

# **FACULTY ACADEMIC ADVISING HANDBOOK**



**College Advising Center  
Lewis & Clark College  
2020 - 2021**

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## Overview to L&C Undergraduate Advising

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Although our students are ultimately responsible for fulfilling the requirements for their college education, advisors are essential to their success at Lewis & Clark College. Academic advising provides students with the information and guidance they need to follow academic policies, capitalize on L&C opportunities and resources, succeed in their coursework, graduate in a timely manner, and begin purposeful lives after graduation. In addition, academic advising is an important component of our explicit [4-5-6 Commitment](#) to first-time freshmen entering the college in the fall of 2019 or later. To help meet their academic goals, all students have access to two types of advisors: Faculty Advisors and College Advisors. In this way, from matriculation to graduation, all L&C students can count on obtaining crucial academic assistance from their advisors.

**Faculty advisors** are the “front line” for sound academic advice and knowledge about courses, campus resources, policies, and other student-related issues. The following tasks are essential to this role:

- Meet with all of their advisees each semester for course planning and registration authorization
- Ensure advisees are on track for the [4-5-6 Commitment](#) and its [fine print](#) when the various aspects of the commitment apply to them and are relevant to their goals
- Help advisees who are struggling academically and guide them to relevant resources
- When appropriate, sign advisees’ forms and applications for off-campus programs, provide approval for leaves of absence and overloads; evaluate petitions and redirect students if necessary or provide explanations and letters of support, keeping in mind that advisors should help the student work within existing policy whenever possible.
- Assist advisees with their four-year academic plans and forming and fulfilling their academic goals
- Partner with college advisors and other relevant parties to help students succeed at L&C

There are three important roles for faculty advisors: Pre-major, Major, and Minor.

*Pre-major faculty advisors:* First-year students are assigned pre-major faculty advisors on the basis of their stated academic interests and goals. These advisors help their advisees transition to college and plan a basic academic program that will enable them to explore potential majors, minors, and overseas programs; fulfill their degree requirements; and obtain a true liberal arts education. In addition, pre-major advisors should be readily available during the add/drop period (i.e., the first two weeks of each semester) to discuss with their advisees any potential changes to course schedules.

*Major faculty advisors:* When students declare their academic major (typically required upon completion of 45 credits), they choose a *major advisor* from their discipline of choice. After advisees declare a major, their major advisors should review program evaluations then carefully map out and continually update the academic plan for the advisees’ major courses and general education requirements. Major advisors also relay information about departmental events, graduation deadlines, and post-graduation opportunities.

*Minor faculty advisors:* Minors are optional and not all L&C departments or programs offer one. If students declare a minor, they must select a minor advisor within that discipline to help plan the completion of the minor’s requirements and provide information about opportunities within the field.

**College advisors** support both advisees and faculty advisors. Every incoming student is assigned a college advisor, as well as a faculty pre-major advisor or a potential major faculty advisor for transfer students. In addition, all CAS students and faculty can contact the College Advising Center in Albany 206 whenever they have concerns or need information. College advisors perform the following tasks:

- Help incoming non-transfer students choose and register for courses prior to their first semester
- Help remind students about deadlines, policies, and resources
- Check to make sure juniors and seniors are on track to graduate on time
- Inform students and their faculty advisors about notifications of academic concern and midterm deficiencies
- Work with students who are struggling academically and guide them to relevant resources
- If needed, help students with four-year academic planning and keep these plans on file
- Give registration authorization and sign forms when appropriate; evaluate petitions and redirect students if necessary or provide explanations and informational letters
- Provide guidance, information, and partnership to faculty advisors and instructors

## Responsibilities of Advisees and Their Faculty Advisors

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All CAS students are responsible for shaping their education; faculty advisors provide knowledge, set expectations, and assist advisees in planning and successfully pursuing an academic program that allows them to graduate in a timely manner. Whenever possible, advisees should schedule advising meetings in advance and arrive adequately prepared. For example, when meeting with an advisor to discuss next semester's courses, the advisee should bring an appropriate list of courses, alternatives, and potential schedules in which these courses would fit. To fulfill their responsibilities, advisors need to be informed, accessible, and intentional in their guidance. Specific responsibilities for each role are listed below.

### *Advisees' Responsibilities*

- Be accountable for their education and academic programs
- Establish an active, academic relationship with their advisors
- Schedule, prepare for, and keep advising appointments
- Understand and follow the College's requirements, policies, and procedures
- Declare a major by the time 45 credits have been earned (see p. 7 for exceptions), after first enlisting a major advisor within the major's department or program
- Frequently review their WebAdvisor program evaluations and monitor their progress towards graduation
- Complete and submit a graduation application by the relevant deadline

### *Faculty Advisors' Responsibilities*

- Follow and explain the Graduation Requirements and Academic Policies & Procedures described in the [College Catalog](#) for the catalog year that a student entered L&C
- Let advisees know about the relevant advising-related dates listed on the [Academic Calendar](#), such as ones for registration advising and registration for the following semester, degree filing dates for graduation, and the deadline for individual course withdrawals.
- Understand the registration process, meet individually with advisees to plan courses during the advising period for registration authorization, and use WebAdvisor to give advisees permission to register. (Instructions for how to give advisor approval to register can be found on the [Faculty page](#) of the Registrar's website.)
- Frequently review each advisee's WebAdvisor program evaluation, assess progress towards graduation, and help construct and update academic plans for completion of the requirements. For first-time freshmen entering the college in the fall of 2019 or later, this involves keeping in mind the [4-5-6 Commitment](#) and its [fine print](#).
- Be accessible through scheduled appointments, office hours, Zoom, telephone calls, and e-mails
- Guide the advisee's academic and intellectual journey, including choice and completion of a major
- Serve as an advisee's mentor, advocate, and guide to resources
- Understand the mandates of the Family Education Rights and Privacy Act of 1974 as Amended (FERPA). An advisor may not discuss a student's grades or academic progress with parents,

guardians, or similar individuals *unless* the student has signed a *records release authorization form*, available through the CAS Registrar's Office. It is important to contact the Registrar's Office to find out if a release has been signed. However, a signed release does not require advisors to talk with parents or guardians about their child if advisors are uncomfortable doing so. Even without a signed release, disclosure may be made to school officials who have legitimate educational interests. Note that FERPA also gives students the right to inspect and review their educational records. (This must be requested via the Registrar's Office.) Any written material about the student from one L&C employee to another is included in the definition of "educational record." This encompasses informal notes, confidential inter- or intra-office memos, and e-mails. *If you maintain it, the student has a right to see it.* For a more thorough explanation of these rights, go to the [FERPA](#) link on the Registrar's website.

### Resources to Help Advisees and Advisors Meet Their Responsibilities

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- It is essential for advisees and faculty advisors to read and frequently review the Graduation Requirements and Academic Policies and Procedures sections of the relevant [College Catalog](#).
- The program evaluation function in WebAdvisor assists students and advisors with pre-major and major academic planning, allowing them more time to discuss "philosophical" academic and career concerns rather than rudimentary graduation requirements. (Review "[How to read a program evaluation](#)" on the [Faculty page](#) of the Registrar's website.)
- Four-year academic plans provide students with an essential overview of what courses to take in their eight semesters. As the *College Catalog* states, this long-range academic planning helps students "gain the full benefit of their education and to plan for special experiences, such as overseas or off-campus study." Pre-major advisors should help their advisees fill out a generic four-year academic plan, writing in "major," "Gen Ed requirement," "overseas," and "elective" semester by semester. Major faculty advisors help update these plans and make them more specific as students move through their college careers. **Keep in mind that students entering L&C in the fall of 2020 or later will have different general education requirements than those who entered earlier.** Four-year academic plans that include the appropriate set of general education requirements can be accessed in a PDF or on-line format by going to the [College Advising Center website](#) and looking under either Resources for Faculty or Resources for Students. The PDF and on-line academic plans for students entering under the new general education requirements are simply called Academic Plans and the ones for students entering under our old general education requirements are titled Pre-fall 2020 Academic Plans.
- The College Advising Center (Albany Quadrangle 206, [cac@lclark.edu](mailto:cac@lclark.edu), x7600) can be contacted whenever advisors or their advisees have questions about academic policies, graduation requirements, appeals, resources, and other advising-related issues. Advising-related forms and resources for students and faculty can be found on the [College Advising Center website](#).

### The Developmental Approach to Advising

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Effective faculty advisors practice "developmental advising." They don't simply sign forms or tell students what the requirements are and suggest courses to fulfill them. Instead, they show genuine interest and ask questions that will lead students to think of these requirements in the broader context of their abilities, interests, goals, and liberal arts education.

#### **Five productive questions to ask pre-major advisees:**

- What was your path to L&C, and why did you choose to come here?

- What are your passions, main interests, or hobbies?
- What major or majors are you considering? Why?
- What questions do you have about majors, minors, requirements, careers, overseas programs, etc.?
- What are some of your goals or aspirations for your time at L&C and what concerns do you have?

