Effective Mentoring

The following principles may be useful when working with your mentees via phone, calls, letters, meetings, visits, or e-mails:

- Make a good first impression
- Communicate to the Mentee that he/she is special
- Be an effective listener
- Make sure that the Mentee understands you
- Be enthusiastic about your work
- Communicate to the Mentee that the MSMP exists to help him/her maximize their experience at WSU

How to Make Effective Phone Calls
(by Renee Petrie)

It is important to realize that an impression is formed within the first 30 seconds of a telephone call. The impression begins to form as soon as the person on the other end of the telephone hears your voice. Unfortunately, you never have a second chance to make a first impression. The impression formed by the person is not only of you as the caller, but of the program you are representing. Thus, the more effective you are on the telephone, the more effective the Student Mentor Program will be in helping students. Here is some information to help you make a better impression:

- How to make a good impression
- How to make the person feel special
- How to be an effective listener
- How to make sure the person understands you
- How to handle disinterested/angry people
- How to stay enthusiastic about your work

How to make a good impression:

The way you present yourself will have the greatest impact on how the call is received. The following tips should be kept in mind when making a call:

Speak in lower tones. People tend to find high tones irritating. Higher tones are usually signs of excitement and enthusiasm. Even though enthusiasm is good, when you are trying to establish rapport with the person over the telephone they are more receptive to someone who speaks in lower tones. Please do not confuse lower tones with a monotone voice. You should always make use of fluctuations in your speaking voice to show interest in the topic at hand.

Keep your voice relaxed. This will give the impression of confidence and knowledge. It will also be relaxing for the person on the other end of the telephone. It may be a good idea to role play a few conversations with other peer mentors over the telephone so that you are comfortable with the information you will be giving and feel relaxed on the telephone. Before you pick up the telephone to make a call you should pause, take a deep breath, and relax.

Begin speaking slowly. People usually miss the first three or four words of a telephone conversation. Give them every opportunity to understand what you are saying by speaking slowly.
Be informed. Be comfortable and familiar the purpose of your call. Make sure you are readily able to clearly explain to anyone at anytime why you are contacting these people. It may be a good idea to write a concise statement of purpose that you could refer to if you get flustered on the telephone. However, if you must refer to this statement, try to be natural and not sound like you are reading. You may face many of the same objections or questions from the people you are calling that other peer mentor’s face. Consider getting together with the other peer mentors and making a list of these questions and objections. By brainstorming, you can generate the most effective answers or strategies for handling difficult situations. This will help you be better prepared when you face a similar question or situation.

Don’t put anything in your mouth. The sounds of chewing gum, eating candy, drinking soda or smoking are not easily noticed in a room full of people. However, these sounds are easily carried over the telephone and do not create the impression that you are giving this conversation your full attention. Avoid other annoying sounds such as tapping your pencil, clearing your throat repeatedly, etc.

Smile!!! Keep a smile on your face when you introduce yourself and the purpose of your call over the telephone. By smiling, you will sound confident and enthusiastic. You will also sound more interesting, so the person will be more likely to hear you out. It is extremely difficult to give the impression of disinterest or boredom with a smile on your face. It will also help you enjoy your work.

Keep your head up. Bending your neck distorts your voice. Try to sit up straight and keep your head up whenever possible.

How to make the person feel special:

Try to make the person feel special. There are many simple ways to do this. You should remember to call people by name throughout the conversation. Always end the conversation using the person’s name (“I am really looking forward to meeting you in person Renee!”). Using their name keeps the conversation personal and makes the person feel important.

Listen for feelings. Since your interaction with this person will take place over the telephone, the tone of their voice will be your best indication of the feelings they are experiencing. You will be able to recognize happiness, frustration, anger, depression and many other feelings by the tone of their voice. Tune into these clues and react accordingly.

Say something that relates only to this person. Again, this will make the person feel special. Also, try to relate something about yourself which will demonstrate understanding. If he/she is experiencing something at WSU that you have experienced in the past, share those experiences. This helps to build rapport.

How to be an effective listener:

Be an active listener. Don’t take a passive role in the conversation. Try to be more interested in what the other person may have to say to you than in what you have to say to the person.

Put all other work or distraction aside. Try to focus all of your attention on what the other person is saying to you. Don’t look around the room or make gestures to other peer mentors who may be calling. Don’t doodle or draw pictures while the person is speaking. Tune in to what the person is saying to you.
Try to generate a visual picture of what the person is saying to you. If you can picture the situation the person is describing, you will be better able to relate to the emotions they are describing. If you don’t try to visualize what the person is saying, you will probably begin to visualize other things (like what you will be doing when you are done calling, or what you will say next.)

Don’t cut the person short. By interrupting the person before they are finished speaking, you run a risk of misinterpreting their meaning. It is also bad manners to interrupt. Be patient and hear the person out. Remember to concentrate on what they are saying, pause a moment to think of your response, then respond.

Ask questions. If you find that your attention in the conversation is fading, ask the person questions about what they are saying. This will show interest and also draw you back into the conversation. The person will be more interested in speaking to you if you participate in the conversation.

Give feedback. As the person is speaking to you, give them feedback. Responses such as “Yes, I see, Uh-huh”, etc. demonstrate that you are interested and listening to what they are telling you.

How to make sure the person understands you:

Make sure you have a good connection. Unnecessary static or other interference will be distracting. If you have a bad connection, try hanging up and calling again. If the connection doesn’t improve, consider calling back another time.

Adjust the volume of your voice. If you are speaking too loudly, the person will become irritated. If you speak too softly, they will have to strain to hear your voice. Be aware of signs that you are speaking too softly or loudly and adjust the volume of your voice accordingly.

Adjust the rate of you speed to match the person. If you speak too quickly the person may have a difficult time catching all of the information you are giving them. If you speak too slowly the person may become annoyed or bored. A good rule is to model your speaking pace after the person you are speaking with.

Keep it simple. Use simple terms, phrases, and sentence. Above all you want to make sure the person understands what you are saying.

