

Roger Williams  
University



# Faculty Advisor Quick Guide





Advising & Peer Mentorship

# Faculty Advisor Quick Guide

## Our Mission

The mission of the Advising and Peer Mentorship Office is to promote student success by empowering undergraduate students to take responsibility for achieving their academic goals.

## Our Philosophy

We believe students to have a unique set of skills, talents, and goals. Using holistic advising approaches, we help students identify and use their strengths to achieve short- and long-term goals.

\*Please note: hyperlinks, websites, and emails included in this document are clickable when accessing the digital version available on the Advising & Peer Mentorship website, under the Resources for Faculty and Staff page.

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# Academic Advising

1. Take an interest in advisees and keep in frequent contact with them.
2. Establish a genuine and open relationship.
3. Display empathy, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information. Keep a record of conversations.
6. Be available! Keep office hours and appointments.
7. Provide accurate information.
8. Know how and when to make referrals.
9. Help students make their own decisions.
10. Focus on strengths rather than limitations.
11. Follow up on commitments made to advisees.
12. Discuss reasons for academic challenges and direct advisees to appropriate resources.
13. Inform advisees of industry-specific trends, relevant co-curriculars, and research opportunities.

## Advising Special Populations

### Athletes

- Must be enrolled in 12 credits or more (minimum required to be full-time).
  - Students-athletes who are graduating are not required to be full-time during their final semester if their graduation requirements are otherwise fulfilled.
- Must be in good academic standing.
- Must have good time management skills to balance academics and athletics.
- Consideration should be taken for practice and game schedules, however, academics come first.

### International Students

- All new international students participate in the Global Scholars Program. The seminar is automatically populated on students' schedules.
- International students are required to have a minimum of 12 credits per semester. A maximum of 3 of those credits may be taken online.
- Apply sensitivity to course selection for international students with weaker English proficiency.
- Early intervention is critical since international students have little flexibility to drop or withdraw from courses.
- International students become eligible to participate in internships after one full academic year, but internships must be required for credit and related to their major.
- Be aware of student career goals. Many international students could stay in the U.S. to work, either concurrent to their studies, or after earning their degree.
- The student must notify DSO of any change in major.

**Contact:** Ryan Monahan. Senior Advisor International Student & Scholar Services, DSO  
401-254-3400 || [rmonahan@rwu.edu](mailto:rmonahan@rwu.edu)

### First-Generation Students

- Students whose families never attended college may not have familiarity with university processes, jargon, and available resources. When advising these students, please try to do the following:
  - Connect students to campus resources early and often.
  - Encourage campus involvement, both co and extra-curricular.
  - Give validation and assurance that degree attainment is possible.
  - Take the time to explain university processes and student responsibilities, and check for understanding.

### Pre-Health Professions Students

- RWU defines Pre-Health students as students who wish to obtain a graduate degree in the health professions after graduation (MD, PA-C, DPT, etc.)
- Pre-Health students predominantly trend toward the sciences, but any student can be Pre-Health.
- Pre-Health students need to ensure they are completing prerequisite courses for their desired pathway. These courses may not be a part of their curriculum, and they often work with advisors to plan when they can take them. Prerequisites can be found on the RWU [Pre-Health website](#).
- Prerequisite courses should be taken during Fall/Spring semesters whenever possible.
- Many students begin their college career as Pre-Health, but some may pivot to other areas. Resources like the Pre-Health office and CCPD are helpful for students who may not be trending in the right direction for more competitive pathways.

**Contact:** Jonathan Albert, Director of Pre-Health Programs || 401-254-5231 || [jalbert@rwu.edu](mailto:jalbert@rwu.edu)

### Transfer Students

- Review transfer credit evaluation that students receive from the Registrar's Office to ensure that students are getting the most out of their transfer credits.
- Map out remaining semesters so the student is aware how many semesters they have remaining to complete their degree\*.
- Encourage campus involvement to help with their sense of belonging.
- On a case-by-case basis, review university policies and practices, as they may differ from the student's previous institution(s).
- Connect with Senior Transfer/Pathways Academic Advisor to clarify any transfer questions.

\* Note: They may have already drafted map with the Senior Transfer/Pathways Advisor that you can edit as needed.

