Wayne State University

Learning Community

Peer Mentor Handbook

August 2013

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Additional materials available for download at: http://www.lc.wayne.edu

Acknowledgement

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What are Learning Communities?

Vision

To support Wayne State University's commitment to student learning, the Learning Community initiative seeks to enhance our undergraduates' experience by providing all interested students dynamic, focused communities in which students, staff, and faculty can learn and grow together.

> "Such communities can be organized along curricular lines, common career interests, avocational interests, residential living areas, and so on. These can be used to build a sense of group identity, cohesiveness, and uniqueness; to encourage community and the integration of diverse curricular and co-curricular experiences; and to counteract the isolation that many students feel."
>
> Astin, A. W., *Achieving Educational Excellence*
> San Francisco: Josey-Bass, p. 161, 1985

Background

Wayne State is part of the national movement in higher education to develop Learning Communities as a means to enhance student learning and success. The initiative was structured to incorporate principles that have been shown to be most effective (Shapiro, N. and Levine, J., *Creating Learning Communities*, San Francisco: Josey-Bass, p. 3, 1999):

- Organizing students and faculty into smaller groups
- Encouraging integration of curriculum
- Helping students establish academic and social support networks
- Providing a setting for students to be socialized to the expectations of college
- Bringing faculty together in more meaningful ways
- Focusing faculty and students on learning outcomes
- Providing a setting for community-based delivery of academic support programs
- Offering a critical lens for examining the first-year experience

Further, according to Shapiro and Levine, Learning Community models can be varied to meet specific needs and interests of students and faculty:

- *Curricular Structure*: How courses and students are organized to form communities
- *Faculty Role*: The levels of faculty development and ways that faculty collaborate to achieve curricular integration
- *Curricular Opportunities*: The ways that Learning Communities approach integrating students' in-class and out-of-class experiences
- *Opportunities for Peer Leadership*: Leadership roles in Learning Communities for community members or upper-division students

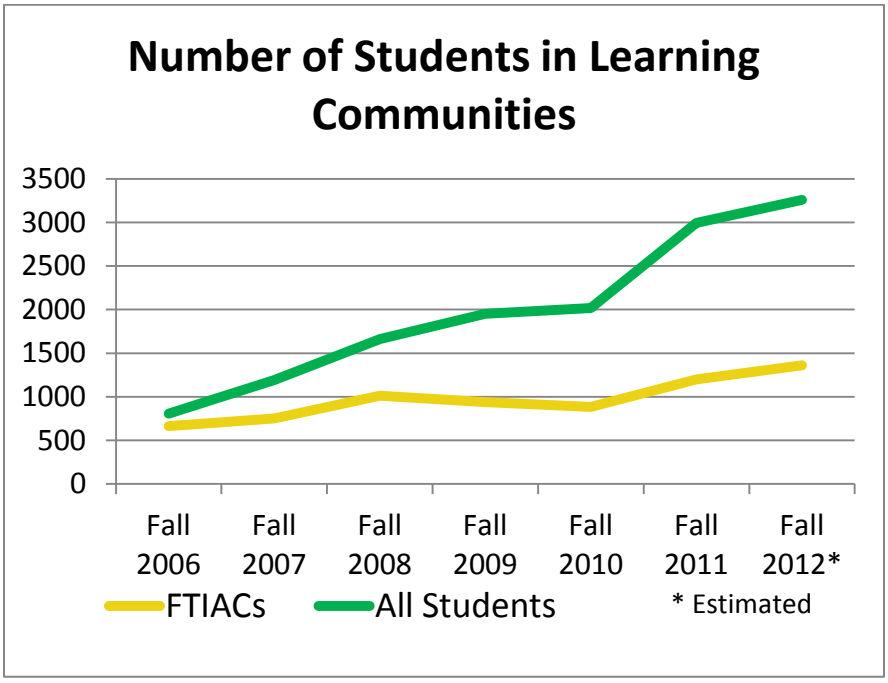
Our Program

The current Learning Community program began in 2004 with the advent of Living Learning Communities (LLC's) in the newly-constructed residence halls. The program was a collaborative initiative of the Honors Program, the Office of Housing and Residential Life, the Dean of Students Office, and the schools and colleges. The idea was for students with similar academic and co-curricular interest to live in the residence halls and join thematic and academic communities that promote a heightened sense of commonality and encourage collaborative learning. LLCs were not limited to residential students - commuter students were also encouraged to participate.

