Course Registration and Advising Policies for Transfer Students Webinar Transcript

**Reggie Gacad:** Hello, everybody. My name is Reggie Gacad. And I want to welcome you to our Transfer Student Course Registration meeting. I am the Assistant Director of the First Year Center. And tonight, I am joined by the transfer deans from all the undergraduate academic divisions. We will introduce them shortly. We are so excited that you have chosen to join us for tonight's conversation. Some information before we get started. First, we want to make sure that you know how to submit questions during this panel. You can ask questions one of two ways. You'll notice that you have been given the ability to ask questions via the chat feature. You can send questions to my colleague, named First Year Center in the chat for the purposes of this conversation, throughout the panel, and we'll ask these questions on your behalf. Additionally, you can also virtually raise your hand and ask your question after we call on you. We will address questions after hearing from our panelists.

Let's make sure you know how to use the chat feature. Send the First Year Center the city or location that you're tuning in from, and we'll name a few of these on air. While you do that, please make sure to update your name in Zoom to your preferred name or the name you'd like me to call you. You can do so by clicking on the three dots in the top right corner of your camera panel and clicking rename. This will help us identify who's in the space and address you by the appropriate name. Third, this meeting is being recorded live. Next week, we will share this recorded video via email with you and your peers, and we'll make sure that there's also a place-- a link in the Transfer Slack Community as well. Lastly, in a moment, we will hear from our panelists about the course registration process and academic support resources for transfer students in each of the academic schools. If something our panelist says sparks a question, don't forget to send us your question using the chat feature or by virtually raising your hand. After hearing from our panelists, we will move into the Q and A portion of the evening.

Before passing things along to our panelists, I want to share some of the places that you're all joining us from. We have students tuning in from Seoul, South Korea, Atlanta, Georgia, San Jose, California, among some other places. Now, since I know you all want to hear from our transfer deans, I'm going to ask each of them to introduce themselves beginning with Dean Warren Davis. Warren, it appears that you might be on mute still.

**Warren Davis:** Thank you. I'm Warren Davis. I'm the Assistant Dean with the College of Arts & Sciences. And I've been working with transfer students for over two decades.

**Reggie Gacad:** Great. Thank you. From the Olin Business School, we have Dean Lanna Skadden.

**Lanna Skadden:** Hi. I'm Lanna Skadden. I'm Assistant Dean in the Olin School of Business. And I've been working with transfer students maybe even longer than Warren.

**Reggie Gacad:** Thank you. With Sam Fox School of Design and Visual Art, we have Dean Georgia Binnington.

**Georgia Binnington:** Hi. I'm Georgia Binnington. I'm the Associate Dean of Students for the Sam Fox School. And that here means art and architecture. And I'm not going to try to top the number of years, although quite a few.

**Reggie Gacad:** Last but not least, we have, from the McKeelvey School of Engineering, Dean Melanie Osborn.
Melanie Osborn: Hi. My name is Melanie Osborn. I'm a Senior Assistant Dean in McKelvey Engineering. And I have been working with transfer students a long time. In fact, Warren first allowed me to work with transfer students years ago. And like Georgia, I won't say how many years ago.

Reggie Gacad: Thank you all. We will now let each transfer dean spend a couple of moments sharing an overview of their course registration process for their respective academic division. After which, we will open the space to questions before moving on to the academic resources section of the evening. Dean Davis, would you like to start?

Warren Davis: Absolutely. In early June, we sent adviser assignments to all of our incoming transfer students. I wrote to most of you, if not all of you, a couple of days ago asking if you haven't received your adviser assignment to please get in touch with me. And a couple of students already have. From there, you will have— like I said, you'll have a four-year adviser. That’s a misnomer for transfer students, but that's the term we use. You'll confer with that individual soon-ish. Some of you already have. And at which point, you'll be set to register for fall classes.

Reggie Gacad: Great. Thank you. Dean Skadden?