Answers to these questions help faculty advisors and their advisees explore how various courses and co-curricular activities can help the advisees accomplish their goals. Part of this process involves encouraging students to acknowledge their limitations as well as their strengths, to recognize the skills necessary to accomplish their future goals, and to help them build on their strengths to redefine their goals. For example, sometimes students have the long-term goal of becoming a physician but they don't excel at the requisite coursework. Faculty advisors can use their objectivity and knowledge to help advisees reflect on what they value about the medical profession and how they can practice some or all of those values through other careers. Remember: *good advising is actually teaching* and an important part of a faculty member's work at a liberal arts college.

### *Advising Needs Based on Academic Year*

Developmental advising also involves recognizing that first-year students, sophomores, juniors, and seniors tend to have different advising needs. However, because not all students perfectly fit any one pattern, the following "class" descriptions will not apply to every student. "Class standing" is based solely on the total number of completed semester credits and sometimes going by "year in school" is a more useful way to fit students into these patterns.

**0 to 28 credits: First-year students** often feel insecure, anxious, and confused as they transition from high school to college. Effective advising helps them learn about college resources, graduation requirements, policies, and procedures; understand what is required to be successful in college; assume responsibility for their educational progress and four-year academic plans; assess their abilities and interests; explore possible majors and minors; and become connected to our campus.

**29 to 60 credits: Sophomore students** sometimes feel invisible, unmotivated, and uncertain about which major to choose. Faculty advisors can help by scheduling meetings with sophomores to review their academic progress, assist them in thinking about their educational and related life goals, and discuss how academic and co-curricular activities can help them move toward those goals. Sophomores should be encouraged to explore, reflect, and make rather momentous (albeit alterable) decisions about the direction and focus of the remaining two years of their liberal arts education.

**61 to 92 credits: Juniors** often form a close connection to both their major department/program and the academic community, developing greater proficiency in the skills required to succeed in college. Faculty advisors do well to help these students focus on major and other graduation requirements and to consider internships, independent or collaborative research, graduate programs, career fairs, and accessing our Career Center and other academic and career opportunities.

**93 or more credits: Seniors** are typically excited and also nervous about transitioning from the world of college into the world of work or graduate programs. They often need to be reminded to submit their degree applications on time, finish their major and general education requirements, and prepare for employment opportunities or graduate work by accessing the Career Center and other relevant resources.

### Changing Faculty Advisors

Students may change their faculty advisors at any time. Faculty advisors can help their advisees understand both the relatively simple procedure and that they (or any other advisor) will not feel offended or rejected if an advisee finds a new advisor. First a student needs to print the [Change of Advisor Form](#)



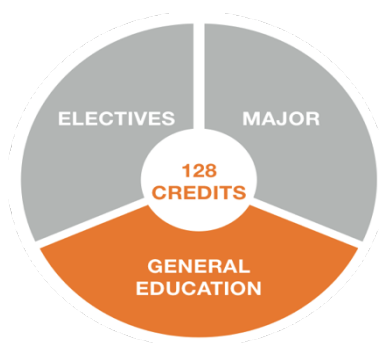
from the College Advising Center website (under Resources for Students). The student then asks another faculty member to sign the form as the advisor. (In the case of a major or minor advisor, that faculty member must be in the major/minor department or program), and returns the signed form to the College Advising Center (Albany 206). **Important Note: Students who are also declaring a major or minor should use the multipurpose Major/Minor Declaration form, available on the [Registrar's website](#), under [Forms and Resources](#), and submit it to the Registrar's Office ([reg@lclark.edu](mailto:reg@lclark.edu)), using their L&C email account. Please note that not all forms will require an advisor's signature.**

## Graduation Requirements

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One of the main goals of academic advising is to help students meet the requirements they need to graduate on time. For students entering in fall 2020 or later, the basic graduation requirements for Lewis & Clark College are briefly described below. Other students are subject to the graduation requirements in effect when they entered L&C and the appropriate catalog should be used when advising them.

1. Satisfactory completion of a minimum of 128 semester credits, loosely divided as follows:



2. Satisfactory completion of a major program approved by the chair of the appropriate department/program or by the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student Designed Majors. To this end, students must declare a major and acquire a faculty advisor in that department or program once they have earned 45 semester credits. (First-semester transfer students and first-year students with more than 25 awarded advanced placement or dual credits may request a one-semester extension from our Registrar's Office.)
3. Meet the different types of residency requirements: Academic, Senior, Major and, when applicable, Minor.
  - *Academic residency*: defined as 60 semester credits taken through L&C programs.
  - *Senior residency*: Once students have 93 credits (senior status), all but 4 of their remaining credits must be taken through L&C programs. However, our Registrar's Office may approve the transfer of up to 6 credits after senior status is reached if the student proposes to transfer (a) a single course that exceeds the 4-credit maximum or (b) two courses from an institution that operates on the quarter system, the total of which exceeds the 4-credit limit.
  - *Major residency*: students must complete a minimum of 20 semester credits of the coursework for their major through L&C programs.
  - *Minor residency*: For most minors, a minimum of 12 semester credits must be taken through L&C programs. A few minors, such as Gender Studies, require that at least 16 credits (four of the minor courses) be taken at L&C.

4. Earn 28 discrete semester credits in their majors, which means these credits cannot be used for a minor or another major. At least 12 discrete credits must be achieved in each minor. A few minors, such as gender studies and classics, require 16 discrete credits.
5. Satisfactory completion of the General Education requirements as outlined in the catalog in effect when they entered L&C. (See pages 15 and 16 for more information on the 2020-2021 general education requirements.)
6. Satisfactory work: Students must have a cumulative overall grade point average of 2.000 or higher, and a GPA of 2.000 or higher in all majors and minors.

## Registration Policies and Procedures

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### Course Loads

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Student will accrue the required 128 credits in four years if they complete 32 semester credits each academic year. Students usually take four 4-credit courses each semester, often with an additional 1- or 2-credit activity course. (Natural Sciences majors typically need one or more 5-credit courses each semester, plus one or two 4-credit courses.) Any schedule of 12 semester credits or more is considered a full load. However, a student taking only 24 credits a year would be 8 credits short of normal progress towards graduation each year and would need to make up these credits in the summer to be able to graduate in 4 years. It is important to note that our Financial Aid Office uses a “Satisfactory Academic Progress” determination. For additional information, see the Satisfactory Academic Progress Policy at: [http://www.lclark.edu/offices/financial\\_aid/undergrad/policies/](http://www.lclark.edu/offices/financial_aid/undergrad/policies/)

During the registration period, students may register for up to 19 credits. During the Add/Drop period, students with a 3.0 cumulative GPA at L&C may register for 20-21 credits if they obtain instructor permission to register for the course or courses they want to add and their advisor approves of the request. Before giving their approval, faculty policy recommends that advisors carefully evaluate an overload request, considering the student’s overall academic performance, as well as their schedule for the semester. **The 3.0 cumulative GPA requirement means that incoming students cannot overload their first semester.** In addition, it is worth noting that varsity sports courses (PE/A 102) are not included when calculating maximum credits. The [Request for Overload](#) form can be downloaded from the Registrar’s website; it must be submitted in to our Registrar’s Office *before* 4 pm on the last day of the Add/Drop period. **Although an advisor’s signature is no longer required on the form, students must check a box on the form, verifying that they have met with their advisor and the advisor has approved of the overload as it is listed on the form.** The Registrar’s Office will notify the advisor of the student’s overload request. All course work, including that taken at another college during the L&C semester, counts as part of a student’s course load.

Advisees under-load when they register for fewer than 12 credits and they are therefore considered to be part-time students. This status could lead to the student losing financial aid and being ineligible for varsity athletics and other co-curricular activities. The student should consult with the Financial Aid Office *before* registering for fewer than 12 credits and international students need the consent of Brian White (bdwhite@lclark.edu) to under-load. During the Add/Drop period at the beginning of a semester, part-time students need to file an **Under-load Notification form** available at the Registrar’s Office to avoid being charged for a full course load.



## Advanced Standing: Advanced Placement/International Baccalaureate

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AP/IB scores may count toward the 128 credits needed to graduate. Lewis & Clark College grants 4 semester credits for Advance Placement (AP) scores of 4 or 5, except for Calculus BC, which is granted 8 semester credits. No more than 8 credits for Calculus AB and BC will be awarded.

Lewis & Clark College also recognizes the International Baccalaureate (IB) higher-level exams. Four semester credits are granted for scores of 5 on certain higher-level exams, or 8 semester credits for scores of 6 or 7 on certain higher-level exams.

The maximum number of any type of Advanced Standing credits that can be applied towards graduation is 32. Preference is given to those examinations with L&C course equivalencies. **Official advanced standing results must be received in the Registrar's Office within one year from the date of initial matriculation in order to be eligible for credit.**

For students entering L&C in the fall semester of 2020 or later, credit granted through the AP or IB program can be used to fulfill the Natural Sciences General Education requirement. The [Advanced Standing](#) chart in the Academic Policies and Procedures section of the [College Catalog](#) also specifies how AP and IB scores are applied to the curricula and major requirements of our academic departments. If an AP score counts as the equivalent to an L&C course, students will lose their AP credits if they take the course. For example, students are not eligible to earn credit for AP statistics and ECON 103, MATH 105, or PSY 200.