In Fall 2006, the notion of Learning Communities was broadened to include ***any academic program interested in using Learning Communities to enhance student learning and success, whether residential or not***. Further, the focus could be on first-year students or upper class students. Now the university takes a broad view of what constitutes a Learning Community, but all programs denoted as Learning Communities must address the following based on best practice:

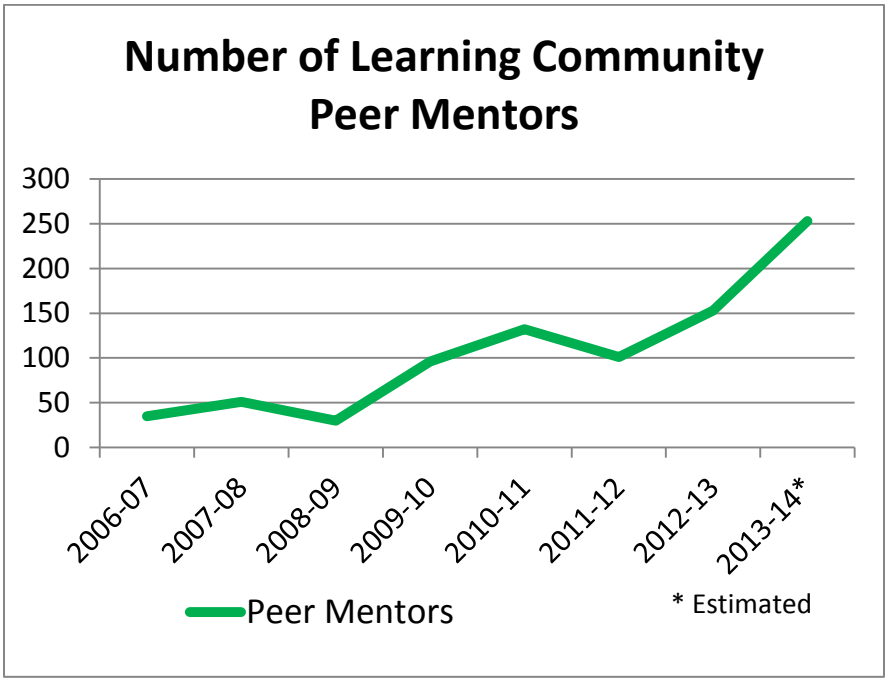
- Having clearly delineated academic *and* social goals.
- Involving faculty and academic staff.
- Having the support of the responsible administrative unit(s), including financial support in terms of staffing and direct cost-sharing of the programming budget.
- Having a well thought-out plan to assess the achievement of both the academic and social goals.

The chart below shows the growth of Learning Communities and the increase in student participation as a result of the Learning Community initiatives started in 2006. For 2013-2014, there are over fifty (50) different Learning Communities and we expect over 3500 students to participate.



Peer Mentor Component

Beginning in Fall 2006, Peer Mentoring became an integrated part of the Learning Community program. Peer Mentors facilitate student learning in their programs, and special training sessions are held for them before the academic year begins and during the year. Research shows that peers play a crucial role in student success. As a result of introducing Peer Mentoring, student success rates among Learning Community participants have increased continually based on student retention (staying in school) and student achievement (grades, credits earned, etc.).



Learning Communities are
HIGH IMPACT EDUCATIONAL EXPERIENCES

Certain kinds of college experiences provide superior learning opportunities for students. These experiences are called "High Impact Practices." They include Learning Communities, but other forms of learning such as Undergraduate Research, Service Learning, and many more. Success in college is much more than a grade point average or a degree – it is about learning. In fact, success is about achieving the level of preparation—in terms of knowledge, capabilities, and personal qualities—that will enable students to both thrive and contribute in a fast-changing economy and in turbulent, highly demanding global, societal, and often personal contexts.