Lanna Skadden: I serve as the academic adviser for all the Olin external transfers. I have sent information to each of you, including an assessment of how your courses will transfer, your degree audit, and the PDF with the requirements. And we are working towards having Zoom meetings. Some of you I've already met with and we have completed your registration. Some of you I've met with, and we're having additional meetings. And there's a few that still haven't scheduled their appointments. So I would encourage anyone who hasn't done that to do that very soon. We're trying to target registration being completed by July 9th. Although I always talk about the registration process, it's like we are being an artist and we're painting a picture, and it's a journey to get to the end of the project. So the sooner we can have those conversations, the better.

Reggie Gacad: Thank you. Dean Binnington?

Georgia Binnington: Yes. I have spoken with some of you. I'm the transfer adviser for everyone in art and architecture. I've spoken with some of you throughout the process, and I think almost all of you have online credits transferred in. There are a couple that we're still consulting about. And for some of you, I don't have your final transcript, so I don't have grades for the spring semester, which will be helpful when I want to transfer those credits in. You will be registering yourself once we have established what it is you want to take and need to take. And that's usually through email, phone calls, or Zoom discussions. So emailing me and getting a connection to Zoom with me is probably the next best thing to do so that we can get you set up, if you have questions, or if you need to register.

Reggie Gacad: Great. Thank you. Dean Osborn?

Melanie Osborn: Well, the process for engineering is very similar. I've talked with some of you. Some of you I haven't spoken with yet. We're waiting for everyone's spring 2020 transcript. So that really helps us help you plan your class schedule. I have emailed everyone more than once with information about registration as well as resources. Please set up a Zoom meeting with me if you have any questions. I'm also happy to answer by email. Once we have chatted in some way, I can authorize you to register, and you can begin that process right away.

Reggie Gacad: Great. Thank you all for sharing that information. So as a note, if you take a look at the chat, we will be sharing emails, as well as any links of interest as folks are sharing. We will now let each
transfer Dean spend a couple of moments sharing-- oh, I'm so sorry. We'll now move on to the first question and answer portion for this panel. As a reminder, please submit your course registration advising-related questions via the chat feature or by raising your hand. When asking your question, please start sharing the academic-- the division that you're enrolled in. So we'll go ahead and get started. Dean Davis, how will transfer students in the College of Arts and Sciences know if credits from their previous institution will count towards the WashU core in the College of Arts and Sciences?

Warren Davis: I am the lead person in doing all the transfer credit assessments. So I think we're pretty liberal when it comes to applying courses from-- allowing courses from school X to count as various requirements in the College of Arts and Sciences. So I'll give you an example. You've taken an economics course elsewhere, we would bring that in as social science, for instance. And we initially post that on your record. So if you go to Other Credits, you can see where-- that you've received three units of social science credit, as an example. Your adviser-- your four-year adviser also can help you locate that. Later on when we have your final transcripts, and let me echo what Georgia mentioned a minute ago, there are a number of you for whom we don't yet have final transcripts. So once we do, we can log all those-- post all those credits as well. When we have your final transcript, we'll produce a Planet plan. And Planet is a software tool that allows you, the student, as well as your four-year adviser, to track your progress as far as our general degree requirements are concerned.

Reggie Gacad: Great. Thank you. This next question was submitted as a general question. So the student writes, I know all first year students register within the same couple-day, three-day window later this summer. Is this the same for transfer students? Or does the registration date for transfer students differ based on which academic school they are enrolled in?

Warren Davis: Well, I'm happy to start. Most of you have a four-year adviser already. You should reach out to that individual if that individual hasn't gotten in touch with you. And as soon as you do and your adviser is satisfied that you have a good plan, satisfactory plan for the fall semester, you can register. So ideally, before the first year student registration window, which begins, I believe, on July 13th and runs to July 16th. So ideally, before that. That's how I would answer.

Reggie Gacad: Great. Thank you. Dean Binnington, are you the primary contact, the sole contact for all Sam Fox transfer students? Or is there additional contacts that we, as students, need for architecture and art?

Georgia Binnington: I'm the main contact. I'm the Associate Dean for both schools and I advise in both schools. I work very closely with our registrar, Cris Baldwin. And so sometimes she's in touch with transfer students if we're searching for transcripts. Or if there are questions about a course, then she meets that. But basically, it's me.