## Transfer Credit

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Transfer credit (and dual credit earned while attending high school) is generally awarded for course work completed at other colleges or universities regionally accredited in the United States (or the equivalent for foreign institutions), provided the Registrar's Office determines the course work to be college level, consistent with Lewis & Clark College's curriculum, and graded C or better. (Courses taken for P/NP or CR/NC/ will not be accepted for transfer credits unless the awarding institution's documented policy states that passing grades are considered to be C or better.) Students may transfer a maximum of 68 graded semester credits to Lewis & Clark, providing those credits are approved by the Registrar's Office. Due to the College's senior-residency requirement, students who have earned senior standing (93 credits) can only transfer 4 of their remaining credits back to L&C. However, as noted on p. 7, our Registrar's Office may approve the transfer of up to 6 credits after senior status is reached if the student proposes to transfer (a) a single course that exceeds the 4-credit maximum or (b) two courses from an institution that operates on the quarter system, the total of which exceeds the 4-credit limit.

Grades from transfer credit are not computed into the student's L&C grade point average. The amount of credit granted for courses taken at other institutions on the semester system is the amount of credit given by the originating institution (e.g., if a course in Astronomy at University X carries 5 semester credits, L&C will grant 5 credits). Credit earned on a quarter-system calendar is converted to semester credits on the basis that one credit taken on the quarter system equals 0.67 semester credits (e.g., if a course in Astronomy at University Y carries 5 quarter credits, L&C will grant 3.33 semester credits). Rare cases involving credits from an academic system that is not on a standard quarter or semester system will be evaluated as they arise. In the Registrar's Office, Tiffany Henning (x7325; [thenning@lclark.edu](mailto:thenning@lclark.edu)) now evaluates transfer credits for students with last names beginning with A-K and Caitlin Hansen (x7332; [chansen@lclark.edu](mailto:chansen@lclark.edu)) conducts the transfer evaluations for students with last names beginning with L-Z.

Advisors should strongly urge their advisees to have transfer courses pre-screened by the Registrar's Office before they are taken. This is done through the [Request to Pre-Screen Transfer Credit form](#) found on the Registrar's website under Transfer Credit. Students should indicate on the form if they wish to apply any transfer credits toward General Education Requirements; Tiffany Henning or Caitlin Hansen will then determine which (if any) general-education requirements the transfer credits will satisfy. Students should allow up to two weeks for their forms to be processed.

If transfer credits are to apply to major or minor requirements, students must first verify with the Registrar's Office that the proposed course is transferable as credit toward graduation in general, and then consult with the relevant Department or Program Chair. Only the Chair can determine if a transfer course can be applied towards a major or minor and students must ask the Chair to submit a [Course Substitution Form](#), available in the Registrar's Office or on the [Registrar's website](#). There is a limit on the number of transfer credits that may be applied to a major or a minor. A minimum of 20 semester credits for the major and 12 semester credits for most minors must be taken at L&C. (As noted earlier, a few minors require that at least 16 credits be taken at L&C.)

Students who plan to study overseas through another accredited U.S. college or university program must submit a [Non-LC Study Abroad Application](#) (available in the Registrar's Office or on their website) prior to the start of the program. Transfer credit is not granted for (a) non-accredited "stand alone" travel/study programs, (b) programs offered at the same time and place as an L&C program, or (c) if the coursework is not approved prior to attendance on the program.

### Course Requisites and Restrictions

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A student cannot register for a course if the prerequisite or co-requisite has not been met. Restrictions apply when the course requires a student to have a given class-level (e.g., junior) or a certain major (e.g., music). Other restrictions, such as mandatory auditions or participation on an overseas program, may also apply.

Prerequisites and restrictions should be taken seriously because students with deficient knowledge may struggle with the course material. However, if the instructor thinks the circumstances warrant the student's enrollment, he or she can use the Student Course Permissions link on WebAdvisor to grant the student permission to register for the course. Directions for providing permission can be found on the [Faculty page](#) of the Registrar's website. It is important to note that co-requisites are never waived and the prerequisites and/or restrictions for some courses are typically not waived. (This information is included in the prerequisite or restriction notation for a course.)

Some courses have a QR 101 prerequisite. Students can demonstrate proficiency equivalent to the QR 101 prerequisite either by receiving a 53 or higher on the ALEKS [Quantitative Reasoning Exam](#), relevant transfer or dual credit that has been approved by our Registrar's Office, or certain AP/IB exam scores (i.e., AP scores of 4 or higher in calculus AB or BC or IB scores of 5 or higher on a higher-level mathematics exam). Students who receive an ALEKS score between 30 and 52 can meet the QR prerequisite by enrolling in QR 101: Foundations of Quantitative Reasoning, which is a 4-credit course. However, they should be encouraged to study the ALEKS calculus module for a minimum of 8 hours and re-take the exam at least once before registering for QR 101 in case they can achieve a score of 53 or higher. If they get below a score of 30, they *must* review an ALEKS learning module and retake the exam.

First-year students are limited to 100-level courses and 200-level courses that have an "F" in the section number (e.g., RELS 201-F1). Some departments/programs allow first-year students who have certain scores on the AP or IB exams to place into higher-level courses. (This information is available in the Academic Policies and Procedures section of the [College Catalog](#) under [Advanced Standing](#).) Junior

standing is a restriction for many 300- and 400-level courses. If a course has this restriction, a first-year or sophomore student cannot register for it unless the instructor has granted permission in WebAdvisor.

## Adding or Dropping Courses and Withdrawals

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Course additions or deletions can be made before the semester begins and during the Add/Drop period, which is the first two weeks of each semester. (The Add/Drop period is compressed for the summer semester.) Once the Add/Drop period starts, wait-lists for courses become only a reference tool for faculty and open seats will not be offered through the Registrar's Office. Instead, all students will make regular add/drop transactions on-line via WebAdvisor and they may do so up until 11:59 pm on the last day of the Add/Drop period. If students are making non-standard transactions, their forms need to be submitted to the Registrar's Office before 4 pm on the last day of the Add/Drop period. **Deadlines are strictly enforced.** Students will not be able to add course sections after the deadlines; they should make sure there are no holds on their accounts that will prevent them from meeting these deadlines. Both regular transactions and non-standard registration for the Add/Drop period are described below.

For students to add a course as a regular transaction during the Add/Drop period, instructors might first need to submit a [Request for Section Cap Increase](#). Via WebAdvisor, they then need to [grant permission](#) for the student to register for the course section. (The Registrar's Office cannot accept emailed permissions from instructors giving students their approval to add courses.) Once this permission is granted and confirmed, students register for the course via WebAdvisor if room is still available by the time they try to do so. Students attempting to add courses after 11:59 pm on the last day of Add/Drop period must submit a formal [Petition for Modification of Academic Requirements form](#) and all related materials to the Office of the Registrar at least two weeks prior to the next scheduled meeting of the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student-Designed Majors.

For regular transactions, all students can drop courses online during the Add/Drop period with the following exceptions:

- CORE 120: Words and CORE 121: Numbers. Students seeking to change their sections of the required first-year seminar courses must have the approval of the Director of General Education or designee. They should contact the CORE Curriculum Office in Miller Center 404 or e-mail [GenEd@lclark.edu](mailto:GenEd@lclark.edu). Changes are approved only in cases of extenuating circumstance or special need. Changes are not permitted after the add/drop period has ended. **Students are not permitted to withdraw from CORE 120 or CORE 121 unless withdrawing from the semester.**
- The last class for which students are registered. If they intend to withdraw from all of their courses, they must contact the Registrar's Office to complete this transaction.
- Overseas courses. Students must contact the Overseas Office to withdraw from overseas courses.

Non-standard registration may require a paper form either in addition to, or in place of, WebAdvisor registration. The form, including appropriate approval signatures if required, must be submitted to the Registrar's Office *before 4 pm* on the last day of the add/drop period. Non-standard registration may include the following:

- *Overloads* - instructor permission to add a course must first be granted via WebAdvisor and the student must discuss the practicality of the overload with their advisor and receive the advisor's approval. The [Request for Overload form](#) can be downloaded from the Registrar's website. This form is due *before 4 pm* on the last day of the add/drop period. (See p. 8 for additional information about the form and advising students who want to take more than 19 credits in a semester.)
- *Time Conflicts* - Relevant instructors must provide WebAdvisor permission to register for their courses. In addition, the student and both instructors must complete and sign the [Request for](#)

[Registration with Time Conflicts form](#) found on the Registrar's website and send it to [reg@lclark.edu](mailto:reg@lclark.edu). This signed form is due before 4 pm on the last day of the add/drop period. **First-year students are not allowed to register for courses with time conflicts.**

- *Practicum, Internships, Directed Study, and Independent Study Courses* – Registration is by paper only. Forms for these courses must be submitted before 4 pm on the last day of the Add/Drop period. More information about these courses can be found in the [College Catalog](#).

