus Management (221-212-

Manufacturing

- _____ Electrical & Instrumentation (718-
- _____ Advanced Man & Technology
- _____ Adv. Man. Fundamentals (221-
- _____ Instrumentation Tech. Fund. (221-

_____ Hospitality Services (271) C
(TBA) CSC

_____ Electrical Wiring Fundamentals

_____ HVAC Fundamentals (221-903-10) CSC

Agriculture/ Natural Resources

_____ Forest Management Technology (328) AAS

_____ Urban Forestry (221-328-03) C

_____ Welding (995) C

_____ Sustainable Agriculture and Horticulture (TBA) C

_____ Welding (221-995-01) CSC

_____ Sustainable Agriculture (221-335-06) CSC
(824) CSC

_____ Wind Turbine Service Technology

_____ Basic Wind Service Tech (221-941-10) CSC
706-40) CSC

_____ Renew. Energy Tech. Fund. (221-

Health Services

_____ Advanced Health Care (194) C

_____ EMS – Intermediate (221-146-03) CSC

_____ Practical Nursing (157)* C
179-01) CSC

_____ Nursing (156) * AAS

_____ Massage Therapy (221-

Information Technology

_____ Information Systems Technology (299) AAS

_____ Microcomputer Operations (207) C

_____ Networking Technologies (221-732-07) CSC

_____ PC Repair (221-731-24) CSC

_____ Web Page Design (221-352-02) CSC

_____ Other _____

*** Note:** All Nursing students are plan placed into General Studies and Advanced Health Care. Nursing has a separate admissions application, nursing test and requirements. Once accepted into the Nursing program, you will be plan placed into the Nursing curriculum per the Program Head.

***** RN & LPN Certificate Program are the only two programs at DSLCC that are not guaranteed admissions*****

***** Please Note: Not all Curriculums may be eligible for Financial Aid*****

(Please check with the FA Office to see if you are in an eligible program)

Student Signature: _____

Date: _____

Student Services Office Use Only

_____ Non-Curricular to Curricular
(Program Change)

_____ Curricular
(Plan Change)

_____ Advisor/Program Head
(Add)

Created by the DSLCC SSLI Advising Workgroup:

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