Get the person involved in the conversation. Get the person to talk about themselves, use their name and establish a rapport so that they will feel more comfortable asking you questions.

How to handle disinterested/angry people:

Stay composed. If the person you are speaking with becomes angry or is extremely disinterested and tells you so, don’t let it get to you. Stay calm when dealing with people who are upset or angry. If you get excited or react to what they are saying, the problem will escalate.

Don’t take things personally. If you approach your calls seriously and as described above, you can feel confident that a person’s reactions are not towards you personally. You are not the target, you just happen to be the one at the other end of the telephone. Their reaction is probably a result of their personal feelings towards the program or of other personal factors you may not be aware of. By knowing that you handled a situation to the best of your ability, you can go away from any call with a good feeling, regardless of the outcome.
Listen to the person. Why are they upset or disinterested in what you have to say? Ask them questions so that you understand their feelings, if possible. Acknowledge their feelings and try to address them directly.

Use empathy. Statement such as “I understand your feelings about this” demonstrate that you are sympathetic to how they feel. This shows that you are not taking their reaction personally and would like to do something to help them feel better about the situation.

Take a break. If you have had a particularly difficult conversation, get up and take a break after it is over. Talk with one of your peers or a counselor if necessary. Do whatever it takes to clear your mind so that you can approach your next call with the interest and enthusiasm it deserves. Always remember that you should not take any conversation personally. The person is reacting to the situation or circumstance, not you.

How to stay enthusiastic about your work:

Put personal problems aside. Before you begin calling you must clear your mind of any distractions that can have an impact on your telephone conversation. If you have things on your mind, set aside time during the day to think about and deal with these issues. Keep your mind clear of these problems for the rest of the day and don’t dwell on them.

Don’t be distracted. Don’t be distracted by thoughts of how much fun you’re going to have when you go out later that night or what you are going to do after you’re one making your calls. Keep your concentration on the task at hand.

Be sincerely interested in the conversation. If you are interested in what you are doing, you will enjoy it more. The more interest you show in the conversation you are having, the more successful you will be in gaining people’s interest in your program.

Come to work rested and relaxed.

Become absorbed in your work. You will get back from this work only what you put into it. Be friendly and enthusiastic and the people you talk with will be the same.
When to Contact Your Mentees?
(by Rodrigo Lobos - former Peer Mentor)

Contacting students is a crucial part of being a peer mentor. Students should be contacted at least six times per semester, the first time being as early in the semester as possible. This exposes the students to services and opportunities that they may need early in the academic year. This way, students also get a feeling that someone is willing and able to help with any of their needs.

The opportune times to call students vary as not all students will be at home at the same time. Choose a calling time that is convenient for you and the student. You need to remember you are calling freshmen and new transfer students. Think back to when you were a first year student. Ask yourself these questions:
- What time was I home?
- What was I doing at that time?
- Would it have been convenient if a peer mentor called?

After answering these questions you should have a good idea of when to call.

It is best to call students to inform them of a program, upcoming workshop, scholarship, internship, or special opportunity. After sharing information about an upcoming event, you should ask the student how things are. Use questions as a tool to facilitate the conversation. Use the questions you ask to open new areas for discussion. Try to ask questions that require more than a “yes or no” response. Ask open questions; they place you in a supporting rather than a directing position. The following are examples of open questions:

Questions that can help begin a discussion:
- “What would you like to talk about today?”

Questions which can help a person describe behavior so that you can better understand what she/he is trying to say:
- “What do you mean when you say your teacher has a personality conflict with you?”

Questions which can help a peer explain concerns:
- “Could you tell me more about that?”

Questions which help the client focus on feelings:
- “What are your feelings as you tell me this?”

When talking to your mentees make sure that you appreciate the emotion behind the student's voice, constantly check your understanding of what you hear. Do not interrupt your peers sentences, let peers tell their story, and try not to give the impression that you want to jump right in and talk.
Electronic Mentoring: Contacting Your Mentees via E-Mail

The following points are to serve as guidelines for contacting you Mentees via e-mail. You may want to create your personal "mentee Server" giving you quick and easy access to all of your Mentees. E-mailing your Mentees will also encourage them to become familiar with the available technology.

- E-mailing is not a substitute for personal contacts such as visits or phone conversations
- E-mailing is a quick and effective means to stay in touch
- E-mailing will allow you to regularly update Mentees on key deadlines, activities, events, opportunities
- E-mailing will allow you to connect Mentees to each other and to faculty/staff that could serve them as professional Mentors.

Letter Writing Ideas
The postcards you sent during the summer introduced your Mentee to you and the Program. However, there are other effective ways to build your relationship with your Mentees; one of these is writing a letter. You may want to write an introductory letter to your Mentees providing more detailed information about yourself, the Program, and your Center. Just the same way as when you write a close friend on special occasions such as birthdays, getting a good grade on an exam, feeling blue, sickness, etc. Anything inspirational will work such as cards, newspaper articles, and poems.

Meeting With Your Mentees
Of all the contact ideas listed in this handbook, one to one meetings with your Mentees are the most valuable mentoring tool. Meeting with your Mentees adds the human element to the mentoring process. This is a real opportunity to get to know your Mentees and to be known by them. The following meeting ideas should serve as a starting point.

1. **At the Center.** This will familiarize Mentees with other students "like them." Be sure to introduce your Mentees to the Counselor and student leaders. It will also increase networking opportunities.

2. **Campus Events.** Attending events together, such as home games, speakers, exhibits, movies and plays, will not only help build your relationship, but also introduce Mentees to activities on campus they may not have explored on their own.