After the Add/Drop period has ended, students must use an [Individual Course Withdrawal form](#) (available from the [Registrar's website](#)) to withdraw from individual courses up until 4 pm on Friday of the 10<sup>th</sup> week of the semester. Any course withdrawal that takes place after the second week is recorded on the student's transcript with a grade of W (withdrawal). **Students are not allowed to withdraw from individual courses after the 10th week of the semester.**

**Semester withdrawal** refers to a student withdrawing from *all* courses at any time after the semester has started; all courses will appear on the transcript with a grade of W. Students who need to withdraw from *all* registered courses ("semester withdrawal") have until 4 pm on the last day of instruction to do so by contacting the Registrar's Office at [reg@lclark.edu](mailto:reg@lclark.edu). Instructor consent is not required. Students who withdraw from all of their courses during a semester may be eligible for an adjustment to their tuition charges but this is dependent upon the date the form is filed with the Registrar's Office. **Students who take a complete semester withdrawal after the 10<sup>th</sup> week of the semester are required to take a leave of absence for the subsequent fall or spring semester. However, this requirement will not be in effect for the 2020 fall semester.** Students may take a semester withdrawal more than once during their time at L&C. However, any subsequent semester withdrawals will result in a mandatory leave of absence for the following fall or spring semester. Students may petition the Leaves and Reentry Committee for an exception by contacting the [College Advising Center](#) at [cac@lclark.edu](mailto:cac@lclark.edu).

### [Repeated Courses](#)

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Certain courses (e.g., PE/A, MUP) may be taken more than once for credit. Otherwise, a repeat of the same course cannot be counted towards credit for graduation. Although a repeated course will be counted only once towards the degree, both times the student took the course will appear on the transcript and be used to calculate the GPA.

### [Credit/No Credit \(CR/NC\) Grade Option](#)

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To exercise this option, students should consult with the instructor and their faculty advisor, then complete a **credit/no credit form** from the [Registrar's Office website](#) and send it to [reg@lclark.edu](mailto:reg@lclark.edu) using their L&C email address. The form must be returned to the Registrar's Office during the Add/Drop period (the first two weeks of the semester). Once the credit/no credit form has been submitted, it cannot be rescinded even if the Add/Drop period has not yet ended. Furthermore, students are not allowed to elect CR/NC after the first two weeks of the semester. In order to receive "credit," a student must earn **at least a C** in the course. If an instructor allows the CR/NC option, students should be told the pros and cons of this choice. The *pros* of CR/NC include allowing students to be less GPA wary and more adventuresome; *cons* include diminished student motivation or, alternatively, that the student might do better than a "C" in the course. Also, some graduate and professional schools count a CR grade as a C in calculating the GPA. **Keep in mind that courses taken CR/NC cannot be used to satisfy general education requirements, with the exception of PE/A courses and courses that were taken in the spring of 2020.** Some majors also prohibit the use of courses taken CR/NC.

## Practica, Internships, Directed Studies and Independent Studies

Students must work with faculty to receive academic credit for learning experiences that occur outside the regular curriculum. To register for a course numbered 244/444 (Practica and Internships) or 299/499 (Directed and Independent Studies), students must follow these steps:

- (1) Obtain the appropriate online form from the [Registrar's Office webpage](#).
- (2) Meet with the faculty member to complete the form and develop the written agreement.
- (3) Obtain the approval of the faculty member. Students pursuing internships must also obtain the approval of the on-site supervisor.
- (4) The form and written agreement should be submitted to the Registrar's Office *before* students begin the practicum, internship, directed study, or independent study.

Students who wish to complete an internship during the summer must first register to receive credit during the summer. Requirements for earning credit for learning experiences that occur outside the regular curriculum can be complicated. It is essential to go to the Academic Policies and Procedures section of the [College Catalog](#) and review the information on [Practica, Internships, Directed Study, and Independent Study](#).

## Majors, Minors, and Pre-Professional Programs

One of the expectations of a liberal arts education is that the coursework in any major will give each student the skills needed to be successful in a number of diverse paths and careers. The choice of an academic major does not necessitate or even necessarily imply the choice of a future career, but instead represents a base for a range of future opportunities. Two students majoring in the same field may end up with markedly different careers. Similarly, graduates with similar careers may have arrived at them through very different majors.

Generally, the requirements for graduation are those in effect for the catalog year that a student enters (or re-enters) the College. Catalogs are archived at: <http://college.lclark.edu/catalog/>. Major and minor requirements vary depending on the department or program. Some majors and minors only require classes within one department, while others draw from several departments. For example, programs such as Environmental Studies, Gender Studies, and Asian Studies are designed to be interdisciplinary. As noted earlier, the College's **major and minor residency requirements** stipulate that at least 20 credits for the major and at least 12 credits for a minor must be earned at L&C. (A few minors require 16 L&C credits.)

## Choosing a Major

When contemplating the prospect of deciding upon a major, students should consult with their pre-major advisor and with other faculty members. Faculty advisors might point out to their advisees that when students are passionate about their studies, they feel invested in them, better enjoy doing their coursework, and are more likely to excel. One effective way for advisees to consider what they are most interested in is to reflect on the following two questions. "Of all the courses I have taken in college and high school, which have I enjoyed the most? What topics capture my interest and attention?" Using the answers as a guideline, advisees can then go through the list of courses under each potential major in the *College Catalog*, marking those they would most like to take. Advisees should also review major requirements and read the course descriptions. A potential next step is to make appointments with professors to find out their perspectives about their respective departments and programs and to speak with juniors and seniors majoring in those fields. The annual "Meet your Major" event provides



opportunities to hear presentations and meet with faculty and students in various majors. Advisors can also refer advisees to L&C's Career Center in Templeton.

## Declaring a Major

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To declare a major, students print out the [Major/Minor Declaration form](#) from the College Advising Center website or Registrar's Office website. Students fill in the form and ask a faculty member in the academic department or program in which they want to major to be their major advisor. Using their L&C email addresses, students submit the form to the Registrar's Office (reg@lclark.edu). Students may change their major by meeting with a faculty member in the new major department/program and completing another form. If students are double majoring, they must have an advisor from each department or program.

As noted earlier, students must declare a major with our Registrar's Office by the time they have 45 credits, otherwise they will not be allowed to register for courses in any subsequent semester. Most students have 45 credits after the first semester of their sophomore year. This may occur earlier if, for example, they enter with several AP or IB credits. First-semester transfer students and first-year students with more than 25 awarded advanced placement or dual credits may be eligible for a one-semester extension on declaring their major, but they must request this extension from the Registrar's Office.

## Number of Courses in the Major Each Semester

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Many, although not all, of the majors at Lewis & Clark require a minimum of ten courses; some require more. It is often advisable for students to limit themselves to two courses per semester in any one department. One variable that should be taken into account during academic planning is whether the student plans to study on one or more overseas or off-campus programs.

## Student-Designed Majors

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Most Lewis & Clark students choose departmental or interdisciplinary majors, but some who find the disciplinary boundaries of our 29 academic departments or programs too limiting, and who have clear ideas about an alternative course of study, may design their own major. However, these students must have a GPA of 3.000 or higher from their previous 32 semester credits and submit their formal student-designed major proposal no later than the fifth week of the second semester of the sophomore year. (Transfer students entering L&C as juniors may submit a proposal no later than the fifth week of the first semester of their enrollment. Final approval is contingent upon these students receiving a minimum GPA of 3.00 in their first semester at the College.)

A student-designed major focuses on a body of knowledge that has a definable character and extends beyond the boundaries of existing majors. More specifically, it must (a) be comprised of courses from more than one department or program, (b) have a balance between upper- and lower-level courses, (c) include a senior project that integrates work in the major, and (d) require a minimum of 40 semester credits and a maximum of 60 credits. The course of study for such a major must be carefully planned under the guidance of a three-person faculty advisory committee and approved by the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student-Designed Majors (SPAS) before the major may officially be declared. See the section on [Student-Designed Majors](#) in the 2020-2021 [College Catalog](#) for detailed instructions about proposals, procedures, deadlines, and honors for the self-designed major.

Due to the unique nature of self-designed majors, students granted this option cannot double major. Advisees interested in a self-designed major should discuss with their pre-major faculty advisors the possible draw-backs: (a) lack of subject depth and coherence, (b) inadequate professorial oversight and



mentoring, c) ill-defined or unfamiliar course of study that could lead future employers to question whether the self-designed major was sufficiently rigorous and skill-developing, and (d) the possible loneliness of having no fellow students with whom to share the experience.

## Double Majors

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Students are allowed a maximum of two majors, if they successfully complete the requirements for each one. When requirements for two majors overlap, students must complete a minimum of 28 credits that are discrete to each major and not used towards any other major or minor requirements. As noted above, students are not allowed to double major if they complete a student-designed major.