Reggie Gacad: Great. Thank you. Students, as a reminder, you're welcome to ask your questions live on air. If you would like to do so, please just raise your hand and I will call on you. Dean Osborn, if a student has questions after their initial meeting, should they contact you or their adviser directly?

Melanie Osborn: I am their adviser. So when a student comes to Washington University, you get a four-year adviser. And as Dean Davis said, that is a misnomer. But the people that you see on this panel, we are your adviser. Later, for three of the schools, there might be a-- there's a major adviser in that subject area, whether it's mechanical engineering, or English, or somebody who's working with you in Sam Fox in your major, like printmaking or fashion design. For now, until that person is assigned to you, and that
major is declared and the official adviser is assigned, the four people that you see are your adviser and will continue to be your adviser until you graduate.

**Reggie Gacad:** Great. Thank you. We have a question from a student asking where should they upload or send transcripts?

**Melanie Osborn:** I'm unmuted, so I'm just going to say, for engineering, please send them to me. Do not send them to main admissions because then--- I have to find them in main admissions. If you could just send them to me even if it's an electronic transcript, that's great. You've been given my email. Just have them sent to me.

**Georgia Binnington:** Same for me. And right now, since we're not on campus, we're not picking up our mailed mail. So it's better if it's electronic. Otherwise, it's going to a mysterious place and piling up on tables in people's offices.

**Warren Davis:** It's fine to send me electronic transcript. I know admissions tracks those. So if we receive one, then we'll obviously let admissions know that we've gotten it.

**Lanna Skadden:** I would say, for Olin, if you've already sent in your transcript to the admissions office, I will search for them. If you haven't made the order, you can send them directly to me, and then I will notify the admissions office that we're in receipt of them. But either way, depending on where you are in the process, just make sure you send them.

**Reggie Gacad:** Great. Thank you. We have a student asking should students wait until their advising appointments to begin creating a potential fall schedule? Or should they go ahead and start that process now? And I know that that looks different depending on which division.

**Warren Davis:** I mean, if you want to start working on a registration worksheet, you should have received a--- what do I want to say, a canvas course information and-- yeah. So if you want to start a registration worksheet, and then reach out to your adviser and then register, that's great.

**Reggie Gacad:** Great. So the next question is in regards to accessing the document that shows which credits have transferred. Who should a student contact if they are unsure whether they can-- where they can access that document?

**Georgia Binnington:** One of us. The credits that transfer are in WebSTAC, which is where they would fill out the registration sheet or where they will ultimately register, in an area called Other Credits. We do also have different kinds of credit-counting in the different schools. So for us, there's something called WUachieve, which we tell you how you can access in the information we've sent you, and you can look there. And that will actually tell you, for Sam Fox, how those credits are being applied. Yes, your calculus has transferred as calculus. And therefore, in architecture, you have fulfilled something. Each school has something like that. And you can talk with us because we also are the people who do that credit assignment, and we'll know how they've been assigned.

**Reggie Gacad:** Great. Thank you. Dean Skadden and-- oh.

**Warren Davis:** Let me-- can I--?

**Reggie Gacad:** Yeah. Go ahead.

**Warren Davis:** Let me just add. Students of Arts and Sciences, obviously, will be-- I guess, like all of us, would be declaring major at some point. So I'm the initial contact when it comes to general credit. But
when it comes to major credit, the department needs to be involved. And for some of you, I've already facilitated brokering major credit. If you're a sophomore and-- but more importantly, if you're a junior and you haven't yet been in touch with that department and you're wondering, "Well, I've taken this course somewhere else. Could it count toward the major?" Please contact me.

**Reggie Gacad:** Dean Skadden and Dean Osborn, could you clarify which academic school is a student's main division for students enrolled in joint programs? For example, this student says, "A lot of staff at WashU ask which academic division I'm enrolled in, but I am enrolled in two divisions. Does one take preference?"

**Melanie Osborn:** Unless you are seeking two separate degrees, like a sheepskin diploma, from two different schools, you are prime in one school. It is pretty rare that someone transfers in and declares that they are dually-enrolled in two schools. If your major is something like computer science and math, economics and computer science, you are still in one single division. So, say, you come into engineering, and you say, "My major is computer science and math," you are prime in engineering because that's who admitted you, but you are taking a bulk of classes in arts and sciences, in math. If that student could be more specific with what their major is, we could tell them what division they're in.