3. **Elsewhere on Campus.** Former Student Mentors have found it effective to meet their Mentees for lunch, to workout, or just get together to talk over coffee.
**Mentee Issue Problem Solving**

To become more sensitive…
- Listen thoughtfully
- Use body language to convey an interest in what is being said
- Ask open ended questions
- Recognize and respect cultural differences and do not reinforce stereotypes
- Use respectful language
- Ask questions when you don’t understand
- Apologize when you’ve been insensitive

When helping with problems, remember,…
- All people have problems throughout their lives – some big, some small
- We “own” our own problems and are responsible for our actions. No one can solve our problems for us
- Not all problems can be solved
- Not all people want help, but some just need a listening ear
- Don’t give solutions, but help the person find their own solutions

In decision making…
- Identify and define the problem or decision
- Gather information
- Brainstorm alternatives
- Evaluate personal feelings as they relate to values and behaviors
- Choose an alternative
- Identify an action plan
- Act and evaluate

In making referrals…
- Validate the fact that the person came to you for help and be honest about your limits and your need to refer
- Know the place or person to whom you are referring and give the person this information
- Offer to go with the person or to stay with the person
- Follow-up and see how things are going
- Continue support
Tips for New Cougars
HOW TO GET THE MOST OUT OF YOUR COLLEGE EXPERIENCE

- Seek out a faculty member who can be an intellectual mentor, an advisor and a friend. If that person is engaged in research or public service projects, get yourself involved in one or more of them.

- Take particular advantage of the advising and counseling service during your first two college years. Insist that faculty and other advisors be accessible and that their advice evidences comprehensive knowledge of your abilities, needs, and goals.

- Make every effort to involve yourself in some campus activity, club, or organization that will require you to draw upon what you have learned in your course work.

- Give some thought to how you can contribute to the life of the campus. Your college experience provides a wide variety of opportunities to make such a contribution through peer counseling and tutoring, student government, service organizations, and other student activities. If you are an older student, recognize that you have unique contributions to make to the learning environment. You bring an experience and a quality of mature discernment to collegiate life that can be used creatively in your institution.

- Try to attend college full time for at least part of your student career even if you are currently employed full time and/or have family responsibilities. You may be eligible for a variety of financial benefits from your employers or from the government that will enable you to do so. We believe that the experience of being a full-time student entails greater gains than costs.

- Do not work simply to enhance your economic life-style while you are in college. If you are a full-time student and have to work to support a family or to pay tuition, fees, and other college costs, find a job on campus. If you cannot find a job on campus, look for one nearby, in a business or establishment frequented by students. Try to limit your employment to no more than fifteen to twenty hours per week.

- Make sure that you take at least one independent study course and one internship during your college career, and that these experiences involve research and the opportunity to apply theory to problems in the world beyond the campus. Insist your institution provide these opportunities.
Study Tips

- Plan 2 hours study time for every hour you spend in class
- Study difficult (boring) subjects first
- Avoid scheduling marathon study sessions
- Be aware of your best time of day (when your energy is highest)
- Use waiting time. (Such as between classes, waiting for appointments, etc.)
- Use a regular study area (if it's your bedroom do not get too comfortable)
- Occasionally use a library for studying; you may need research materials to help
- Pay attention! Stop wandering. Center and focus.
- Agree with living mates about study time
- Avoid noise distractions
- Notice how others misuse your time. Ask for their cooperation
- Get off the phone
- Learn to say "No, not now; perhaps later"
- Hang a "do not disturb" sign on your door
- Ask yourself what is one task I can accomplish toward my goal?
- Ask yourself am I beating myself up? Is this a piano? (Is perfection necessary?) Know when to lighten up on yourself a bit, and when you really cannot afford to do that. Do not always approach everything the same way
- Ask: How did I just waste time? If that was not really in my best interest, how can I keep from doing that next time?
- Ask yourself would I pay myself for what I'm doing right now? If my occupation were that of student, would I pay myself for the job I am doing right now?
Suggestions on Motivation

Think through why you are going to college and try to develop some realistic and meaningful reasons for spending four years of your life doing the things required to obtain a college degree.

Think through what you would like to be doing after college graduation and try to formulate some realistic and meaningful educational and occupational goals that are appropriate to your interests and abilities.

- Try to correlate your course work with your occupational goals
- Try to get to know others who share your educational and vocational interests
- Try to get experience that involves work that is closely related to your chosen occupation
- Set short-term goals for yourself, for each class, each assignment, each study period
- Prepare a visual record of your progress toward each goal:
  - Determine the grade you want; record every quiz or test grade and keep a running grade point average so you are constantly aware of how far you need to go to reach that goal
  - If you tend to skip class, and want to change that, keep a visual record of how often you have skipped class, then you will know whether or not you can actually “afford” to skip another class

- Make a sincere effort to improve your study habits
- Stop thinking that you are unable to grasp an idea, for that assumption causes low motivation
- Learn to take criticism in the form of grades or in the form of dialogue with a professor.
- Watch getting caught between the constant striving for perfection and the simply get it done attitudes
  - Constantly striving for perfection may be good, but may set you up for failure or cause you to feel you can’t be perfect, so why try?
  - Simply getting things done, which often implies a slipshod or imperfect manner, may well set the image the professor has for you

- Remember that studying in college is your job
Time Management
"THERE IS NO BETTER TIME THAN THE PRESENT!"

Basic Principles

Find a path that works for you and use it.

Develop a realistic schedule. Write down all the tasks that you do habitually, including watching TV, doing laundry, walking to class, etc.

Identify the problem tasks. What are you leaving undone, doing inadequately, or putting off? Make a list and be specific

Make the task meaningful. List the benefits of completing the task. Write down your reasons for doing it. Relate the task to your goals and be specific about the payoff and rewards

Break big jobs into small, manageable parts. Make each task something you can accomplish in 15 minutes or less. Make the result measurable so you can see your progress

Write an intention statement. Carry it with you, post it, and make sure you see it often and regularly

Tell everyone. Announce your intentions publicly. Tell your friends, your roommate, and your parents. Make the world your support group

Just do it! Plunge into the task

Use your “prime” times. Identify the times of the day when you are at your best or are the most creative

Be honest with yourself. When you notice yourself continually pushing a task into the low-priority category, re-examine the purpose for doing it at all

Know exactly what you’re planning to do. Create an agenda for each day

Schedule flexible time. You need time which is left open for doing other things, but it is you who decides what those things are when the time comes

Reward yourself. A reward is something that you would genuinely withhold from yourself if you do not complete the task
Memorizing Tips

Be ORGANIZED:
1. Learn from the general to the specific. Get a broad overview of the subject before you try to learn the details.
2. Make it meaningful. Relate what you learn to your goals, to what you want to get from your education, and therefore, from this class.
3. Create associations. Fit new material in with what you already know.