## Declaring a Minor

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A minor allows students to explore an academic discipline or program in some depth. A student may declare up to two minors with the [Major/Minor Declaration form](#) and students must have an advisor for each minor. Most minors stipulate that 12 semester credits cannot be used towards any other major or minor requirements; a few minors, such as Gender Studies and Classics, require 16 discrete credits. Sometimes an advisee may be better served by pursuing an unofficial concentration in a field or major, taking several courses in that particular subject, instead of declaring a minor. This strategy is also useful when a department/program does not offer a minor.

Starting in the 2020-2021 academic year, three new minors became part of the curriculum: Entrepreneurial Leadership and Innovation, Health Studies, and Hispanic studies. The Registrar's Office will make manual adjustments so that students who entered L&C prior to 2020-2021 can declare these new minors without changing catalog years.

## Pre-professional Programs

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Although not majors, these academic programs have course offerings at L&C. Students planning to pursue careers in these fields select a major from the existing choices and also focus on pre-professional topics they wish to study. The following faculty members are available to consult with students:

- **Education:** Dr. Kimberly Campbell, Chair of Teacher Education ([kimberly@lclark.edu](mailto:kimberly@lclark.edu))
- **Engineering:** Dr. Stephen Tufte, Coordinator ([tufte@lclark.edu](mailto:tufte@lclark.edu))
- **Entrepreneurship:** Dr. Brian Detweiler-Bedell, Director ([bedell@lclark.edu](mailto:bedell@lclark.edu)); Chrys Hutchings ([chryshutchings@lclark.edu](mailto:chryshutchings@lclark.edu)), Associate Director, and Catarina Hunter ([chunter@lclark.edu](mailto:chunter@lclark.edu)), Associate Director of Operations
- **Pre-law:** Dr. Rachel Cole, Coordinator, ([rcole@lclark.edu](mailto:rcole@lclark.edu))
- **Pre-medicine/Pre-health:** Dr. Carolyn Zook ([carolynzook@lclark.edu](mailto:carolynzook@lclark.edu)), Associate Director of the Center for Community and Global Health

## General Education (“Gen Ed”) Requirements

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Students entering L&C in the fall semester of 2020 or later are required to meet [General Education Requirements](#) that differ in many respects from those in place prior to this date. Therefore, it is critical for advisors and students to follow the general education requirements for the catalog year students entered L&C. Course Type in WebAdvisor is a useful tool in searching for courses each semester that meet the old general education requirements (PRE-2020) and the new ones (CAS-GE).

Basically, first-year students entering L&C in the fall of 2020 or later need to take the following:

- CORE 120: Words (4 semester credits)

- CORE 121: Numbers (4 semester credits)
- Bibliographic Research in Writing (BRW) (4 semester credits)
- Creative Arts (4 semester credits)
- Culture, Power, and Identity (4 semester credits)
- Global Perspectives (4 semester credits on-campus or 8 semester credits on an L&C overseas program)
- Historical Perspectives (4 semester credits)
- Natural Sciences (4 semester credits)
- Physical Education and Well-Being (2 courses/2 semesters)
- World Language (other than English) through the 201 level

Below are some of the non-obvious rules connected with these requirements.

- Transfer students are not required to take CORE 120 or 121 or any CORE substitution courses.
- Only one type of course can be used to fulfill two general education requirements; this course is a Bibliographic Research in Writing Course (BRW). For example, HIST 111: Making Modern China can be counted towards the BRW requirement and the Historical Perspectives requirement.
- With the exception of CORE 120 and 121, courses meeting general education requirements may also be counted towards a major or minor.
- Credit earned for directed study, independent study, internships, or practica does not fulfill any general education requirements.
- As noted earlier, students may use AP or IB credit to satisfy the Natural Sciences general education requirements. AP and IB credit do not count towards any of the other general education requirements.
- General education requirements (except the Physical Education/Activity requirement) must be taken for a letter grade.
- Not all L&C overseas programs satisfy the Global Perspectives general education requirement, so interested students must check with the Overseas and Off-Campus Programs Office.
- Physical Education and Well-Being courses that satisfy the general education requirement are numbered PE/A 101 (activities courses), 102 (varsity athletics), and 142 (wilderness leadership). As stated in the [2020-2021 College Catalog](#), MUS 281, 346, 347, MUP 115, 116, 117, 118, 131, 150, 250, TH 106, 201, 209, 252, and 308 can also count as 1 credit towards the PE/A requirement.
  - Students may register for no more than one PE/A 101 course per semester or one each session of our summer school. This is strictly enforced.
  - Students may take both a PE/A 101 and a PE/A 102 course during the same semester, and this will satisfy the requirement.
  - Only 4 overall credits of PE/A 101, 102, and 142 count toward the 128 credits needed for graduation. Advisors need carefully to monitor the number of physical education courses to ensure that students acquire the 128 credits they need to graduate.
  - PE/A 101, 102, and 142 must be taken CR/NC. Theatre and music courses counting towards this requirement may be taken credit-no credit (CR/NC) if that grading option is available for the course.

- Courses will be approved on an ongoing basis for the general education requirements listed above.
  - If a student takes a course before it is officially approved as counting towards a general education requirement, the student cannot retroactively receive general education credit for this course.
  - If a student takes a course after it is approved for a general education requirement but it was not approved when the student entered L&C, the advisor or student should contact the Registrar's Office to have the course manually entered into the student's program evaluation in WebAdvisor.

## Academic Difficulties and Interventions

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Several mechanisms are in place to identify students who are having academic difficulties and to help them overcome these difficulties. These are described below.

### Notification of Academic Concern (NAC)

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Whenever instructors are concerned about a student's academic performance or classroom behavior they should go to WebAdvisor, find Notification of Academic Concern (Advising Alert) located under Faculty Information, and submit an on-line *Notification of Academic Concern* to the College Advising Center. The College Advising Center then e-mails a separate message to the student indicating only that an instructor has expressed concern about the student's performance in a class and encouraging the student to meet with his or her instructor and faculty advisor to discuss solutions and possible resources for the problem. The original NAC is sent to the student's faculty advisor. Depending upon the concerns, the College Advising Center may also make discrete inquiries of the student's other instructors to see if a larger problem exists—the better to inform the faculty advisor of the general situation. If a larger problem does exist, information may be shared with the Student Support Network (SSN), which includes student life personnel representing departments such as the Counseling Service, Financial Aid, Residence Life, and Student Support Services, in order effectively to mobilize campus resources to assist the student.

Many notified advisees are embarrassed about contacting their faculty advisor and they appreciate it if the advisor contacts them to find out what the student thinks the problem is and to help examine solutions. If faculty advisors feel poorly equipped to deal with a problem, they may encourage the student to contact the appropriate offices: SAAB tutoring (free for all students), the Writing Center, The Symbolic & Quantitative Resource Center (SQRC), Student Support Services (SSS), the College Advising Center (CAC), and/or Counseling Service. (Advisors and instructors can sometimes expedite appointments for their students with Counseling Service.) Additional resources are described in this handbook's section on Resources: Academic Support Services.

Even though NACs do not always produce a change in a student's behavior, it is still extremely important continuously to submit them. In addition to informing students about academic concerns in an attempt to help them, documentation is sometimes needed in order to demonstrate that students have been notified about potential academic problems.

**Important Note: Instead of submitting NACs, the [Welfare Intervention Network](#) should be contacted whenever students are perceived as a serious risk to themselves or others.** Contact information for this network can be found on page 19 of this handbook. If there is an immediate threat, Campus Safety should be called at 503-768-7777.

## Midterm Grade Deficiency Report

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Near the middle of each semester, instructors *must* make an assessment as to whether any of their students are receiving a C- or below in their courses. These midterm grade deficiency reports are submitted through WebAdvisor. (Simply follow the links to Grades, select the appropriate semester, and then indicate “Midterm/Intermediate Grading”.) The College Advising Center sends a midterm grade deficiency report to a student, with a copy to the faculty advisor, when that student has a C- or below in a course. (Although a C- is a passing final grade, it can be an early indicator of a student in danger of failing a course and/or failing to remain in good academic standing.) Consequently, the faculty advisor should consult with the advisee to see what can be done to help the student pass the course or to determine if withdrawing from the course before the end of the 10<sup>th</sup> week of the semester may be appropriate.

## Academic Grievance Procedure

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Students who believe that their final grades in a course do not accurately reflect the work done should first try to resolve the matter with the instructor. If unable to reach a resolution, the student and the instructor should next ask the department/program chair for assistance. If this meeting does not bring resolution, either party may submit a formal written appeal to the Dean of the College. The decision of the Dean is final. Faculty or college advisors can support students as they navigate this process. No grade may be changed, owing to a grievance or for any other reason, after one year from the date of issuance.

## Academic Standing

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Our Registrar monitors students’ academic standing and credit completion at the end of each semester (including summer) in order to assess sufficient progress towards graduation. If students receive one or more incomplete grades, standing/status will be calculated using the instructor-assigned default grade(s). Students and their academic advisors are notified when the students’ performance is found to be unsatisfactory. Students receiving financial aid also need to be aware of the satisfactory requirements for continued financial aid eligibility.