**Contact:** Sarah Mayer, Senior Transfer/Pathways Advisor || 401-254-3001 || [smayer@rwu.edu](mailto:smayer@rwu.edu)

### Students on Academic Management

- Students not making Satisfactory Academic Progress (SAP) may be assigned an academic status of Academic Management. Academic Management serves as a formal warning that the student's academic performance must improve.
- Students on Academic Management are not allowed to serve as a student club/organization officer, resident assistant, peer mentor, or participate in NCAA or club sports teams.
  - Students can participate in co-curricular activities but may not hold a leadership role.
- Students on Academic Management should connect with campus resources early and often to best position themselves for a successful semester.
- Some students on Academic Management may have additional requirements imposed by their dean. Be aware of these requirements so you can include in your conversations with your advisee.
- Academic Support Enhancement Program (ASEP):
  - This program (spring semester only) is for **first-year students** who have been placed on Academic Management. The student will be assigned an ASEP advisor who they will work with for the duration of the spring semester. The student will be required to meet with their ASEP advisor weekly to review their academic performance.

### Students Receiving Accommodations

- Students registered with SAS are expected to adhere to academic and behavioral standards established for all RWU students.
- It is the student's responsibility to connect with SAS and notify faculty of their approved accommodations each semester.
- Reasonable accommodation is provided for housing assignments; academics (ex. classroom and testing accommodations); dietary needs; and transportation (getting around on campus).
- SAS cannot provide a list of students receiving accommodations, and it is the student's right to refrain from disclosure if they choose to do so.
  - SAS recognizes non-disclosure may impede an open dialogue about a student's needs.
  - If a student discloses a disability, refers to a medical condition, mentions accommodations they've had in the past, or tells you they had an IEP or 504 plan in high school, you may respond with: "Thank you for letting me know. The Student Accessibility Services Office works with students who have had similar experiences. I can provide their contact information to you if you'd like it."
- Some SAS students may disclose a need to create a class schedule that supports their cognitive, neurological, and academic profile. For some, this may mean having gaps between classes, classes that meet for 50 minutes, or taking late morning classes when their medications are fully activated. Please do what you can to help students create a schedule that is compatible with the characteristics of their disability, and trust that they know what will optimize their strengths.
- The "IEP" (individual education plan) and "504 Plan" refer to their high school's written plan for accommodations and modifications. The IEP and 504 Plan expire upon high school graduation, which is why it is critical for students to connect with SAS if they wish to receive accommodations and other supports in the post-secondary environment.

**Contact:** Student Accessibility Services || 401-254-3841|| [sas@rwu.edu](mailto:sas@rwu.edu)



## General Advising Considerations

### Advising Students with Academic Difficulties

- Students who have not demonstrated successful academic gains should consider taking less credits, not more. Attempts at large GPA improvements or credit gains in one semester often result in poorer work because of the multiplying effects of classwork. A student who earns more average grades makes less GPA improvement than the student who earns fewer, but higher grades. Please note, students are required to be enrolled in at least 12 credits per term.
- Students should repeat failed courses as soon as possible. Should the student change their major and the failed courses are no longer required, careful consideration should be given to whether repeating these courses is in their best interest. If the faculty advisor is unsure of the best course of action, a referral to the Advising & Peer Mentorship Office should be made.
  - Students with below average grades (C- and below) should consider repeating the course.
  - When repeating a course, the higher grade replaces the lower grade in both the term and cumulative GPA calculation.
- Students experiencing academic or personal difficulty often seek help too late in the semester. They believe if they are not totally “independent,” they are somehow unfit or unqualified for the rigor of college. Students need to know about resources available on campus and be assured that using support services is expected and encouraged as part of the academic experience.

### Community Engagement/FSL Requirement

- Students and advisors are reminded to review the guidance on the Feinstein Service Learning (FSL) graduation requirement at [Community Engagement/FSL Requirement](#). Due to COVID-19 and recent revisions to the FSL, the requirement differs depending on when a student began their studies at RWU.
- Current first-year and sophomore students are advised to register on [GivePulse](#), RWU’s new community engagement portal, which assists with identifying opportunities of civic and community engagement.
- The Community Service Work Study program enables students with federal work study awards to earn funds off-campus at qualified non-profit or municipal agencies.