Be PHYSICAL:
1. Learn it once, actively. To recall something from memory you must first put it into memory. Setting, gestures, drawings, etc.
2. Visualize relationships. Create pictures about things you want to learn; draw diagrams or cartoons.
3. Recite and repeat. When you want to remember something, repeat it out loud.

Be CLEAR:
1. Reduce interference. Turn off the stereo/television; find a quiet place. Most efficient learning begins 15 to 20 minutes after you begin studying.
2. Over learn. Learn more than is required.
3. Be aware of attitudes. Your attitude about a subject will affect your ability to learn it.

Be SMART:
1. Distribute learning. Marathon study sessions aren't effective.
2. Remember something else. When you are stuck and can't remember something you know try to remember something else that is related.
3. Combine memory techniques. I.E., do repetition and reflection at the same time.
**Study Groups**

The decision to study with a group is important to the individual as well as the individuals within the group. Each individual must take responsibility for making some positive contribution to the group study session.

All individuals of the group must take time to prepare for the study session. **Things and materials that may be used might include:**

- Review the course outline
- Review class handouts
- Make a list of questions you have regarding the content material that is covered
- Identify information or material you feel you need help understanding
- Determine areas or material that you feel will be helpful to prepare for exams and quizzes

**To start** the study session this information may be helpful:

- Identify the most important areas that have been covered and determine what might be included on the next exam
- Identify three (3) baseline or basic facts for each major area
- Put the basic information into the form of a question for each fact
- Consider the basic facts and put into a practical situation
- Make a question of practical application that involves each fact

**During** the study session this information may be useful:

- Determine a time frame that group members agree on. Determine how much time will be spent on each of the major topic areas identified as the most important for the exam. Perhaps 10 minutes is enough time for discussion on the major topic areas. Then decide how much time will be spent on other areas of concern such as: review of old exams, discussion of in-class activities, discussion and/or working of problems and questions at the end of the chapters, and review and discussion of class handouts
- Students who are not prepared in certain areas may need to work separately on that material. The unprepared student may want to share some of the information with the group later during the study session
- Keep to your time frame. If an individual seems to need much more time on a particular area, the group should probably move on for the good of the group and the student will need to review and work on the difficult areas later
- If there are differing opinions about material, get clarification from other students, the TA, or the instructor
- Devise methods to memorize material
- Each person should keep notes as the session progresses
- Divide the group to work on specific areas and then report to the total group during the session if the group is large
- Do not let one person monopolize conversation, answering questions, or directing the study session
**Staying Focused**

1. **Make a mark on a piece of paper every time you notice you’re attention flagging.** At first, you’ll probably have a lot, but this is OK because it actually means that you are aware of when you attention is wandering. This will help you pay attention to your attention.

2. **If a personal problem or something else is interfering with your concentration, write down the problem along with a commitment to a future course of action.** Once you have this down, you can free your mind to pay attention to the present.

3. **Schedule breaks.** Set reasonable goals for studying, then reward yourself with something enjoyable for five to ten minutes every hour. Set shorter goals for more difficult reading.

4. **Read out loud if possible.**

5. **Underline and make margin notes.** Do not underline as you read. Instead, wait until you have completed a section to determine what is important. Then underline. Use a highlighter instead of a pen.

6. **Talk to yourself.** When you finish reading an assignment, make a speech about it. Do it in front of a mirror. Get with a friend or group of friends and practice teaching each other what you have learned.

7. **Review the material within 24 hours after reading the material.** Clear up anything you don't understand and recite some of the main points again.

8. **Review again each week.** This can be short... just enough to cement in your memory the main points and those that are the most difficult for you. Use 3 x 5 cards for this, so that you have the main points with you and can review them whenever you find 5 minutes waiting for someone, etc.

9. **If you're feeling sleepy:**
   - **A. Straighten your spine.** Put both feet on the floor, uncross you’re arms and legs, sit up straight and hold your head up straight.
   - **B. Tense all muscles.** Take a deep breath and while you're holding it, tense the muscles in your body. Start with the muscles in your feet, then the legs, thighs, stomach, chest, shoulders, neck, jaw, forehead, arms, and hands. Hold these muscles tense for the count of five and then relax.
   - **C. Breathe deeply three times.** Inhale slowly and deeply, breathing into your belly as well as your chest. Pause momentarily at the top of the breath and then exhale completely. When you have exhaled as much as you can, force out more air by contracting the muscles of your stomach. Do this 3 times.
   - **D. Repeat step #2.** Do the exercise twice. You can even use this in class.
Studying Mathematics and other Subjects

Questions for the Student:

1. How do you drill yourself to recognize problems?
2. Have you made study cards for yourself?
3. What is the most common error you make? How are you trying to overcome this error?
4. Do you ever work more problems than those assigned?
5. Do you know how you can check your work?
6. What additional methods for checking has your instructor given you?
7. What kinds of tests do you take in your current math course? How do you study for them?
8. When preparing for an exam, do you work problems with the book or your notes open?
9. Do you ever time yourself as you work problems to prepare for a test?
10. How do you judge whether or not you are adequately prepared for a test?
11. Describe your study environment. Are there ways to improve it?
12. What is the best time of day for you to study mathematics?
13. How do you organize your study time? Do you take breaks? Do you study some every day?
14. Do you read your text and notes before you begin the assignment?
15. Is there someone in class from whom you can get good notes if you are absent?
16. Do you look at your corrected homework and try to understand what you did wrong?
17. Are you on time for class?
18. What are some ways your instructor lets you know that something should be recorded in your notes?
19. How often do you go over your notes?
20. Can you find a fellow student to study with?
21. What is the first change you think you should make in your study habits?
22. Do you know when your instructor is available to help you?
23. When you finish an exam, are you in a hurry to turn it in?
24. Do you jot notes to yourself on the test before you start working it?
25. If you find yourself getting nervous on the test, how do you handle it?
26. Do you keep your tests when they are returned to you?
How to Flunk Out of Washington State University