Academic Standing is progressive. In order to be suspended, students must first progress through a Warning and Probation process. (Please consult the [Academic Standing](#) section of the 2020-2021 College Catalog under Academic Policies and Procedures for more information.)

**Academic Warning** indicates that a possible problem is developing. The advisor is copied on the e-mail notifying the student. The faculty advisor should treat this e-mail as an action item and meet with the advisee to strategize about resolving the problem. However, the student is still considered to be in good academic standing and warning is **not** recorded on the student’s official transcript. Warning is assigned when a student:

- earns a semester GPA of less than 2.000 and has a cumulative GPA below 2.000; or
- earns a semester GPA of less than 1.500 and has a cumulative GPA of 2.000-4.000.

While on warning, a student is expected to meet with an advisor and participate in a reflection process in order to develop a plan to address the concern.

**Academic Probation** means that there *is* a problem that continues after the student is already on a status of warning. The faculty advisor is copied on the e-mail notifying the student and probation is recorded on the student’s official transcript. The faculty advisor should schedule an appointment with the student to discuss what has caused the problems and to strategize about solutions and campus resources. The College Advising Center team will also provide additional assistance. Students on probation will not receive financial aid and will need to submit an appeal with the Financial Aid

office. It is recommended that they take no more than 13 credits the following semester and they cannot participate in co-curricular activities (including varsity sports and student government).

**Return to Good Academic Standing.** A student on academic warning or probation must earn at least 12 semester credits within a single semester, with a semester GPA of at least 2.000 and a cumulative GPA of 2.000 or higher in order to return to good academic standing. A student who does not meet the criteria to return to good academic standing and who does not escalate to the next level of standing will remain at the current level of standing and be subject to the same requirements for the next semester.

**Academic Suspension** means that the problem is significant enough that the student, after being on probation, needs to leave Lewis & Clark for an academic year. The intent of the suspension is to give the student an opportunity to correct the problem and to prepare to return to L&C ready to succeed. The readiness to succeed is demonstrated by taking a minimum of 12 transferable semester credits at another accredited institution and obtaining a GPA of 2.500 or higher. (It is strongly recommended that the student submits a [Request to Pre-Screen Transfer Credit form](#), found on the Registrar's website under Transfer Credit, to make sure the courses to be taken elsewhere are transferable.) After the period of suspension, the student must petition the Curriculum Committee's Subcommittee on Petitions, Appeals and Student-Designed Majors to be readmitted and submit an official transcript of all coursework completed during the absence from L&C. (The petition should include a reinstatement application, a personal assessment of the reason(s) for the insufficient progress, an explanation for how the student plans to overcome the difficulty, and a four-year graduation plan.)

**Academic Dismissal** means that the student has been suspended for a second time. (This is based on upheld suspensions rather than those successfully appealed and changed to probation.) The outcome is that the student is permanently dismissed with no further opportunity to enroll at L&C. The faculty advisor is copied on the e-mail notifying the student of his/her dismissal. (However, in most cases, the Registrar has had a personal conversation with the student before sending this official notification.)

## Academic Standing Appeal

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Students who believe they had extenuating circumstances that should be taken into account in determining their Academic Standing may, within the time frame specified in the standing notification, submit an appeal to the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student-Designed Majors (SPAS). Keep in mind that the academic standing policy and the levels of warning, probation and suspension are designed to support and assist a student in meeting academic goals. Warning, probation and/or suspension may actually be an appropriate standing and will benefit the student in making changes for future success. Supporting a student may not always mean supporting an appeal, but rather assisting the student in maximizing the benefit of the standing status.

Students who consulted with their advisors and have their support to appeal should be directed to the appeal web page: <http://college.lclark.edu/offices/registrar/appeals/>. Students should always discuss their appeal plans with their advisor and other appropriate support staff. As part of the appeal process, a complete and advisor-approved four-year academic plans are required and the advisor should work with the student to prepare his or her plan. Supporting letters from advisors, instructors, and staff are an important supplement to the appeal submitted by the student. Useful instructions for appeal letters of support can be found at <https://college.lclark.edu/offices/registrar/Faculty/appeals-letter-of-support-instructions/>

Students on academic standing due to default grades for their incompletes can submit a shorter academic standing appeal. Specifically, they can complete the "Appeal of Academic Standing Status After

Resolution of Incomplete Grades” form, found under [Forms and Tools](#) on our [Registrar's website](#). The form requires an advisor’s approval before it is given to the Registrar’s Office within two weeks of the incomplete grade due date or resolution.

### Welfare Intervention Network (WIN)

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The [Welfare Intervention Network](#) (WIN) is a team of Lewis & Clark staff who work together to share information and plan appropriate outreach efforts to help students (and other members of our community) who may be a risk to themselves or others. Any member of the WIN team can be contacted whenever there is a potential serious threat to the health or safety of a student, faculty member, or staff member. Contact information can be found at:  
[http://www.lclark.edu/about/leadership/provost/welfare\\_intervention/contacts/](http://www.lclark.edu/about/leadership/provost/welfare_intervention/contacts/)

### Time Away from L&C

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For a variety of reasons, students sometimes need to take time away from L&C. They should first consult with their faculty advisor and then follow the procedures for a **Leave of Absence, Semester Withdrawal, or a Permanent Withdrawal** as detailed below and on the Registrar's website. It is important for students to notify the Registrar’s Office in a timely manner once they decide to take a leave of absence and/or some form of a withdrawal. It is also important to go to the 2021 [College Catalog](#) for more information about [Leave of Absence or Withdrawal from the College](#).

### Leave of Absence: Standard (Preplanned)

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Students wishing to leave the College for a period of time not exceeding one year must apply for a leave of absence. There are two types of leaves: A standard, preplanned leave of absence where the student leaves between semesters and a semester withdrawal where the student leaves during the semester. Advisees should always be directed to the Registrar’s Office after they discuss leaves or withdrawals with their advisors and have their advisor’s approval.

For a standard, preplanned leave of absence (LOA), the application deadlines are prior to course registration for the following semester: November 1 (for a spring LOA) and April 1 (for a fall LOA). However, students who are considering a leave should be strongly encouraged to complete and submit the [Application for Leave of Absence](#) even if the deadline has passed. The Registrar’s office will work with any student who needs an emergency leave as long as the form can be submitted prior to the start of the upcoming semester.

Un-enrolled students not following the procedures outlined below or exceeding the one-year LOA limit will be withdrawn from the College and must reapply through the Registrar’s Office. Registering and then not returning to campus can result in being charged for the semester.

The steps for a LOA are as follows:

- Students get a form from the Registrar’s Website at Forms and Resources.
- After filling out the form, including a detailed statement of why the LOA is requested, students should talk with their assigned faculty or college advisors, who will discuss with them the reasons for the leave and whether any academic work the students might complete while on leave will fit into their overall academic plans. (The Registrar’s Office must approve transfer credit and it is strongly recommended that this approval be gained in advance through the [Request to Pre-Screen Transfer Credit form](#) found on the Registrar’s website under Transfer Credit.) Advisors should also explain the process for returning to L&C.



- Students return the Application for Leave of Absence to the Registrar's Office, which will confirm that they have provided all necessary information and understand the re-entry procedures. Advisors will be contacted when the LOA is approved.

General Education and declared major/minor requirements in effect at the time of the LOA remain in effect. Before returning from the LOA, students must provide, if applicable, an official transcript of all work taken at another educational institution. Filing the LOA form allows students to return without having to apply for readmission. Students will be e-mailed before the semester of re-entry in order to register on WebAdvisor. Students must contact their faculty advisors to obtain approval for registration and meet with their faculty advisors upon returning to campus. Students who want to extend a one-semester LOA to two semesters must inform the Office of the Registrar and obtain advisor approval; if they do not inform the Registrar's Office in advance, they will be withdrawn from the College.

### Unplanned Leave of Absence: Semester Withdrawals

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Emergency semester withdrawals can be obtained at any time during the semester. However, when students withdraw from *all* of their courses (Semester Withdrawal) at any point during a semester, this counts as one semester of the two consecutive semesters that are allowed for a leave of absence. They must contact the Registrar's Office directly at [reg@lclark.edu](mailto:reg@lclark.edu) to initiate the withdrawal process and they may use the withdrawal request form to ask for an additional semester of leave. Advisors and students should keep in mind that the College is required to follow mandated federal guidelines, which determine the amount of refund (if any) on the official date of withdrawal from a semester. If students are considering a semester withdrawal due to the onset of a disabling condition, advisors should encourage them to contact [Student Support Services](#) to explore accommodations.

As noted on page 12, with the exception of the Fall 2020 Semester, students who withdraw from all courses (a) after the 10<sup>th</sup> week of the semester or (b) after having taken a previous semester withdrawal must take a leave of absence for the subsequent fall/spring semester. However, as noted earlier, the student can petition for an exception after contacting the College Advising Center. See [Leave of Absence or Withdrawal from the College](#) for more information about semester withdrawals and the reentry process managed by the Leaves and Reentry Committee. This reentry process is designed to ensure that students are prepared for holistic success upon their return to campus in a fall or spring semester. (Students are not allowed initially to return to L&C for summer courses because the resources available to help them are limited.)