**Contact:** KC Ferrara (FSL GivePulse, Community Service Work Study)  
401-254-3765 || [kcferrara@rwu.edu](mailto:kcferrara@rwu.edu)

### Catalog

- Ensure the advisee is reviewing curricular requirements under the catalog year in which they matriculate. This is especially important since the revision to the general education requirements effective for the 2023-2024 student cohort.
- You can view your advisee’s catalog year under the Progress tab in Roger Central.

### Dropping Below Full-Time

- Students requesting to be part-time (anything under 12 credits) are required to meet with an advisor in the Advising & Peer Mentorship Office.
- Impact to financial aid, housing, athletics, SAP, or immigration status may occur and are discussed with the student.



## General Education Requirements

- Students frequently feel compelled to complete all general education courses as soon as possible, to “get them out of the way.” The General Education Curriculum is designed to guarantee every student a balanced education grounded in the Liberal Arts, so students should be advised to prepare a schedule that combines General Education and major coursework each semester. Since the new General Education curriculum allows students to meet requirements by taking courses from a variety of programs, students should be encouraged to see these requirements as opportunities to explore second majors and/or minors in their areas of interest.

## Incompletes

- Students should resolve incomplete grades as soon as possible, and within the time limit.
  - Grades for incompletes are to be submitted by the end of the following term, or by a deadline prescribed by the faculty. Unresolved incomplete grades turn into an F grade.
  - In general, work for incompletes should be completed PRIOR to the start of the upcoming term. If the student is enrolled in five classes for the current term and still has outstanding work from a previous term, the workload could be overwhelming.

## Internships

- Remind students if they have a required internship for credit and discuss where it fits in their academic plan.
- Students should begin searching for internships at least one full semester before they intend on taking the internship.
- For assistance with the search process, students can schedule an appointment to meet with a designated career advisor through Handshake ([rwu.joinhandshake.com](http://rwu.joinhandshake.com)).
- Drop in assistance is available in the Career Lab (GHH 117).

**Contact:** Rena Piller-Thurston || 401-254-3240 || [rpiller-thurston@rwu.edu](mailto:rpiller-thurston@rwu.edu)

## General Education Curriculum

Beginning in Fall 2023, all entering RWU undergraduates will be required to meet the requirements of the new General Education Curriculum, which presents students with two options:

### Option with Minor:

- All students take a First-Year Seminar in the first semester of matriculation. First-Year Seminars all have course number FYS 101 and individual titles based on theme. Titles and short course descriptions will be published on the [General Education](#) website by Orientation each summer.
- All students take a total of seven courses designated as meeting General Education learning outcomes:
  - Two courses in Writing, as determined by the Writing Studies Program (WTNG 102 + any 200-level WTNG course),
  - One course each in Creativity & the Arts, Global Perspectives, Humanities & Social Inquiry, Systems Thinking & the Sciences, and Quantitative Inquiry & Mathematics.
  - Courses designated as meeting learning outcomes in these areas will be easily identifiable on Roger Central.
  - Students can take up to two courses designated for Gen Ed requirements with the same prefix from their major.

- All students take one additional course, from any program including the major, designated as meeting a requirement in Diversity, Equity, and Inclusion. These courses will be easily identifiable on Roger Central. Please note: meeting this requirement does not necessitate taking an additional course, since a DEI-designated course can come from Gen Ed-designated courses as well as courses contributing towards a major or minor. **THIS WILL TAKE EFFECT FOR THE 2024-2025 STUDENT COHORT.**
- All students must complete a minor from the GECPC approved list:
  - Applied Mathematics, Anthropology & Sociology, Aquaculture & Aquarium Science, Art & Architectural History, Biology, Chemistry, Chinese, Communication & Media Studies, Computer Science, Creative Writing, Cultural Studies, Dance Performance, Economics, Education Studies, English Literary Studies, Environmental Chemistry, Environmental Science, Film Studies, Gender & Sexuality Studies, Global Communication, Graphic Design, History, Latin-American & Latino Studies, Marine Biology, Mathematics, Modern Language, Music, Performing Arts, Philosophy, Physics, Political Science, Professional & Public Writing, Psychology, Public Health, STEAM Education, Theatre, Urban Studies, Visual Arts Studies
- All students take a General Education Interdisciplinary Senior Seminar.