1. Do not attend classes; be particularly careful to miss review sessions, quizzes, and the classes preceding examinations.
2. Do not turn in assignments.
3. When you do go to class, sleep, doodle, and daydream. Don’t take notes.
4. When the professor says something you don’t understand, ignore it—don’t ask for clarification. Ignore all material that the professor emphasizes.
5. Lose your syllabus during the first week of classes and don’t ask for another copy. Make lucky guesses about what the assignments are and when they are due.
6. Don’t do the assigned reading and never outline the material being studied. Turn in very few assignments. Cop a plea for not doing your work.
7. Start working on a paper the day that it is due.
8. Do not proofread your papers. Make sure that all papers are sloppy, filled with bad grammar and many careless errors.
10. Miss appointments when you ask to see the instructor.
11. If you don’t like a class, don’t work for it—only work for classes that inspire you.
12. Antagonize your advisor, your professors, the Deans, and anyone else who wants to help you.

13. Spend a great deal of time playing cards and hanging around.
14. Avoid what the Center for Advising and Career Development has to offer.
15. Make classes Monday, Wednesday, and Friday so Tuesday and Thursday can be spent recovering from drinking Monday and Wednesday nights.
16. Start drinking while watching Wheel of Fortune.
17. Smoke large quantities of a substance grown in Colombia (not coffee).
18. Buy a VCR and rent several movies each night.
19. Have your on-campus girlfriend/boyfriend stay overnight and do not get up for class the next day.
20. Don’t go to sleep until after David Letterman.
21. Get so drunk on Saturday night that you can’t work on Sunday.
22. Spend more time sunning on the lawn than you do attending classes.
How to Skin by and Get a “C” or Lower Average at WSU

1. Ask the juniors and seniors about the easy courses on campus.
2. Don’t go to class three-quarters of the time.
3. Don’t contribute to class discussions.
4. Lose your notes.
5. Never go to see a professor when you don’t understand something.
6. Underline a few key points in the text.
7. Start working on a paper the night before it’s due.
8. Ask for an extension on reports and out-of-class assignments and then turn in sloppy work.
9. Write a neat paper that says nothing.
10. Get a tutor during the last two weeks of a course.
11. Cram for exams.
12. Devote a lot of time and energy to complaining about how dull your professors are, how incomprehensible the reading assignments are, how stupid all the other students in your classes are, and how sorry you feel for yourself.
13. Visit the Center for Advising and Career Development in Lighty 180 and your professor only when you’re desperate—the best times are the night before a paper is due and the day of a test.

How to Get “B’s” and “A’s” at WSU

1. Attend class every day.
2. Listen closely to lectures and take careful notes. Review your notes as soon after class as possible and again before the next class meets.
3. Contribute to class discussions; answer questions when you can, and ask questions whenever you get confused.
4. Read classroom material before you go to class, jotting down important points in the margins of the textbook.
5. Outline the reading; isolate major points and try to understand them.
6. When you read your assignments, jot down questions if anything is unclear and then bring these points up in class.
7. Go to the instructor or a tutor when the material becomes fuzzy.
8. Take advantage of free workshops offered by the University.
9. Start working on papers at least one, and probably two to three weeks before they are due.
10. Review all lecture notes before and after class—don’t put it off until the night before the test.
11. Review questions with teaching assistants and with the instructor during Exam Review Sessions.
12. As you prepare for tests, ask yourself what material is important; make out your own list and try to anticipate questions.
13. Seek out and take advice from your academic advisor, your professor, and lab instructors.
14. Develop a positive attitude about your classes, your professors, your fellow students, your college, and yourself. Take responsibility for your own success.
Family Educational Rights and Privacy Act (FERPA) Information

Federal law requires Washington State University (WSU) to annually notify current students of their rights under the Family Educational Rights and Privacy Act (FERPA). Under FERPA, a student has the right to:

1. **Inspect and review his or her education records.** "Education records" means those records that are directly related to a student and are maintained by WSU or by a party acting for WSU. Students should submit a written request to the Registrar's Office identifying the record that they wish to inspect. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student's request will be forwarded to the correct WSU official.

2. **Request the amendment of the contents of an education record that the student considers to be inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.** A student should notify (in writing) the WSU official responsible for the record, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student within a reasonable time of the decision and advise the student of his or her right to a hearing regarding the challenged record. Additional information about hearing procedures will be provided to the student at that time.

3. **Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** Education records may be disclosed to school officials with a legitimate educational interest. A school official is a person employed by WSU in an administrative, supervisory, academic or research, or support staff position (including health staff and WSU police); a person or company with whom the university has contracted (such as an attorney; auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her educational responsibilities. WSU may disclose a student's education records to other institutions if the student seeks or intends to enroll in the other institution and the institution has requested the records. Information from a student's education records may be released to appropriate persons in connection with a health or safety emergency.

4. **File with the Department of Education a complaint concerning alleged failures by Washington State University to comply with the requirements of FERPA.** Complaints should be addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Independence Avenue, SW, Washington, DC 20202-4605.

**DIRECTORY INFORMATION:** Washington State University may release directory information contained in a student's education records. "Directory Information" means information contained in an education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes the following: name (including any former name), local and permanent addresses, telephone numbers, email addresses, major and minor fields of study, participation in officially recognized sports, weight and height of members of athletic teams, dates of attendance, enrollment status (e.g., undergraduate, graduate; full-time or part-time), grade level, status as graduate assistant and assignment, degrees, certificates, and awards received, including the President's Honor Roll, and the most recent previous educational institution attended by the student. Students may request that WSU not release directory information by indicating "restrict address" on WSU's myWSU portal's address update screen, or by filing a written request with the Registrar's Office by the tenth day of the academic semester.

