REGISTRATION PROCEDURES

Students are expected to complete registration procedures by the first day of classes. General registration continues through the fifth day of classes for each semester and the third day of classes for January interterm.

NEW STUDENTS - Each summer the Office of Academic Advising and the Office of Student List sponsor New Student Advising and Registration. If students do not take advantage of summer registration or registration by phone during summer registration, they will register during the orientation period prior to the beginning of each semester.

RETURNING STUDENTS - An early registration period will be determined prior to the beginning of each term. Generally, advance registration is held in November for the upcoming spring semester and in May for the upcoming fall semester. Advance-registration encourages students to register early for the upcoming semester. Spring pre-registration includes January interterm registration and Fall pre-registration includes Summer. If students do not take advantage of early registration, they may register for classes up until the deadline published on the academic calendar on the Registrar’s website.

SCHEDULE CHANGES - Students must complete schedule changes by the deadline published on the academic calendar on the Registrar’s website. If the student wants to make schedule changes beyond the "deadline for dropping", he/she must petition to the Undergraduate Appeals Committee and will be assessed an appeals fee. Students may also be assessed a late registration fee.

COURSELOAD - A student must be officially accepted for admission prior to registering as a full-time student. Students may accumulate only 11 semester hours at La Verne before completing the admissions process. A bachelor's degree candidate must complete an average of 32 semester hours per year in order to earn the bachelor's degree within a four-year period. In order to maintain full-time status, a student must enroll in a minimum of 12 semester hours each semester. If a student is a financial aid recipient, he/she must maintain full-time standing to meet eligibility requirements. Student athletes and residential students must also maintain a full-time course load.

NORMAL ACADEMIC PROGRESS - A full-time undergraduate student will be considered making normal academic progress when he/she completes the requisite semester hours listed below while maintaining a cumulative grade point average of 2.00 or above. However, to graduate within four years, we strongly recommend that students complete a minimum average of 32 semester hours per year. Undergraduate students who fall below a 2.00 cumulative GPA or complete less than 24 semester semester hours within one year may be placed on academic probation and/or financial aid probation.

28 = Sophomore
60 = Junior
92 = Senior
UNDECIDED STUDENTS

DECIDING ON A MAJOR AND A CAREER

Many students begin their La Verne experience without knowing the major and/or career that they are interested in pursuing. It is not unusual for students to have an undetermined major during their freshman year and the first term of their sophomore year; however, it is important to encourage students to take steps toward making a good choice during each semester. Students who continue to be undecided as they enter their junior year may need special assistance and intervention.

Students may need to be reminded that the General Education requirements provide an excellent opportunity to explore majors and careers, and that they should be intentional in selecting their General Education courses.

In many respects, the process through which students go to determine their major is very similar to the career decision making process. Students often need assistance in knowing the kinds of questions to ask themselves to help them sort through the myriad possible majors and careers, and the following five topics are a good place to begin. The following questions and activities may be useful as you counsel with undecided students:

1. **INTERESTS**
   a. Read through the La Verne catalog and check the courses that sound interesting to you. Why do they sound interesting to you?
   b. Which classes did you enjoy and do well in during high school? Which activities and clubs did you enjoy? Ask yourself why you enjoyed them.
   c. What are your hobbies and strong interest areas? (Have the student list everything that comes to mind, then assist him/her with making connections to majors/careers, if appropriate).

2. **SKILLS**
   a. What do you do well?
   b. Do you have any specialized skills?
   c. What skills do you enjoy using?
   d. Do you enjoy working with your hands, analyzing situations, assisting people with their problems, etc.?

3. **ABILITIES AND APTITUDES**
   a. What kinds of things do you do well that come "naturally" to you, that you can do without much effort?
   b. Are there certain subject areas or topics that are easier for you to learn than others?

1. **PERSONALITY**
   a. Do you prefer working with people or by yourself?
   b. What kinds of people do you like to work with? What kinds of people would you rather not work with?
   c. How would you describe yourself?

2. **VALUES**
   Getting a sense of the student's value system and assisting him/her in determining his/her own versus his/her family values. The student may be strongly interested in a major or career, which the family does not deem valuable, thereby hindering the student from making the choice for him/herself. It is also valuable for the advisor to recognize cultural considerations and values that may aid in the relationship and communication.
SUPPORT SERVICES AVAILABLE ON CAMPUS

CAREER DEVELOPMENT OFFICE

The Career Development Office has the following services available:

a. Assessment instruments: Strong-Campbell Career Interest Inventory, Self-Directed Search Career Interest Inventory, Myers-Briggs Type Indicator (personality), and worksheets to examine skills, abilities and values.

b. Major and Career Counseling

c. Resources: books and magazines on occupations as related to careers and career-specific information are located in both the Career Development Office and the Wilson Library reference section.

d. Provides assistance with resumes, cover letters, mock interviewing, thank you letters, dressing for success and business etiquette.