**Reggie Gacad:** Great. Thank you. Dean Davis, when do students need to declare a major within the College of Arts and Sciences?

**Warren Davis:** Thanks for the tip, Georgia. If you're a sophomore, you have until February of your sophomore year. So if you're coming in now as a sophomore in February 2021 to declare a major, and at that point, you still have your four-year adviser, but then you gain a major adviser in whatever department. If you're a junior, you should declare, I would say, now. Or certainly, at the start of the semester because you need to start working with a major adviser as well and get connected with your major department.

**Reggie Gacad:** Dean Binnington, can you explain how studios work for transfer students? Do these look--the physical spaces, do they look a little bit different for transfers?

**Georgia Binnington:** Studios are the same for everybody. If you're coming in as a junior in art, you will receive a studio space that will be yours to put your things in and you'll work from. And you will be either in communication design, fashion, or studio art, and you'll have a space in one of those areas. If you are coming in as a second year, you will be taking classes in studios, but you will move around from one to the other. For those students coming in to architecture-- I don't think we have any architects with us, but we might later. So those students coming in to architecture-- an architecture student receives a space at the beginning of each year, and that space is their studio space for that year. And we're working very hard now to redo things in our studios for social distancing. So everyone will be in studios and will be making things, but it may look a little bit different than it has in the past. Not that you've seen it in the past, unless you visited.

**Reggie Gacad:** Thank you. Dean Osborn, we have a quite a few questions asking about labs. Would you be able to speak on how lab work for engineering students works? Do students get opportunities to do tours of the labs? And is there support in finding research opportunities?

**Melanie Osborn:** Yes, in the normal world. Honestly, in anything at Washington University, it is going to be, like Georgia mentioned, for labs and studios-- labs and studios are essentially the same thing. We are working to provide ways that students can still participate in labs, especially labs that are components of a required class. And some of that work will be done online, and some of that work will be done in
socially-distanced classrooms. That's the plan. As for research, yes. As long as research is being allowed on this campus, there is ample opportunity for students to be involved in research. We are a research institution. Engineering students are even in high demand at the medical school, as well as students in STEM fields. They're very popular at the medical school. And students can reach out to faculty members and let them know they're interested in their area, and request a tour, and request a time to talk with them about being an undergraduate in their lab. They can do that with medical school and in biology or other areas on campus.

Reggie Gacad: Great. Thank you. So we are going to move on to the last portion of our evening, which is a conversation and sharing about academic resources within each division. Each dean will now share certain academic resources that all of you should be aware of. And we'll go ahead and start with Dean Davis.

Warren Davis: Well, there's a few academic resources that come to mind. One is, sort of you have general questions. You're coming from one institution and you're coming into a new institution, a new culture. One place will be Arts & Sciences itself. Every day, one of us, one of the deans in the College of Arts & Sciences is there to answer your questions. So that would be the first resource. Where do I find this? What do I do here? I mean, there is no end. Other academic resources, two that come immediately to mind are the Learning Center and the Writing Center, both located in Mallinckrodt Center. And they're for all students to use. But those are the two things that come to mind.

Reggie Gacad: Great. Thank you. Dean Skadden?

Lanna Skadden: I would concur in terms of the people that you see here are your major resources to begin with. In addition, any faculty member. I would certainly encourage you to reach out and develop a relationship, even if it's online. In terms of your peers, they also can serve as a resource. And there will be, in some shape or form, teaching assistance that will be available, again, under this new environment. Some of the way things are rolled out will be different, but there will be electronic resources as well. And last but not least, I always talk about the new transfer card. You're going to get a U-Pass that you may not be able to use. But as a new student, I would always encourage you to introduce yourself as, "I'm a new student. I have a question," and someone will step up to help you. So use that card as long as you can, but that would be another resource to consider when you're navigating through Washington University.

Reggie Gacad: Thank you. Dean Binnington?