**NOTE:** If a student files a directory restriction at WSU, his or her name, address, phone number and email address will not be published in the campus directory. In addition, WSU will not release the student's name in any WSU press releases, including President's Honor Roll notification to hometown newspapers. For more information on directory restrictions, please contact the Registrar's Office, French Administration Building, Room 346.

**Additional Resources on FERPA:** The Department of Education has provided some useful information for schools, students and parents regarding privacy laws and school safety. Please read this brochure for more information. Also, additional information for parents regarding FERPA may be found at the [Department of Education website](http://www.ed.gov).

The Crime Awareness and Campus Security Act of 1990 requires all postsecondary institutions participating in federal student aid programs to disclose campus security policies and certain crime statistics. Yearly statistics on campus crimes must be provided to students, faculty, and prospective students. The WSU Police Department publishes an annual disclosure report. Please visit [http://police.wsu.edu](http://police.wsu.edu) for more information.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pharmacy 508.01 Communications Lab Willson 8:10AM-10:00AM</td>
<td>Pharmacy 509.03 Communications Lab Willson 1:10PM-3:00PM</td>
<td>Pharmacy 504 (1 stu) Pharmacy Calculations Remsberg 8:00AM-10:00AM</td>
<td>Pharmacy 505 (2) Pharmacy Practice Foundations Skaar 10:10AM-12:00PM</td>
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<tr>
<td>8:10</td>
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<td>9:10</td>
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<tr>
<td>10:10</td>
<td>Pharmacy 507 (1 stu) Top 200 Drugs Skaar 10:10AM-12:00PM</td>
<td>Pharmacy 508.02 Communications Lab Willson 10:10AM-12:00PM</td>
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<td>11:10</td>
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<td>12:10</td>
<td>LUNCH</td>
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<tr>
<td>1:10</td>
<td>Pharmacy 508 (3) Pharmacuetics I Remsberg 11:10PM-2:30 PM</td>
<td>Pharmacy 509.03 Communications Lab Willson 1:10PM-3:00PM</td>
<td>Pharmacy 502 (3) Integrated Pharmacology I Giboson 1:10PM-2:30PM</td>
<td>Pharmacy 508 (3) Pharmacuetics I Remsberg 1:10PM-2:30 PM</td>
<td>Pharmacy 502 (3) Integrated Pharmacology I Giboson 1:10PM-2:30PM</td>
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<tr>
<td>13:10</td>
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<tr>
<td>2:10</td>
<td>Pharmacy 509 (1 Lab) Communication Tutorial Willson 2:45PM-3:30PM</td>
<td></td>
<td>Pharmacy 503 (4) Pathophysiology TBD 2:45PM-4:30PM</td>
<td></td>
<td>Pharmacy 503 (4) Pathophysiology TBD 2:45PM-4:30PM</td>
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<td>14:10</td>
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<tr>
<td>3:10</td>
<td>Pharmacy 509.04 Communications Lab Willson 3:10PM-5:00PM</td>
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<td>15:10</td>
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<td>6:10</td>
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</tbody>
</table>

1 lecture credit = 1 contact hour per week; 1 studio credit = 2 contact hours per week; 1 lab credit = 3 contact hours per week.

Holidays: Labor Day M 9/1/14  Veteran's Day - Tu 11/11/14  Thanksgiving Break - 11/24/14 - 11/28/14  Finals Week - 12/15/14 - 12/19/14