CRISIS INTERVENTION DIRECTORY – PRIMARY RESOURCES

Life-Threatening Situations: Call 9-1-1 immediately.

Campus Security, Sports Science & Athletic Pavilion Room E109
Emergencies: 6666 from campus phones; 909-208-4903 from off campus

Counseling Center, 2nd Floor Hoover
Non Life-threatening calls extension 4831 or 4832
Psychological Emergencies extension 4650

Dean of Student Affairs, Campus Center Room 137, 4050 or 4053

Campus Advocates:
Undergraduate Academic Support & Retention Services, Adeline Cardenas-Clague, ext. 4246
Registrar, Marilyn Davies, ext. 4000
CAPA, Patti Noreen, ext. 4151
Campus Safety, Mike Nunez, ext. 4949
Counseling Center, Rick Rogers, ext. 4832 or 4650 (emergencies)
Graduate Academic Supports & Retention Services, JoNell Baker, ext. 4504
University Chaplain, Zandra Wagoner, ext. 4446
Health Services, Cindy Denne, ext. 4441
Housing & Residential Life, Juan Regalado, ext. 4448
ISAS, Phil Hofer, ext. 4330
Learning Enhancement Center, Corrine Hinton, ext. 4842
Multicultural Services, Daniel Loera, ext. 4253
Student Affairs, Loretta Rahmani, ext. 4053
LEARNING ENHANCEMENT CENTER

The Learning Enhancement Center (LEC) provides an educational resource for the entire campus community. The services provided help students successfully attain their educational goals at La Verne.

The Center has three major functions:

1. Coordinate and promote services already in existence on the La Verne campus, including tutorial services in math, natural sciences, computers and writing assistance.

2. Provide additional educational services for the entire La Verne community, such as:
   a. study skills assistance-note taking and reading comprehension
   b. test taking skills-objective and essay examinations
   c. tutoring services
   d. computer assisted instruction
   e. AV tapes for help in specific courses
   f. time management seminars
   g. cooperative programs with the library
   h. memory training

3. Coordinate the First Year Resource Program (FYRP)

STUDY ABROAD

Each year, the University of La Verne offers students the opportunity to study in a foreign country. Through the Brethren Colleges Abroad (BCA), we offer programs in China, Ecuador, England, France, Japan, Spain, and West Germany. The University also sponsors programs in Greece, Hong Kong and Mexico.

Coursework taken abroad may be used to satisfy graduation requirements at La Verne. Each student will work with the program director in selecting appropriate coursework. To be eligible to participate in a study abroad program, students must maintain a solid academic record, intellectual initiative, good health and the ability to participate constructively in small groups.

Information and applications are available in the International Student Office. Please encourage students to consult with you and the program director (at each site) in developing a study plan.
Steps for the Advisor and the Student:

1. Remind the student that study abroad is not the science that studying on campus is, but that it is immensely rich.

2. Remind the student that it is important that they go to the study abroad site with as much “academic flexibility” as possible. It is usually best if they can find 6-7 possible courses at La Verne that can be met during the semester abroad. They should be able to find three or four at the site that will apply to their La Verne degree.

3. The student must attend an information session offered through International and Study Abroad Service. They are held at 12:30-1:30 pm on Tuesdays and Thursdays. Students must sign up for these sessions. If the student’s schedule does not allow her/him to attend one of these times, they should contact gostudy@laverne.edu and request an alternate time. This year’s Student Study Abroad Assistants, Daisy Serrano and Amanda Parra, can do these sessions at an alternate time.

4. The student will meet with the advisor to determine what classes s/he needs to take at La Verne in order complete the requirements for graduation at La Verne.

5. The student will go to the program site on line and try to find the courses that are available at his/her site. The amount of information the student can obtain on line will vary depending on the program and the university. All programs should be accessible to answer questions the student and advisor have regarding courses that are taught at a site.

6. The student can contact the study abroad advisor, Philip Hofer, at phofer@laverne.edu if they have questions or need assistance. S/He can also make an appointment at the International and Study Abroad Services by contacting Mr. Hofer or writing to gostudy@laverne.edu. Amanda and Daisy, this year’s student assistants, will assist as appropriate.
REFERENCES


Suess, Dr. (1990). *Oh, the places you’ll go.* New York: Random House.

