ADVISEMENT CHECKLIST
NEW STUDENT

Welcome – engagement
Proceed from the assumption that the student doesn't know anything; doesn't understand terms, concepts, what is required, etc.

___Explain advising process

___What are student's goals?

___Discuss major student declared on application. Still valid?
   ___Change of major form – select newest version of the program

___Go to CCAC webpage and print **newest checksheet** for student's program

___Open catalog to description of the program

   ___Explain the program using the checksheet and catalog description

          --Program requires ____credits

          --Must have minimum 2.00 GPA (some programs have other grade requirements)

          --Courses with specific numbers are required courses

          --Explain course sequencing – concept of pre-requisite (define)

          --Define / Explain General Education courses

          --Define / Explain electives – pull out list

          --Define Major Electives

          --Define Restricted Electives (if applicable)

___Placement Tests?   Check scores in TSUM – use the chart for correct placement
      Check for SAT scores – also in TSUM – use the chart for correct placement

___Developmental courses required?

   __Use Development course flow chart – give copy to student when done.

      Cross out courses student does not have to take (sequence look less ominous)

      Explain sequencing referring to the flow chart

   __Schedule SDS 102 FIRST. First time, full time, degree-seeking students in all

        developmental courses are required to take SDS 102. Build other courses around it.

   __Define and explain SDS 102 and why required. Explain 1 credit, 7 weeks, etc.

__Student tested into Reading?

READING FIRST POLICY – explain and schedule reading next

__Schedule required developmental courses – write semester information next to the appropriate courses on the flow chart – symbolizes beginning of coursework.

__Complete registration form – **be aware of pre-requisites**

__**Indicate in white space on the registration form any interactions that should be recorded for future reference:**
--student comments on schedule
--problems or disagreements over scheduling, etc.

___No developmental coursework needed? Select courses from checksheet by asking student about work schedule, commute, other responsibilities that impact schedule.
___Complete registration form

___Any questions on program and course selections?

___**Red Folder** – **start with Roadmap** – most critical piece – explain concept and each milestone along the way.
___Remove remaining items and explain how they fit with Roadmap

___Does student need referrals to any services? If so – write out referral on written referral sheet -- contact person, location, phone number, etc.

___Print your name and date on the checksheet

___Copy checksheet, developmental course flow chart if appropriate; written referrals, other instructions.

___Staple flow chart (if appropriate), list of electives, and written instructions or referrals to checksheet and give to student. Tell them to keep forms in the red folder and bring to next advising session. Explain importance of record keeping.

___Walk student to front of advising area and point way to staff who will process forms. Shake hands, "good luck," "don't hesitate to stop back if you have any questions."

___Return to your station and make any additional notes (using written instructions form that you think may be important at a later date.

___Place originals of documents in box for scanning