updated 2.26.14
## Fall 2014 PY1 Test Schedule

*Schedule and days/times subject to change*

<table>
<thead>
<tr>
<th>Instructional Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;8/25 - 8/29/14</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;9/01 - 9/5/14</td>
<td>HOLIDAY</td>
<td></td>
<td>Test 1 (a.m.)</td>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;9/08 - 9/12/14</td>
<td></td>
<td>Retest 1 (a.m.)</td>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;9/15 - 9/19/14</td>
<td></td>
<td>Test 2 (a.m.)</td>
<td>Weeks 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;9/22 - 9/26/14</td>
<td></td>
<td>Retest 2 (a.m.)</td>
<td>Weeks 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;9/29 - 10/3/14</td>
<td></td>
<td>Test 3 (a.m.)</td>
<td>Weeks 4 &amp; 5</td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;10/6 - 10/10/14</td>
<td></td>
<td>Retest 3 (a.m.)</td>
<td>Weeks 4 &amp; 5</td>
<td></td>
<td></td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;10/13 - 10/17/14</td>
<td></td>
<td>Test 4 (a.m.)</td>
<td>Weeks 6 &amp; 7</td>
<td></td>
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<tr>
<td><strong>Week 9</strong>&lt;br&gt;10/20 - 10/24/14</td>
<td></td>
<td>Retest 4 (a.m.)</td>
<td>Weeks 6 &amp; 7</td>
<td></td>
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<tr>
<td><strong>Week 10</strong>&lt;br&gt;10/27 - 10/31/14</td>
<td></td>
<td>Test 5 (a.m.)</td>
<td>Weeks 8 &amp; 9</td>
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<tr>
<td><strong>Week 11</strong>&lt;br&gt;11/03 - 11/07/14</td>
<td></td>
<td>Retest 5 (a.m.)</td>
<td>Weeks 8 &amp; 9</td>
<td></td>
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<tr>
<td><strong>Week 12</strong>&lt;br&gt;11/10 - 11/14/14</td>
<td>HOLIDAY</td>
<td></td>
<td>Test 6 (a.m.)</td>
<td>Weeks 10 &amp; 11</td>
<td></td>
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<tr>
<td><strong>Week 13</strong>&lt;br&gt;11/17 - 11/21/14</td>
<td></td>
<td>Retest 6 (a.m.)</td>
<td>Weeks 10 &amp; 11</td>
<td></td>
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</tr>
<tr>
<td><strong>Thanksgiving Vacation</strong>&lt;br&gt;11/24 - 11/28/14</td>
<td>HOLIDAY</td>
<td>HOLIDAY</td>
<td>HOLIDAY</td>
<td>HOLIDAY</td>
<td>HOLIDAY</td>
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<tr>
<td><strong>Week 14</strong>&lt;br&gt;12/01 - 12/05/14</td>
<td></td>
<td></td>
<td>Test 7 (a.m.)</td>
<td>Weeks 12 &amp; 13</td>
<td></td>
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<tr>
<td>Lab &amp; Non-block testing courses meet as scheduled</td>
<td></td>
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<tr>
<td><strong>Week 15</strong>&lt;br&gt;12/08 - 12/12/14</td>
<td>Retest 7</td>
<td>Weeks 12 &amp; 13</td>
<td>ELE 1</td>
<td>ELE 2</td>
<td>ELE 3</td>
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<tr>
<td>Lab &amp; Non-block testing courses meet as scheduled</td>
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<tr>
<td><strong>Reserved for Non-Block Finals</strong></td>
<td>ELE 4</td>
<td>ELE 5</td>
<td>ELE 6</td>
<td>ELE 7</td>
<td></td>
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<tr>
<td>Campus</td>
<td>Description</td>
<td>Date</td>
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<tr>
<td>All</td>
<td>Priority Registration Begins.</td>
<td>Monday, April 14, 2014</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All</td>
<td>Late registration begins. ($25.00 Late Registration Fee Charged).</td>
<td>Monday, August 25, 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>The first day of instruction for the term.</td>
<td>Monday, August 25, 2014</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All</td>
<td>Accepting Faculty/Staff tuition fee waiver forms.</td>
<td>Monday, August 25, 2014</td>
<td></td>
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<tr>
<td>All</td>
<td>Last day for undergraduate students to have all requirements completed and finalized to be considered a candidate for the class of August 2014. If requirements are not completed by this date the application for graduation will become inactive.</td>
<td>Friday, August 29, 2014</td>
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<tr>
<td>All</td>
<td>Last day students may add a course on-line. (Classes added after this date require appropriate signatures.)</td>
<td>Friday, August 29, 2014</td>
<td></td>
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<tr>
<td>All</td>
<td>Deadline for Cancellation of Enrollment from WSU with full refund (less administration fee).</td>
<td>Friday, August 29, 2014</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All</td>
<td>Labor Day--ALL UNIVERSITY HOLIDAY.</td>
<td>Monday, September 01, 2014</td>
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<tr>
<td>All</td>
<td>Last day a student may receive a refund for special course fees.</td>
<td>Friday, September 05, 2014</td>
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<tr>
<td>All</td>
<td>Deadline to change from audit to credit.</td>
<td>Friday, September 05, 2014</td>
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<tr>
<td>All</td>
<td>Deadline for enrollment prior to $100 late registration fee.</td>
<td>Friday, September 05, 2014</td>
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</tr>
<tr>
<td>All</td>
<td>Deadline to pay unpaid tuition and mandatory fees or a 3% late fee will be accessed.</td>
<td>Tuesday, September 09, 2014</td>
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<tr>
<td>All</td>
<td>Last day to change enrollment from letter graded to pass/fail.</td>
<td>Friday, September 12, 2014</td>
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</tr>
<tr>
<td>All</td>
<td>Last day to accept Faculty/Staff tuition fee waiver forms to add courses for faculty, staff, and state employees under the tuition waiver.</td>
<td>Friday, September 19, 2014</td>
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<tr>
<td>All</td>
<td>Last day to add a course as audit or to change from credit to audit.</td>
<td>Friday, September 19, 2014</td>
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<tr>
<td>All</td>
<td>Deadline to pay unpaid tuition and mandatory fees or a 5% late fee will be accessed.</td>
<td>Tuesday, September 23, 2014</td>
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<tr>
<td>All</td>
<td>Last day to file residency application.</td>
<td>Tuesday, September 23, 2014</td>
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<tr>
<td>All</td>
<td>Deadline for dropping a course without record. (Course withdrawals after this date are recorded on the student's transcript and students are assessed a $5 withdrawal fee).</td>
<td>Tuesday, September 23, 2014</td>
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<tr>
<td>All</td>
<td>Deadline to pay unpaid tuition and mandatory fees or a 7% late fee will be accessed.</td>
<td>Tuesday, October 07, 2014</td>
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<tr>
<td>All</td>
<td>Deadline to apply for an undergraduate or professional degree without incurring a late fee. After this date, an additional fee of $75 is assessed.</td>
<td>Friday, October 10, 2014</td>
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</tr>
<tr>
<td>All</td>
<td>Mid-term grade submission ends. Required for students enrolled in undergraduate courses See Rule 88.</td>
<td>Wednesday, October 15, 2014</td>
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<tr>
<td>All</td>
<td>Priority Registration Begins For Spring</td>
<td>Monday, November 10, 2014</td>
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<tr>
<td>All</td>
<td>Veteran's Day--ALL UNIVERSITY HOLIDAY</td>
<td>Tuesday, November 11, 2014</td>
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<tr>
<td>All</td>
<td>Deadline for undergraduate and professional students to withdraw from a course. (see Rule 68)</td>
<td>Friday, November 21, 2014</td>
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</tbody>
</table>
Thanksgiving vacation begins.
Monday, November 24, 2014

Thanksgiving vacation ends.
Friday, November 28, 2014

Theses due to Graduate School.
Tuesday, December 02, 2014

Deadline to change from pass/fail to letter graded.
Friday, December 12, 2014

Last day to add a course for this term with appropriate signatures.
Friday, December 12, 2014

Deadline for cancellation of enrollment from WSU (see Rule 70b).
Friday, December 12, 2014
11:55:00 PM

The last day of instruction for the term.
Friday, December 12, 2014
11:55:00 PM

Last day to apply for an undergraduate or professional degree for December 2014 with $75 late fee. After this date the late fee increases to $150.
Saturday, December 13, 2014

Final examinations begin.
Monday, December 15, 2014

Final examinations end.
Friday, December 19, 2014

Final grade submission ends
Tuesday, December 23, 2014
5:00:00 PM

Final Grades available. Students may select the “Check Grades” link under Student Links via zzasis. Students may also order an official transcript at www.transcripts.wsu.edu.
Wednesday, December 24, 2014