### Permanent Withdrawals

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Some students who withdraw from L&C do not plan to return. They are expected to complete a permanent withdrawal form; failure to do so may mean they won't be withdrawn from their courses, they will fail their courses, and they may become ineligible to re-enroll or transfer to another institution. Therefore, it is important that they contact the Registrar's Office at [reg@lclark.edu](mailto:reg@lclark.edu) to initiate a permanent withdrawal process.

### Students with Disabilities and Learning Differences

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If any of your advisees seem to be working very hard and yet still not succeeding, you might suggest they visit the Student Support Services Office for academic coaching and possible screening for a learning difference. **It is up to the student to request accommodations and to provide the appropriate documentation of the diagnosed disability.** In the event that students do not request accommodations or provide the necessary documentation, they should be treated in the same manner as other students. If you have questions, contact Kayleigh McCauley, Director of Student Support Services and Associate Dean of Students (x7143; [kmmcauley@lclark.edu](mailto:kmmcauley@lclark.edu) or [access@lclark.edu](mailto:access@lclark.edu)).

## Resources: Academic Support Services

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**Academic Awards & Fellowships**, David Campion, Fellowships Advisor (x7435; [campion@lclark.edu](mailto:campion@lclark.edu))  
The website below has a listing of highly competitive non-Lewis & Clark fellowships, grants, and awards available to Lewis & Clark seniors or recent graduates. Unless otherwise noted, candidates should be juniors, seniors, or recent graduates with records of academic excellence. First-year students and sophomores who have strong academic records are advised to talk with professors about competitive fellowship opportunities and make contact with Lewis & Clark representatives listed on the web page for appropriate fellowships. Links to a database and other useful information are available at:

[http://college.lclark.edu/academics/awards\\_and\\_fellowships/](http://college.lclark.edu/academics/awards_and_fellowships/)

**Athletics and Physical Education**, Mark Pietrok, Director of P.E. and Athletics  
Mark Pietrok handles issues of student athletes' compliance and eligibility, which includes progress towards graduation. The Athletics website contains information on athletics, the PE curriculum, club sports, and intramurals as well as calendars of games and meets, which can be found at

<https://www.lcpioneers.com/landing/index>.

**Campus Living**, Joe-Barry Gardner, Interim Director (x7757; [jgardner@lclark.edu](mailto:jgardner@lclark.edu))  
With the exception of fall semester 2020, students are required to live on campus during their first two years. (The requirement may be challenged but it is rarely waived). Queries about roommate problems should be conveyed to the Area Director or Resident Advisor. There are four Area Directors--professional student-life administrators--one for each cluster of halls. Resident Advisors are current students assigned to organize activities and monitor the floor of a particular hall. For more information, see

[http://college.lclark.edu/student\\_life/campus\\_living/](http://college.lclark.edu/student_life/campus_living/)

**Career Center**, Rocky Campbell, Director (x7114; [careers@lclark.edu](mailto:careers@lclark.edu))  
This center provides services and programs supporting students as they integrate their curricular and co-curricular experiences with their future goals. The staff provides information to students about career resources, leadership opportunities, and graduate schools. Students also receive career counseling, help with resume writing, assistance with internship searches, leadership development, and job search skills including interviewing and networking. Useful information can be found at:

[http://college.lclark.edu/student\\_life/career\\_development/](http://college.lclark.edu/student_life/career_development/)

**Case Management**, Aimee Milne, Associate Director (x8230, Albany 206L)  
The Office of Case Management serves the Lewis & Clark College community and individual students by providing referrals, problem-solving, consultation, campus office navigation, and advocacy for those who are experiencing difficulty or distress due to substance use, eating disorders, financial obstacles, and other mental and physical health issues. This office specializes in helping students make connections to other campus services as well as to healthcare on- and off-campus. The Office of Case Management has joined the Office of Student Support Services to form the Department of Student Support Services. Case management appointments can be scheduled by going to

[https://www.lclark.edu/offices/case\\_management/schedule-an-appointment/](https://www.lclark.edu/offices/case_management/schedule-an-appointment/).

**Chaplain's Office**, Rev. Mark Duntley, Dean of Spiritual Life (x7082; [duntley@lclark.edu](mailto:duntley@lclark.edu))  
The Dean of Religious and Spiritual Life convenes an interfaith student council, coordinates special lectures, and facilitates small-group studies, spiritual renewal retreats, and community service projects. The Chapel staff has information about campus religious/spiritual life groups.

**College Advising Center**, Katie McFaddin, Director ([cac@lclark.edu](mailto:cac@lclark.edu); x7600 or [advising@lclark.edu](mailto:advising@lclark.edu) for faculty)

The college advising team consists of a Director and Assistant Dean for Student Success and Retention (Katie McFaddin), two full-time College Advisors (Heather Miner and Katherine Leibel), and an

Administrative Specialist/College Advisor (Kaiti Lemon). The College Advising Center (Albany 206) handles all notifications of academic concern (NACs) and midterm deficiency grades, assigns new students to faculty advisors, reassigns advisors and advisees, serves as a referral resource for faculty who have concerns about a student, helps students plan their course schedules, coordinates the advising periods before fall and spring registration, answers faculty members' and students' advising questions, prepares advising-related materials, and facilitates Sophomore Soiree and other events. In addition, team members help students who need special assistance or whose faculty advisors cannot be available for contact. As part of this help, they provide registration authorization and sign forms and petitions when needed. Students can [make appointments](#) with specific college advisors or the first one available. Much of what advisors and advisees need to know about advising, including registration and forms, can be found on the [College Advising Center website](#).

**Counseling Service**, John Hancock, Associate Dean of Students for Health & Wellness and Chief Psychologist (x7160; [counsel@lclark.edu](mailto:counsel@lclark.edu))

The Counseling Service's goal is to help students achieve success and balance personally, socially, and academically during their college years and beyond. In addition to scheduled appointments, there are regular walk-in periods and a confidential and anonymous [online screening program](#). If, in an advisor's or instructor's judgment, an advisee is in extreme need of an appointment, the advisor should call Counseling Service and tell the staff that it is an *emergency*; the student will be seen. See [http://www.lclark.edu/offices/counseling\\_service/](http://www.lclark.edu/offices/counseling_service/)

**Dean of Students and Vice President for Student Life**, Robin Holmes-Sullivan (x7110; [vpsl@lclark.edu](mailto:vpsl@lclark.edu))

The Dean of Students Office provides leadership for numerous campus offices and also oversees the student-conduct system and a number of student groups. This office is a useful resource if an advisor is concerned about a student's wellbeing and/or disruptive behavior.

[http://www.lclark.edu/college/student\\_life/experience](http://www.lclark.edu/college/student_life/experience)

**Inclusion and Multicultural Engagement (IME)**, Dominique Gardner, Interim Director (x 7051; [multicultural@lclark.edu](mailto:multicultural@lclark.edu))

For those from under-represented communities, IME provides academic and personal counseling, programming and event planning, training workshops, information and referral services, the Great Expectations peer mentoring program, and other useful resources. In addition, this department helps students develop a greater understanding of their global citizenship through the intercultural exchange of traditions and ideas. IME also serves as a resource for the entire L&C community on issues related to diversity, social justice, and inclusion. See [http://college.lclark.edu/student\\_life/multicultural\\_affairs/](http://college.lclark.edu/student_life/multicultural_affairs/)

**Interactive Learning Center (ILC)**, Blair Orfall, ILC coordinator ([ilc@lclark.edu](mailto:ilc@lclark.edu))

The Keck Interactive Learning Center (ILC), located in Miller 211, is a hub for international language and cultural exchange. Language assistants from seven different countries tutor students during office hours, free drop-in peer language practice is offered, and language clubs hold activities in the ILC. More about the ILC, including an event calendar, can be located by typing ILC in the L&C search bar or at:

[https://college.lclark.edu/offices/interactive\\_learning\\_center/](https://college.lclark.edu/offices/interactive_learning_center/). Please feel free to contact Blair Orfall about the ILC, language placement exams, and language tutoring.

**International Students and Scholars**, Brian White, Director and Associate Dean of Students (x7307; [bdwhite@lclark.edu](mailto:bdwhite@lclark.edu) or [iso@lclark.edu](mailto:iso@lclark.edu))

This office works with Third Culture Kids (TCKs) and assists international students with a wide-range of issues, such as admission, financial aid, orientation, English competency requirements, immigration, and academic counseling. For more information go to <http://www.lclark.edu/offices/international/>

**Office of Equity & Inclusion (OEI)**, Mark Figueroa, Dean of Equity and Inclusion/Vice President for Institutional Research and Planning, x7676, [figueroa@lclark.edu](mailto:figueroa@lclark.edu))

The mission of this office is to strengthen L&C's diversity, equity, and inclusion efforts as outlined in the College's strategic plan. It provides resources for students, staff and faculty, and antiracism efforts, as well as a diversity fund and information about reporting a bias incident. For more information, see <https://www.lclark.edu/about/equity-and-inclusion/>.