Georgia Binnington: Most of the things, you've already heard. Certainly, the Writing Center and the Learning Center. Sam Fox School has within it the two smallest schools on campus. Architecture is the very smallest, and studios are always small. Usually, 12 to 15 people in the studio. And so that faculty member is someone that you will work with for three or four hours a couple of times a week, and you'll get to know those people quite well. And those are people that will be guides for you for future courses, for the possibilities of where you might go to graduate school. But we also have an amazing career program here at Washington U. We have a career office in the Danforth University Center. And for us in Sam Fox, we have our career guidance people right in the building with us. And they actually participate in some of our classes assisting students with writing artist statements and resumes, and helping them think about internships and residencies. So the career office is right there in the building. And whenever you can, you will be meeting with those people.

The other two things that are a part of the Sam Fox School that are important resources for you are the library. The library for art, architecture, and art history, which is actually part of the College of Arts and
Sciences, but lives down there on the east end of campus with us. The library is amazing and the librarians are extraordinarily helpful if you're doing research. If someone mentions an artist or an architect, and you want to learn more about them and you will take architectural history and art history. So that library is very special. And that library is in the museum building. Sam Fox School is two schools and a museum. And that museum is a great resource. It is not currently open to the public, but they are reaching out in all kinds of ways online right now, and actually having more visitors online for their gallery talks than they ever have in the building for gallery talks. So the outreach is great. And that's a place to go and learn more about art, architecture. It's a place that's used as a resource and a research opportunity for our students all the time. And if you just have a question about anything, you probably need to talk to me.

Reggie Gacad: Great. Thank you. Dean Osborn?

Melanie Osborn: I'm going to echo the things that they said. Engineering, like Sam Fox, has designated career individuals from the career-- ours are from the career center, but they are specifically for engineering students. I also want to say that the transfer WUSAs are going to be a valuable resource, so don't be shy about asking them questions. We can tell you a lot of things about academics and we can tell you what credit counts for this, and it takes 120 credits to graduate. But they are students here now and they know the experience. So don't be shy about using those WUSAs. In engineering, we have our own tutor program. The tutoring program is students that we hire who have made As and Bs in engineering classes, and those students will tutor engineering students. You just need to sign up. You'll be getting a lot more information about that. And you don't pay the tutors. We pay the tutors. Hopefully, everyone is reading my emails and not saying, "There's that woman who is emailing me again." I just sent an email out about the student group web series. It's Meet McKelvey. And tomorrow, our web series is about student groups and how to get involved. It's going to be kind of a slam where student groups tell you what they do, and then you'll have the opportunity to talk with student representatives from those groups.

And I also want to mention, there's a big transition in going to any school. And when-- there is my dog barking. And when you go to another school, it's another transition. Our student health service is very strong. And we have this great thing called Let's Talk, which is not counseling, but it is more of a touch base. It rotates. It's a 30-minute appointment with a counselor just to chat. Not sure what that's going to look like this year. It's been in-person in the past. But it's located all throughout campus and rotates the location every day. So if there's anything that WashU is not short of, it is supportive resources.

Reggie Gacad: Great. Thank you all so much. We do have a couple of questions that have come in from students who have reflected on some of the things that you all have said. Dean Davis, we have a student who is asking, what is dean of the day?

Warren Davis: Oh, that is-- well, right now, I'm Tuesdays from 12:00 to 2:30. I field all questions. There's somebody-- a couple of colleague who meets with the students in the morning, and then two of us meet with students in the afternoon. And that's the whole week. So there's always somebody, so to say, on call in Arts & Sciences to answer your-- typically, academic questions, but not necessarily. I mean, you may just want to know, "Well, where do I go for this or that?" And if we-- usually, we'll know. But if not, then we'll know whom to ask and whom to direct you toward.

Reggie Gacad: Dean Skadden, is there support for students seeking internships within Olin? For example, the student says that they heard that there's a career center specific for Olin students.
Lanna Skadden: Yes. We have the Weston Career Center that's located in Bauer that serves all undergraduates and graduate students. Students coming in will be assigned a career adviser. And so that should be forthcoming. We probably will have that information in August. So students can work with that career adviser in terms of looking at what the opportunities are for internships. It's certainly something that we encourage students to do. Typically, it is during the summer rather than during the academic semester. We do have a couple of study-abroad programs that have an international internship component in their studies. And that's typically done in the fall or spring of their junior year, depending. But yes, internships are available and highly encouraged to do.