High Impact Educational Experiences
First Year Seminars and Experiences
Common Intellectual Experiences
Learning Communities
Writing-Intensive Courses
Collaborative Assignments and Projects
Undergraduate Research
Diversity/Global Learning
Service/Community-Based Learning
Internships
Capstone Courses and Projects

Learning Communities are especially effective at achieving these goals because we learn more when we learn together:

> *"More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people's eyes, leading, working in a community—is finally about connecting."*
>
> [William Cronon, "Only Connect: The Goals of a Liberal Education," Liberal Education 85, no. 1 (1999): 12]

What makes these learning environments so effective? They deepen students' connection to the subject matter. Because they provide students with both independence and support, they are often deeply motivating for students. And they provide opportunities for students, faculty, and peer mentors to interact together.

Here are eight characteristics of especially effective learning environments.

1. Performance expectations are at appropriately high levels.
    - Challenge is good for students – it interests and engages them – as long as the challenge is within reach.
2. Significant investment of time and effort by students over an extended period of time.
    - Perhaps the LC might have a supplemental project that students work together on during the semester.

3. Interactions with faculty and peers about substantive matters.
    - How can you as a peer mentor help your students interact with faculty?
    - Are you open to deeper discussion about the subject matter? About being in college?
4. Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.
    - A peer mentor might use icebreakers to help students get to know each other and the rich array of experiences and backgrounds among Learning Community members.
5. Frequent, timely, and constructive feedback.
    - Often LC peer mentors can provide feedback about students' learning more quickly than the instructor can.
6. Periodic, structured opportunities to reflect and integrate learning.
    - Reflecting on your own learning may make it easier to help students do so.
7. Opportunities to discover relevance of learning through real-world applications.
    - Field trips, speakers, and many other LC activities can help make learning "real."
8. Public demonstration of competence.
    - LC sessions can be a great place for students to practice their class presentations, or to present and share learning even if they aren't asked to do so in class.

Skills of Effective Mentors

Peer Mentors are **THE KEY** to a Learning Community's success! You are the liaison between the students in your Learning Community and the faculty and staff who run the it. You provide support, guidance and connection for all of your Learning Community students. The LC coordinators look to you for feedback and will work with you to make your LC the best it can be.

Mentors must develop a variety of skills in order to perform and serve their students effectively. In most cases you will deal with issues related to academics, but as your relationship grows with your students, they may come to you with issues of a more personal nature – these issues will often have an impact on their success as a student. The most important thing to remember in any situation is that you're not a counselor. Know your limits – sometimes the best way you can help others is by referring them to someone else with more experience.

Keys to Success

- Listening
- Asking open-ended questions
- Attending and responding to both content and feeling
- Letting the student solve the problem
- Referring to the experienced and using your resources

Listening – fully participate in a conversation by being an *active listener* and utilizing some simple counseling skills such as reflecting, encouraging, and asking questions. Be aware of how your body language can affect communication.

Asking open-ended questions - Any question that elicits a "yes/no" answer won't be as helpful as a "what, when, how, who" question. "Why" questions may seem like they would get more information, but keep in mind that they can sometimes imply criticism and cause defensiveness (i.e., "Well, why didn't you go to all the study sessions?"). It is better to ask "What benefits do you see in attending all the study sessions?"

Attending and responding to both content and feeling - Often there are two things going on at once – there is an issue, and the person has some kind of feeling or reaction to that issue. You need to attend and respond to both. Consider this: "I'm so mad about my Chem. test!" What is the content? (performance on the Chem. test) What is the feeling? (anger) It's important to attend to both. You might say "I can tell that you are angry about your performance on the chemistry test. I remember my own feelings when I had a test that seemed unfair. Let's talk about how you can approach your next test." Remember that issues presented to you could have some underlying themes and might even be symptoms of a larger problem.

Letting the student solve the problem - It's easy to want to try to solve things for people, but that's not as helpful as it might seem. Usually, the student knows the answer or knows how to solve the problem but just needs someone to ask the right questions and encourage the right processing. By facilitating your students to solve their own problems, you are actually giving them skills they can use in future situations. Often, the best answer is to ask the right question.