AREA 0	AREA 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	DOMAIN 5	DOMAIN 6	15-Credit Minor
STUDENT SEMINARS	WRITING	CREATIVITY & THE ARTS	GLOBAL PERSPECTIVES	SYSTEMS THINKING & NATURAL SCIENCES	HUMANITIES & SOCIAL INQUIRY	QUANTITATIVE INQUIRY & MATHEMATICS	Minor program (must comply with NECHE requirements)
FIRST-YEAR SEMINAR	1 Course	1 Course	1 Course	1 Course	1 Course	1 Course	4-5 Courses
SENIOR SEMINAR	1 Course						
6	6 credits	3 credits	3 credits	3 (4) credits	3 credits	3 credits	15 credits

#### Option without Minor:

**Requirements for First-Year Seminar, DEI, and General Education Interdisciplinary Senior Seminar are the same as above.**

- In lieu of a minor, students complete additional courses designated as meeting General Education learning outcomes, for a total of eleven courses:
  - Two courses in Writing, as determined by the Writing Studies Program (WTNG 102 + any 200-level WTNG course)
  - Plus, two courses in four of the following areas and one course in the remaining area, as determined by the student: Creativity & the Arts, Global Perspectives, Humanities & Social Inquiry, Systems Thinking & the Sciences, and Quantitative Inquiry & Mathematics.
  - Students take up to two courses designated for Gen Ed requirements with the same prefix from their major.

AREA 0	AREA 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	DOMAIN 5	DOMAIN 6
STUDENT SEMINARS	WRITING	CREATIVITY & THE ARTS	GLOBAL PERSPECTIVES	SYSTEMS THINKING & NATURAL SCIENCES	HUMANITIES & SOCIAL INQUIRY	QUANTITATIVE INQUIRY & MATHEMATICS
FIRST-YEAR SEMINAR	1 Course	1 Course	1 Course	1 Course	1 Course	1 Course
SENIOR SEMINAR	1 Course	1 Course	1 Course	1 Course	1 Course	1 course
6	6 credits	6 credits	6 credits	6 (7-8) credits	6 credits	3 credits

## Advising Technologies

### Roger Central

Roger Central is a centralized platform where students can:

- Register for classes
- View unofficial transcripts and request official transcripts
- View progress to degree completion
- Access financial information, including financial aid and bill
- Complete FERPA waiver
- Complete housing processes
- Access employment records: earnings statements, tax information, and bank information

Advisors use Roger Central as an important tool in the advising process. Advisors can:

- View progress to degree completion
- Add advising notes that are viewable by the advisee
- View unofficial transcripts
- Search for courses by term
- View if advisee completed the graduation application

Students that are unfamiliar with navigating Roger Central may request assistance at the Advising & Peer Mentorship Office.

## Academic Policies

### Extenuating Circumstances Guidelines

- If it is determined a student will be out of class for 2+ class sessions for extenuating circumstances, students are encouraged to work with their faculty to discuss appropriate arrangements. However, individual faculty have discretion on whether they will provide accommodations for an extended absence.
- Exams missed during the absence can be taken at the Center for Student Academic Success with prior arrangements.

## FERPA

Roger Williams University complies with the Federal Family Educational Right and Privacy Act (FERPA) of 1974 which affords eligible students certain rights with respect to their educational records. An eligible student under FERPA is a student who is 18 years of age or who attends a postsecondary institution. FERPA regulates a wide range of privacy-related activities, including:

- Management of student's education records maintained by Roger Williams University.
- Management of who has access to student education records.
- Management of for which purposes access to student records is granted.

FERPA also:

- Permits Roger Williams University to release limited directory information without a student's consent.
- Guarantees students access to their educational records.
- Allows students to restrict access to their education records. For additional information, please contact the Registrar's Office or visit their [website](#).

## Satisfactory Academic Progress (SAP)

To remain in good standing, students must satisfy both rate of progress and cumulative grade point requirements. Rate of progress refers to the minimum credits earned per term.