**Office of Health Promotion & Wellness**, Melissa Osmond, Associate Director for Health Promotion (x8225; [healthed@lclark.edu](mailto:healthed@lclark.edu))

This office is dedicated to a holistic approach in supporting the needs of students in their pursuit of creating and maintaining healthy, well-balanced lifestyles. As part of this mission, it conducts mandatory training (i.e., EVERFI) for incoming students to minimize risks associated with alcohol, drugs, and sexual violence and provides resources for tobacco cessation and other health related issues. See [http://college.lclark.edu/offices/health\\_promotion\\_and\\_wellness/](http://college.lclark.edu/offices/health_promotion_and_wellness/)

**Office of Student Engagement**, Tamara Ko, Director (x7122; [tko@lclark.edu](mailto:tko@lclark.edu) or [studentengagement@lclark.edu](mailto:studentengagement@lclark.edu))

Recent studies show that students involved in extracurricular activities generally have a more successful college experience both in and out of the classroom. Through its programs and support of student organizations, the Office of Student Engagement facilitates, coordinates, and implements a variety of co-curricular programs that support the Division of Student Life and College's missions. For more information, go to [https://college.lclark.edu/student\\_life/engagement/](https://college.lclark.edu/student_life/engagement/)

**Overseas and Off-Campus Programs**, Blythe Knott, Director (x7296; [blythe@lclark.edu](mailto:blythe@lclark.edu) or [overseas@lclark.edu](mailto:overseas@lclark.edu))

These programs support and enhance on-campus curricula, and nearly 60% of L&C graduates spend at least one semester studying overseas or off-campus. Overseas program types range from intensive language programs, to general culture programs, to specific departmental programs (for example, in biology, chemistry, psychology, or music). In addition, students have many opportunities to pursue research opportunities abroad, mentored by program Faculty Leaders. Students need to plan for these programs early in their college careers not only in order to integrate the coursework with their on-campus studies but also because application deadlines for LC programs are approximately a year before the program takes place. Go to [http://college.lclark.edu/programs/overseas\\_and\\_off-campus/](http://college.lclark.edu/programs/overseas_and_off-campus/)

**Registrar's Office**, Judy Finch, Registrar (x7328; [finchj@lclark.edu](mailto:finchj@lclark.edu) or [reg@lclark.edu](mailto:reg@lclark.edu))

The College of Arts and Sciences (CAS) Registrar's Office is a vital resource for policies and procedures pertaining to classes, credits, transfer credit, major/minor declaration, change of advisor or major, transcripts, and graduation requirements. This office also maintains a useful [Faculty information page](#) on its website, which has instructions, information, and resources. For forms and other information, go to <http://college.lclark.edu/offices/registrar/>. Faculty are encouraged to review the [staff listings](#) in order to contact the person with the most expertise in a given area but, in general, most questions about student progress and policies can be answered by the following staff:

Tiffany Henning, Degree Audit and Transfer Credit Specialist, Veterans Certifying Official  
Students with last names beginning with A-K  
503-768-7325; [thenning@lclark.edu](mailto:thenning@lclark.edu)

Caitlin Hansen, Degree Audit and Transfer Credit Specialist, Veterans Certifying Official  
Students with last names beginning with L-Z  
503-768-7332; [chansen@lclark.edu](mailto:chansen@lclark.edu)

**SAAB Grants** (x7148; [saabgrants@lclark.edu](mailto:saabgrants@lclark.edu))

The Student Academic Affairs Board (SAAB) sponsors a competitive grant program for student-motivated projects, including research, attendance at conferences, visiting scholar programs, and performances or artistic displays. Students present their proposals before SAAB, which then reviews the applications and determines funding based on merit and contribution to the L&C community. In over thirty years, SAAB has awarded over \$1 million to over 1000 projects.

**SAAB Tutoring**, Katie McFaddin, SAAB Tutoring Coordinator, at [tutoring@lclark.edu](mailto:tutoring@lclark.edu).

SAAB Tutoring is a free peer-to-peer tutoring program for all L&C undergraduates and remote/virtual tutoring options will be available during the fall semester of 2020. Departments and interdisciplinary programs nominate tutors and select which of their courses will have peer tutors. Students can [request a tutor](#) through an online form that can be located on the College Advising Center website. Faculty can also [recommend or request a SAAB tutor](#) and find out more information about SAAB tutoring at <https://college.lclark.edu/academics/support/advising/saab-tutoring/>. It is important to note that instructors can recommend, but not require, that students work with SAAB tutors.

**Student Financial Services**, Anastacia Dillon, Director (x7095; [adillon@lclark.edu](mailto:adillon@lclark.edu))

Approximately 80% of Lewis & Clark undergraduates receive some form of financial assistance. Advisors and advisees should contact this office with any questions about student financial aid. For more information, go to [http://www.lclark.edu/offices/financial\\_aid](http://www.lclark.edu/offices/financial_aid)

**Student Health Services**, John Hancock, Director (x7160; [hancock@lclark.edu](mailto:hancock@lclark.edu)) or Margaret Upton, Associate Director for Medical Service (x7165; [health@lclark.edu](mailto:health@lclark.edu))

A wide variety of services are available free-of-charge for all enrolled students who live on or off campus (there is a fee for tests and prescriptions). Students can be evaluated for all health needs, such as respiratory problems, infections, intestinal disorders, skin problems, allergy injections, overseas vaccinations, medicines, and gynecological and physical exams. Physicians are available by appointment. The website has extensive information, including frequently asked questions and links to other sites: [http://www.lclark.edu/offices/student\\_health\\_services/](http://www.lclark.edu/offices/student_health_services/)

**Student Support Services (SSS)**, Kayleigh McCauley, Director (x 7156; [access@lclark.edu](mailto:access@lclark.edu))

This office helps ensure that students with learning, physical, and psychological disabilities receive all of the benefits of a comprehensive selection of services. These services and accommodations are always the result of an active partnership between the student with disabilities and the Support Services staff. In addition, SSS will support students who are at higher risk of developing severe illness from COVID-19. This office has joined the Office of Case Management to form the Department of Student Support Services. For more information about resources, policies and procedures, and how students can make appointments, see: [http://www.lclark.edu/offices/student\\_support\\_services/](http://www.lclark.edu/offices/student_support_services/).

**Symbolic and Quantitative Resource Center (SQRC)**, Emily O’Sullivan, Director (x7570; [eosullivan@lclark.edu](mailto:eosullivan@lclark.edu))

The SQRC will reopen on Tuesday, September 8, 2020 with both in-person and remote options. Peer tutors at the SQRC provide all students with free math, chemistry, biology, and physics help, as well as assistance with any other course that has a quantitative component (e.g., statistics, computer science, economics, and quantitative research methods). The SQRC is located in JRHH 137 and its hours are posted online. See [http://college.lclark.edu/departments/mathematical\\_sciences/sqrc/](http://college.lclark.edu/departments/mathematical_sciences/sqrc/).

**Teaching Excellence Program (TEP)**, Molly Robinson, Director (x7419, [mollyrobinson@lclark.edu](mailto:mollyrobinson@lclark.edu))

TEP provides a wide variety of resources to faculty members to support them in strengthening and expanding their teaching expertise, with the goal of best serving the needs of Lewis & Clark’s undergraduates. Funded by a grant from the Andrew W. Mellon Foundation, the program strives to create



opportunities for collaboration and provide assistance to faculty as they refine and share teaching practices with their colleagues. See [https://college.lclark.edu/programs/teaching\\_excellence/](https://college.lclark.edu/programs/teaching_excellence/).

**Watzek Library**, Mark Dahl, Director (x7339; [dahl@lclark.edu](mailto:dahl@lclark.edu) or [watzek@lclark.edu](mailto:watzek@lclark.edu))

Starting August 31, Watzek library is tentatively planning to reopen with its normal semester hours (open 24 hours from Sunday at 9am-Friday 10pm; Saturday 11am-7pm). However, the building will have reduced occupancy limits, and visitors will need to wear masks, social distance and clean surfaces that they use with provided supplies. The library provides several useful remote and in-person resources. For example, students can email, g-chat, or schedule appointments with a librarian for customized help with research-related papers and projects. For more information, see <http://library.lclark.edu>.

**Writing Center**, John Holzwarth, Director (x7505; [writing@lclark.edu](mailto:writing@lclark.edu))

The Writing Center has both student and professional staff who are trained to work with students on papers during all phases of the writing process, from brainstorming a thesis to essay formatting, research methods, and the writing process. Services are also available for ESL students and students with learning differences. Students may sign up for a conference up to a week in advance. In addition, the website contains information about documentation styles and useful tutorials and guides on grammar, punctuation, active reading, information about different types of papers, and strategies for writing. The Writing Center typically has evening hours Sunday through Thursday. The Writing Center is located on the main floor of Watzek library, behind the reference book stack. For more information, go to [http://college.lclark.edu/academics/support/writing\\_center](http://college.lclark.edu/academics/support/writing_center)