Referring to/using your resources - You are not a trained counselor. Don't expect yourself to be. But know your resources (your Learning Community Coordinator, Dean of Students Office, etc.) and help people make use of those individuals and services. It's OK to say, "I don't know" as long as you get the information for the person. If you feel a student needs to be referred for additional help or counseling, let your supervisor know immediately. Appendix A includes a full list of Wayne State resources.

A NOTE ABOUT **Self-disclosure** – Try not to reinforce student stereotypes or negative perceptions. If you say things like "I was in that situation, too, and it sucked and no one helped me and blah, blah, blah," you aren't providing viable problem-solving alternatives. Instead, say something like "I was in a similar situation and I did this which helped." This sort of self-disclosure is honest and helps your students to take responsibility for their own success.

Standards of Behavior for Peer Mentors

As a Peer Mentor, you have big responsibilities. You must always **stay professional** and **be a positive role model** in terms of integrity and ethical behavior. You also must **maintain appropriate boundaries** with those you mentor. You are not their friend, you are their Peer Mentor. Your relationship is always professional. That requires also keeping information you learn about individual students *confidential*.

Confidentiality

The relationship between a mentor and his/her students is based on developing an open and caring *relationship* based on *trust*. As a Peer Mentor you will be working with students who are often new to the idea of opening up to anyone. The importance of confidentiality and maintenance of trust is the basis for the development of the relationship.

Information shared between a mentor and student cannot always be confidential. In some specific instances, maintaining that bond of trust means that you need to share information with others. If a student discusses with you a situation that could result in self-harm or harm to others, it is your responsibility to report that information immediately to the appropriate persons (Learning Community Coordinator, Advisor, etc.). If the student has a condition that is beyond your ability to assist with (serious neurosis, alcohol/ drug problems, or depression), it is in the student's best interest that you share that information as well.

The primary people with whom you should share specific information about an individual student are the staff and faculty who supervise your Learning Community. They should be the first ones you go to. If there is the need for further intervention, and your supervisor passes the information along to relevant professional staff, you may be asked to discuss the situation. That is appropriate as long as it is done in a professional manner.

If you are contacted by a student's parent or guardian, refer them to your supervisor. There are strict guidelines that govern the sharing of student information, and your supervisor is trained to follow the laws for disclosure.

When you are "off duty," do not discuss confidential information about your mentees with your family, significant others, friends, or roommates. They do not have a right to know, and you do not have a right to disclose confidential information to them.

Integrity

Integrity is the foundation for a solid and productive relationship with the mentees and with the respective Learning Community staff. A Peer Mentor must display a consistent and positive self-concept including strong values and a respect for the policies and procedures of the Learning Community.

A Peer Mentor must:

- Be vigilant of his/her role as a representative of the Learning Community.
- Be vigilant of his/her role as a representative of Wayne State University.
- Exhibit a level of professionalism while still maintaining a peer relationship with mentee.

Standards of integrity extend to the developing relationship with the students and to the Learning Community staff, and to the manner by which the mentor relates and reports to the staff.

It is imperative that:

- Any documentation of hours worked and time spent participating in Learning Community activities must be reported accurately and in the best interest of the mentee and the University.
- Student mentors track their own time and report it as required.
- Mentors understand the importance of following the guidelines and maintaining the standards that the Learning Community seeks in its mentors.

Ethical Standards

As you perform your duties as a Peer Mentor, it is critical to understand and practice ethical behaviors. You were selected for this position because you possess the ability to establish strong rapport with students. The interpersonal skills that made you a prime candidate for the position can also place you in challenging situations. As you serve in your role, it is important to adhere to some guiding principles of the helping profession.

(Excerpted from Student Helping Students, Ender, S. and Newton, F., 2000, Jossey-Bass Publishers)

- Peer Mentors will have knowledge and act consistently with the standards that are appropriate to the agency in which they are employed.
- Peer Mentors will avoid acting beyond the scope of the service for which they were selected and trained and not attempt to offer professional services requiring more extensive qualifications and training.
- Consult with your supervisor when you face a situation that makes you uncomfortable or when you experience a conflict or dilemma.
- Act appropriately when working with persons you are attracted to. Establishing intimate or strongly personal relationships with your mentees is not appropriate and compromises your helping role.
- Remember that as a mentor you are a role model. You are obligated to maintain congruence between what you say to fellow students in your role and how you act in other facets of your life where you can be seen (or heard).
- Avoid over-familiarity with mentees by maintaining a degree of professional distance.