Reggie Gacad: Thank you. Dean Binnington, because you had mentioned a little bit about Kemper Art Museum, a student is asking if any Sam Fox students participate in internships or research with the museum.

Georgia Binnington: Yes. Our students can participate in many ways at the museum. There are positions there where they can actually be guides. But we also have the Greenberg Fellowship which is a fellowship offered to several students to curate, plan, borrow, and mount an exhibition, and do everything that has to do with that exhibition in the museum. And it's usually-- they're choosing maybe an art history student, maybe an art student, a combination, sometimes an architecture student. It's interesting, many of the students who do that Greenberg - and it's an honor to get that position - go on to be curators and work in museums. So it's a good preparation for that.

But there's lots of research, both for architects and artists, in many places in this museum. The St. Louis Art Museum, which is right up the hill in Forest Park, offers internships for students, and so do several of the galleries here in St. Louis and some architectural firms for architects. So we'll really work with you on that. And there are a lot of opportunities for research and internships. Thanks for asking.

Reggie Gacad: Thank you. Dean Osborn, you had mentioned a little bit about the tutoring sessions earlier. How do students hear more about or engage more with that program?

Melanie Osborn: If you're really interested in watching tutoring resources be explained, if you go into Canvas, the links that I had sent you, you can watch the recorded video, and the tutoring sessions were explained. If you go to the Engineering Undergraduate Student Services website in McKelvey, there's a link to the tutoring program. And you can also contact me, and I can put you in direct contact with one of the deans in our office who runs the tutoring program.

Reggie Gacad: Great. Thank you. Dean Davis, we have a couple of arts and sciences students asking about pre-professional. So pre-health and pre-law programs. Are there specific resources for them to access in regards to pre-health and pre-law? And how would they go about doing that?

Warren Davis: There are. There is a whole pre-health team. You should-- I guess I would say, if you're pre-health, let me know, and I'll put you in touch with one of the pre-health advisers. If you're an incoming sophomore in the sophomore year, we'll make an advising assignment. Likewise, with pre-law, we have a pre-law team. And all this information is on the Arts & Sciences website.

Reggie Gacad: Great. Thank you. Dean Skadden, do transfer students get assigned to an Olin peer adviser? We have a student who says that they know that first year Olin students get matched with an OPA, so they were wondering.
Lanna Skadden: I actually need to double-check on the status of that. In the years past, there has been. I have to double-check and see with the coordinator. And if that person would send me an email, I'll make sure that I find it out for them.

Reggie Gacad: Additionally, students, we will make sure that that information gets sent out, once we have it, in the Transfer Bear Bulletin. Dean Osborn, when McKelvey students start thinking about, "When do--" I'm so sorry. When do McKelvey students start thinking about internships? This student in particular says that they feel they're a little bit behind on this part of their academic career since they decided to transfer.

Melanie Osborn: It's pretty rare that a student, after first year, gets an engineering internship. Sometimes they might know someone in their family, friend, and they work in an engineering industry, but they're not really getting an engineering internship. For computer science students, maybe after sophomore year, the big internship summer is after junior year when you really have enough engineering background to perform in that internship. Some students do get internships after sophomore year. The Career Center, any student can access the Washington University Career Center, and they can specifically target engineering. And they will be matched with probably Jennifer Finney. Right now, she's our main engineering contact.

Reggie Gacad: Great. Thank you so much. Panelists, the information that you've provided this evening was extremely helpful. I'm confident that our new transfer students have learned a lot from your presentations. Students, we hope you were able to learn some valuable information this evening. Some information, your WUSAs will be reaching out to you starting tomorrow, this week. And in addition, we encourage you to join the Transfer Slack Community where there are some great resources and conversation with fellow transfer students, as well as some student leaders. Please stay tuned for our next transfer-specific webinar, a conversation about bare beginnings and housing occurring on Tuesday, July 13th. You'll be able to register for this webinar via the Bear Bulletin Transfer Student Newsletter or in the Transfer Community Slack next week. We'll see you then.