Full-time semesters completed	Cumulative Minimum GPA	Cumulative Minimum Credits
End of 1st semester	1.7	12
End of 2nd semester	1.8	24
End of 3rd semester	1.9	36
End of 4th semester	2.0	48
End of 5th semester	2.0	60
End of 6th semester	2.0	72
End of 7th semester	2.0	84
End of 8th semester	2.0	96
End of 9th semester	2.0	108
End of 10th semester	2.0	120

Students who are not meeting SAP guidelines may be in jeopardy of receiving academic and/or financial aid sanctions.

- It is critical that students in a precarious academic situation connect with campus resources.
- Students should be referred to the Advising & Peer Mentorship Office in cases that involve financial aid or would benefit from additional academic support.

## Academic Standing

### Dean's List

- Students who earn at least 12 credits per semester and earn a term GPA of 3.4 or higher qualify for the Dean's List, provided they have not received any of the following grades: F, I, or NS.

### Academic Guidance

- Students who are in good academic standing (cumulatively), but whose most recent semester's performance resulted in earning less than 12 credits and/or whose semester GPA is less than the term GPA prescribed in the table above, will be assigned an academic guidance status.

### Academic Management

- Students who fail to achieve the required credits and/or cumulative GPA will be placed on Academic Management. Students on Academic Management are permitted to continue in their studies under formal warning that their academic performance must improve.
  - Academic Support Enhancement Program (ASEP): first-year students placed on Academic Management are enrolled in ASEP. The student is assigned an ASEP Advisor who provides guidance regarding academic resources and suggestions for improving their performance.

### Continued Academic Management

- Students who do not make SAP after a semester of Academic Management, but who demonstrated improved academic performance.

### Academic Hiatus

- Students who are not able to make SAP after at least one semester of Academic Management may be placed on Academic Hiatus. Students on Academic Hiatus will be withdrawn from the university for the following semester. Students with that status are eligible to return after one semester away.

### Academic Dismissal

- Students whose demonstrated academic performance indicates they are unlikely to earn a degree based on the SAP guidelines above. An Academic Dismissal is a permanent separation from the university.

### Repeating Courses

- Students who complete a course with a C- or below may repeat it in a subsequent semester.
- Repeating courses with low or failing grades will increase the cumulative GPA.
- Students who want to repeat a course at another institution should be aware of the following:
  - Grades awarded from another institution do not transfer.
  - Student must earn a C or higher for the course to transfer to RWU.
  - The grade from the RWU course will be removed from the RWU GPA calculation but will not be replaced with the transfer grade.

### Dropping vs. Withdrawing

#### Dropping a Class

- When a student drops a course, it is completely erased from their class schedule and does not appear on the student's transcript.
- Students can drop a course during the add/drop period by emailing the Registrar, [registrar@rwu.edu](mailto:registrar@rwu.edu) or in-person, Administration Building, 1st floor.
- The deadline to drop a course without a W grade can be found on the academic calendar.
- If the student is requesting to drop below full-time (12 credits), they are required to meet with an advisor in the Advising & Peer Mentorship Office to discuss potential impacts.
- If the course is a prerequisite for future term courses, discuss options for repeating the course as soon as possible.

#### Withdrawing from a Class

- After the drop deadline, students can withdraw from a course with a W grade marked on the transcript.

- The deadline to withdraw from a course with a W grade can be found on the academic calendar.
- W grades are not calculated in the semester or cumulative GPA, and no credits are earned.
- If withdrawing from a course result in the student being enrolled in less than 12 credits, they are required to meet with an advisor in the Advising & Peer Mentorship to discuss potential impacts.
- If the course is a prerequisite for future term courses, discuss options for repeating the course as soon as possible.

### Academic Policy Appeal

The University has an Academic Policies Committee that serves as the appeal committee for students requesting exceptions to academic policy. Appeals can be submitted for the following reasons:

- Extend drop deadline (without a W grade)
- Extend withdrawal deadline (with a W grade)
- Extend course audit deadline
- Extend pass/no pass deadline
- [Academic Policy Appeal Form](#)

Students requesting to add a class past the deadline would do so through their dean.