Issues and Challenges for Peer Mentors

Students in Wayne State University Learning Communities range from incoming freshmen to PhD students. The challenges they face evolve as students progress through different stages of their educational experience. Even so, many of the issues students face in adapting to new learning situations, developing their skills as learners, relating to others in the educational setting, and the like, have common aspects.

Peer Mentors play a crucial role in student success, and that comes with a number of challenges as well. Many students need to adjust to college expectations, develop study skills, and become more motivated as learners. That makes the Peer Mentor job even harder.

Issues for Students

When assisting students with these issues, be sure that you utilize the resources available to you. Sometimes the most important pieces of information you can provide are the names/locations of others who are trained to assist students with these concerns.

Talk with your Learning Community coordinator about addressing issues such as these as well as other concerns you may encounter.

Academic issues

- Speaking up in class
- Communicating with professors
- Developing semester course schedules
- Seeking academic assistance when problems arise
- Balancing academics and social life
- Choosing or changing a major or minor
- Deciding on participation in internships, service learning, undergraduate research, or other similar opportunities

Interpersonal issues

- Connecting with a new friendship group
- Meeting new people (peers, mentors, professors, etc.)
- Managing conflict situations
- Learning to contribute effectively in groups
- Living with a roommate
- Facing new peer pressures (sex, drugs, alcohol, etc.)
- Dealing with personal relationships

Personal issues

- Moving to a new environment
- Leaving family/moving away from home
- Learning how to show emotions in appropriate ways
- Making personal decisions everyday

Transfer Students
Some of you will have the opportunity to work with transfer students. While transfer students are "new" to the university, they are not "new" to college. However, they may have some similar issues as first-years in terms of transitioning to a new environment. Such issues as becoming familiar with Detroit and the Wayne State University campus, as well as adjusting to large classes may be challenges they face. In addition, many of their peers already have established their "friend groups." Finding where they fit may be something you'll discuss with them.

Challenges You May Encounter as a Mentor

There is no "standard" method to use to address the challenges you may encounter. Be sure to talk with your supervisor about challenges that you're facing in your Peer Mentor role. Other Peer Mentors may also be helpful to you as you address different issues. There are many resources available to assist you. Be sure to use them!

Motivation/encouragement challenges
- Getting students excited about school/activities
- Low participation at Learning Community events
- Trying to appease everyone
- Dealing with apathy
- Students not meeting expectations

Role perception challenges
- Not being viewed as a peer
- Not being seen as an authority figure
- Students expecting you to solve their problems

Personal challenges
- Giving advice without personal morals/values getting in the way
- Dealing with roommate issues
- Confrontation/assertiveness issues

Interpersonal challenges
- Programming/activities
- Breaking the ice
- Being inclusive
- Getting everyone involved

Interpersonal challenges
- Giving advice without personal morals/values getting in the way
- Dealing

Addressing questions
- Helping others understand their major
- Not being able to answer certain questions
- Not giving too much advice but empowering the student
- Reaching out to those who need assistance but won't ask for it

Nuts and Bolts of Being a Peer Mentor

What to Expect from Supervisors

Working with your supervisor will be key to your success as a Peer Mentor. Your supervisor will provide you with information about the program as well as expectations for your role.
Listed below are some topics to be sure to discuss with your supervisor at the beginning of the semester. Some topics will be revisited regularly during your time as a mentor.

Program Goals/Outcomes

- What does your supervisor want you to accomplish in your role? (Short Term, Semester, Year)
- What should students gain from their participation in the program?
- How will your mentor responsibilities help students accomplish the program goals?

Expectations

- Do you have a copy of the job description?
- What are your supervisor's expectations of you?
- What are your expectations of your supervisor? What do you need from your supervisor in order to be effective?
- How will you know that you're being successful in your role? How and when will your supervisor provide you with feedback?

Providing Information

- Does your supervisor want you to keep track of the interactions you have with students? If so, how?
- Is there a form your supervisor would like you to use to report information?