Last day to apply for Fall 2014 undergraduate or professional degree. $150 late fee applies to new applications
Friday, January 30, 2015

Last day for undergraduate students to have all requirements completed and finalized to be considered a candidate for the class of December 2014. If requirements are not completed by this date the application for graduation will become inactive.
Friday, February 06, 2015
<table>
<thead>
<tr>
<th>Campus</th>
<th>Description</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>The first day of instruction for the term.</td>
<td>Monday, January 12, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Martin Luther King Jr Day—ALL UNIVERSITY HOLIDAY</td>
<td>Monday, January 19, 2015</td>
</tr>
<tr>
<td>All</td>
<td>President's Day—CLASS HOLIDAY All University Offices will remain open</td>
<td>Monday, February 16, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Mid-term grade submission ends. Required for students enrolled in undergraduate courses. See Rule 88.</td>
<td>Wednesday, March 04, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Deadline to apply for an undergraduate or professional degree without incurring a late fee. After this date, an additional fee of $75 is assessed.</td>
<td>Friday, March 06, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Spring vacation begins.</td>
<td>Monday, March 16, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Spring vacation ends.</td>
<td>Friday, March 20, 2015</td>
</tr>
<tr>
<td>All</td>
<td>The last day of instruction for the term.</td>
<td>Friday, May 01, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Last day to apply for an undergraduate or professional degree for May 2015 with $75 late fee. After this date the late fee increases to $150.</td>
<td>Saturday, May 02, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Final examinations begin.</td>
<td>Monday, May 04, 2015</td>
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<tr>
<td>All</td>
<td>Final examinations end.</td>
<td>Friday, May 08, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Commencement.</td>
<td>Saturday, May 09, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Final grade submission ends</td>
<td>Tuesday, May 12, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Last day to apply for May 2015 undergraduate or professional degree. $150 late fee applies to new applications</td>
<td>Friday, June 12, 2015</td>
</tr>
<tr>
<td>All</td>
<td>Last day for undergraduate or professional students to have all requirements completed to be considered a candidate for the class of May 2015. If requirements are not completed by this date the application for graduation will become inactive.</td>
<td>Friday, June 19, 2015</td>
</tr>
</tbody>
</table>
Academic and Career Support
358.7537 Tutoring, writing services and wiring portfolio, transfer admissions advising, resume review, job search strategies.

Student Affairs 358.7978 General campus info, housing info, WSU photo ID, transcripts, cashier, e-newsletter and cheap sheet, international students, veterans, medical insurance, health and wellness info. spokane.wsu.edu/students

Counseling Services 358.7740 Individual and couple psychological counseling, career counseling and coaching, personal effectiveness workshops, test anxiety.

Disability Accommodation 358.7534

Enrollment Services/Registrar
358.7530 Enrollment issues, academic regulations, grades, class scheduling, FERPA compliance and/or inquiries.

Financial Aid 358.7978 or 358.7534 Financial aid counseling, short-term and emergency loans, student account advising, scholarship info, work study info.

Student Involvement/ASWSU
358.7921 Student government and elections, student organizations/clubs, student events, student organization funding, family programing.

Fitness Membership Subsidy Spokane students are offered subsidized memberships to OZ Fitness or the YMCA. Membership sign-ups are available at the ASWSUS office in SAC 111 at the beginning of each semester.

Angel Courses 358.7748 Information: angel.wsu.edu

Support: angel.support@wsu.edu Log in at: lms.wsu.edu

Campus Alerts 323.2474 You can receive emergency info on your cell phone or email. Register at zzusis.wsu.edu, or follow on Twitter @WSUSpokane for news and alerts. spokane.wsu.edu/campusalert

Safety and Security 358.7995 24-hour security, security escort to car or bus stop, accident or injury, crime investigation, lost and found, jumpstart and unlock your vehicle, bicycle registration, Code Blue Poles to be used for emergencies spokane.wsu.edu/services/facilities/safety_security

Computer Labs Computer, copiers, and printing are located in the SAC Computer Lab, SAC Library, SNRS Media Lab, SCLA 2nd floor lobby, SHSB basement lobby. spokane.wsu.edu/services/IT Campus IT Helpdesk: 358.7748, spok.it.help@wsu.edu

Laptop Rental Rental rates are $150 for the semester. Stop by Student Affairs in SAC 130 for more info.

Library SAC 2nd floor, 358.7930 spokane.wsu.edu/academics/library, spok.lib@wsu.edu

WSU Spokane Bookie (Bookstore) 358.7860 Monday-Thurs 10am-6pm, Friday 9am-5pm in SSCI

Newspaper Program Free copies of the Spokesman Review and USA Today are provided to Spokane student daily in SAC, SNRS, SCLS, and SHSB.

Student Sports Pass An annual sports pass to all athletic events is available to purchase online. zzusis.wsu.edu

Parking Services 368.6999 Parking permits can be purchased online or at Parking Services SSSF 314. Bike locks are also available to purchase. parking.spokane.wsu.edu

Cougar Card cougar card holders get free STA bus rides. Anywhere STA goes. Also flash your cougar card for discounts around town. See Student Affairs for your card located in SAC 130.

Zimride Zimride is a ride sharing program that allows WSU students, faculty, and staff to arrange carpools. zimride.wsu.edu

ATM STCU ATM is located in the lobby of the SAC.

Student Lounges Student lounges with microwaves and refrigerators are located in SAC 1st floor, SHSB basement, SNRS 1st and 2nd floors, SCLS 2nd floor. The SAC student lounge has also has TVs and gaming consoles.

Cheap Sheet Check out the Cheap Sheet, updated weekly during the academic year, for lots of inexpensive ideas for spending your non-academic time.

SAC Academic Center
SNBS Health Sciences Building
SSF South Campus Facility
SCLS Phase 1 Classroom Building
SNRS Nursing Building