### Commonly Used Forms

#### Major Adjustment Form (Major/Minor/Core)

- Change or add a major, minor, core concentration, advisor, or catalog year.
- Students who are unsure of their major or want to explore other academic options, should be referred to the Advising & Peer Mentorship Office.
- [Major Adjustment Form](#)

#### Day Program Transfer Course Pre-Approval Form / Community College of Rhode Island and Bristol Community College Day Program Transfer Course Pre-Approval Form

- Students who wish to take courses at another regionally accredited institution or BCC/CCRI transfer the credits back to RWU.
- The following should be discussed:
  - Student must pass the course with a C or better
  - GPAs do not transfer, only the credits from the transfer course will be added to the student's record
  - Repeating a RWU course at another institution does not replace the lower grade; however, the RWU grade will be removed from the GPA calculation.
  - Students are allowed a maximum 75 transfer credits.
  - [Transfer Course Pre-Approval Form](#)
  - [CCRI/BCC Transfer Course Pre-Approval Form](#)

#### Leave of Absence

- Students who want to take a semester or more away from the university can request a leave of absence by contacting the Advising & Peer Mentorship Office. This might include:
  - Students who are studying abroad in a non-affiliated RWU program.
  - Students who want to take off from their studies for employment.
  - Students who want to take time off for personal reasons.

### Medical Leave of Absence

- Students who are enrolled in an active term and need to withdraw from their studies due to medical reasons should contact the Director Student and Family Assistance to complete the medical leave application.
  - Medical leaves can only be taken during the semester. Requests for medical leave outside of the traditional fall or spring semesters would instead complete a regular withdrawal.

### Reinstatements

- Students who have withdrawn, taken a leave of absence, or placed on an Academic Hiatus should contact the Advising & Peer Mentorship Office to complete the reinstatement process.

### Reinstating from a Medical Leave of Absence

- Students placed on a medical leave of absence should contact the Director of Student and Family Assistance to initiate their reinstatement to the university.

### Withdrawal

- Students who want to permanently separate from the university must contact the Advising & Peer Mentorship Office to complete a Change of Status.

## Campus Resources

### Center for Career and Professional Development

- Career advisors assist students with career exploration, internship/job search, graduate school preparation, and more.
  - To schedule, students can visit [rwu.joinhandshake.com](http://rwu.joinhandshake.com) and login with Single Sign-On.
- Drop in assistance is available Monday through Friday 9am – 7pm with a peer advisor in the Career Lab (GHH 117).
- CCPD facilitates the Career Planning Seminar (CPS).
  - CPS is a pre-requisite for all students doing a credit bearing internship.
  - All sophomores will be automatically enrolled in CPS.
- Encourage advisees to connect with CCPDs established identity/affinity groups and career communities where specialized resources are available for each group.
  - First Generation
  - International Students
  - Gender & Sexuality
  - Race & Ethnicity
  - Students with Disabilities
  - Resources by Major
  - Exploring Student
- [\*Center for Career and Professional Development Website\*](#)



## Center for Student Academic Success (CSAS)

CSAS promotes student success by offering a wide range of academic support services. The Center is comprised of the following offices:

### Advising & Peer Mentorship

- Advisors provide general academic advice and/or consultation for students and faculty.
- Helps students explore majors, minors, and other pathways.
- Promote academic skills development.
- Serves as a resource for students with academic and financial aid issues.
- Resource for academic policy and SAP (financial aid) appeals.
- Oversight of [\*Peer Mentor Program\*](#).
- [\*Advising & Peer Mentorship Office Website\*](#)

### Student Accessibility Services (SAS)

SAS works with students and faculty to ensure learning and living inclusiveness in all aspects of the student's experience.

- Students with disabilities who need accommodations in order to fully participate in their classes are urged to contact SAS.
- Accommodations should never alter the central functions of a course, reduce the standards of course requirements, nor alter the requirements of the major.
- [\*Student Accessibility Services Office Website\*](#)

### Tutoring Center

- The Tutoring Center, which is comprised of the Math, Science, Writing, Business, SECCM, and Modern Languages Centers is located on the second floor of the Main Library. Students can walk in and see a peer tutor; appointments for faculty tutors are encouraged. All tutoring is free. Students are encouraged to visit the Center to ask questions, whether it's about course-specific in-person tutoring, specialized study groups, or how to get the most out of tutoring.
- In addition, the Writing Center offers a second option for tutoring: an email tutoring system called WritingHelp (put "WritingHelp" in RWU Search). The WritingHelp email system is not in-person tutoring (for in-person help, please come into the Writing Center); it provides a form to email your paper to a tutor for help.
- The Tutoring Center offers assistance Monday – Thursday 9 am – 8 pm; Friday 9 am – 3 pm; Sunday 5 pm – 8 pm. For additional information about the Centers, including tutor schedules, see The Tutoring Center's website (put "Tutoring Center" in RWU website Search).
- [\*Tutoring Center Website\*](#)

## Diversity, Equity, & Inclusion

### Intercultural Center (IC)

- The IC supports minoritized student populations by leveraging high-impact practices to close opportunity gaps and help students find success.
- The IC provides culturally competent programming, events, resources, literature, and student support services.

- Provides a multi-purpose room where students can study, socialize, unwind, build community, and get involved. There is also a Prayer room/Yoga Studio and full-size kitchen available for reserve or student use.
- The IC also provides direct academic support for students in the Intercultural Leadership Ambassador Program (ILA), and the Strive, Overcome, Achieve, Rise Program (S.O.A.R).
- The IC also coordinates and provides support to the Black and Latinx Living Learning Community
- [IC Website](#)

#### Queer and Trans Resource and Advocacy Center (QTRAC)

- Centralized hub for LGBTQIA+ inclusion and support intended to serve the whole RWU community.
- The QTRAC supports a range of resources that center Queer and Trans identities such as Queer & Trans Living Learning Community, the Kinship Collective Mentoring Program, the Sexuality and Gender Alliance (SAGA) student organization, the Feminist United student club, Safe Zone training, and a plethora of signature events.
- [QTRAC Website](#)

### Health and Wellness

#### Counseling Center

- The Counseling Center provides confidential therapeutic care for students to enhance their psychological well-being.
- [Counseling Center Website](#)

#### Health Services

- Appointment-based clinic designed to manage acute episodic health problems and flare up chronic problems. Services are available to all undergraduate students (both residential and commuters).
- [Health Services Website](#)

### Referrals

#### Academic Referral

Faculty can submit an academic referral for a student that is experiencing academic challenges. Reasons for submitting a referral include:

- Missing significant amount of classes
- Concerns about SAP
- Considering transferring or taking time off
- In danger of failing the course
  - Missing extensive coursework
- In need of further academic support or other assistance you cannot provide
- [Academic Referral Form](#)

### Students of Concern (SOC)

- Faculty, staff, or others who are concerned about a student's behavior or well-being may submit a Students of Concern referral.
- A referral should be considered when you believe that a student's problems go beyond your experience and expertise, or you are uncomfortable with a particular issue.
- This form should only be submitted for non-urgent situations. Emergency situations should be reported immediately to Public Safety
- [\*Students of Concern Form\*](#)

### Peer Mentor Referral

- Peer mentor referrals may be submitted for concerns regarding time management, organization, study skills, and getting acclimated to the RWU community
- [\*Peer Mentor Referral Form\*](#)

### Undergraduate Fellowships

- Centralized resource for students interested in securing a [fellowship](#).
  - Fellowship opportunities are available to a student in any year of study, across all disciplines
  - Assist students to explore and apply for fellowships
  - Contact [fellowships@rwu.edu](mailto:fellowships@rwu.edu)

### Study Abroad

- It is most common for students to study abroad for a semester long program (or longer) during their junior year.
- In some cases, students participating in a semester-long program can satisfy a Core Concentration in International Studies.
- Students who express interest in studying abroad need to plan months in advance of their intended time abroad.
- [\*Study Abroad Website\*](#)

#### Contact:

Becky Denson, Study Abroad Program Manager || 401-254-3899 || [rdenson@rwu.edu](mailto:rdenson@rwu.edu)

Kevin Hayden, Director of Study Abroad Program || 401-254-3040 || [khayden@rwu.edu](mailto:khayden@rwu.edu)

## Campus Involvement

### Student Programs and Leadership

- Engages students in meaningful and complex co-curricular activities that foster individual and peer development through leadership and experiential opportunities.
- Hawk Link is a centralized platform that connects students to organizations, programs, and departments on campus. Students interested in researching and connecting with student groups can search through Hawk Link for more information.
- Students should be advised to download the [CORQ](#) app to view campus events.