Meetings

- What is the intent of the meetings?
- What information should you be prepared to share at the meetings?
- When and where will you regularly meet?
- If there is more than one mentor for the program, should mentors plan to meet outside of regularly scheduled group meetings with the supervisor?

Resources

- What resources does your supervisor have that you may need access to (this may include a budget, professionals in the field/contacts, etc.)?

The most important thing to do is talk with your supervisor about what you need and what you should expect from him/her so that you can be most successful as a Peer Mentor.

Tracking Student Information

It is very important to keep records of the interactions you have with your mentees. You will need to keep careful notes, including

- Who attended sessions and events?
- What issues do individual students face that need attention of your supervisor?
- What general issues are you identifying that might need to be addressed?
- What ideas do you have to improve student learning and how your Learning Community is meeting its student learning outcome goals?

An easy way of remembering your interactions with your students is by writing them down. You don't need to record every interaction, as some interactions will be social, but when students come to you to discuss problems they're dealing with or something pertaining to your mentor role/relationship with them, it's a good idea to keep a record. There are many ways that this can be done; ask your supervisor about his/her expectations of tracking information or feel free to do whatever works best for you.

It is important to remember that, whichever way you choose to record interactions with your students, it must be kept confidential and put away so that only you have access to it. Check with your supervisor about what information he/she wants you to track.

Learning in Community
How to Get to Know the Students you Mentor

Ice-breakers, energizers, and team builders are a great way to start off any meeting in order to set the tone for the duration of the gathering. They allow participants to feel integrated within a group, break up already formed groups/cliques, and unify all individuals by participating in an activity that has a shared goal for the entire group.

Conversation starter ideas

As a mentor, you should be in constant communication with the students with whom you are working. Many times you will have specific reasons to approach them in conversation. Other times, you may need a "starter", especially if the student is shy and not likely to approach you.

The following are some ideas to use to start up conversations with students in your community:

- The most basic…introduce yourself as the Peer Mentor and let the student know what your role is and how you'll be available to them throughout the year.
- Ask about the classes they are taking, how they're going, etc. If you have a similar major, ask about their instructors – maybe you've had some of the same ones.
- See if they've gotten involved in any groups on campus. Learn about their interests so you can continue to ask them questions or pass on information related to the subjects they like.
- Take information you've heard from others (maybe about where a person is from or activities they enjoy) and talk to them about it – "I heard that you played basketball in high school. Have you heard about WSU's intramural program?" or "Someone told me you were from Chicago. I am too – what area are you from?"

Establishing Effective Study Groups

A large part of your job as a mentor is to maintain an environment that encourages academic success. The students involved in your Learning Community are in a wonderful situation where they can take advantage of the common academic goals of their peers. A great way to encourage the daily integration of academics into the lives of your students is by encouraging them to study together on a regular basis. The following is just a short list of the positive effects of study groups.

Study groups…

- Provide an opportunity where peers can teach each other by reinforcing and clarifying learning.
- Make learning more interesting and fun by providing a type of support group.
- Help students feel more comfortable with material so they can discuss it in the classroom environment.
- Motivate students to study because the success of the group depends on the participation of all members.

Things you can do as a mentor to help establish study groups:

- Create sign-up sheets that go along with the classes you know your students are taking.
- Provide tips on how to study effectively – staying on subject, having an agenda, setting a start and stop time, etc. Check out the Academic Success Center for more ideas.
- Work with your resources to set study hours in a quiet location.

Programming/Activities

Identifying program activities/getting feedback

A good way to find out how things are going in your community is to ASK the people who are participating in it. This can be done a number of ways.

- Brainstorming- ask students about their goals for the year and what kinds of activities they would like to see made available – both social and educational. Write down the ideas they give you! When you're looking for something to plan, go to that list. People like knowing that their comments matter.
- Survey/Assess- after an event, hand out a short survey asking what the participants thought about it – if the content was good, what they learned, what could've been done better, what was done really well, etc. You can also ask for verbal responses. Be sure to take these comments into consideration for future planning. Again, don't forget to use your resources (like your Learning Community Coordinator) to help you assess and evaluate your new data.
- Talk with other mentors: get together with other mentors and see what programs/activities they have tried, what has worked and what hasn't. Remember to take into consideration your Learning Community differences that might affect the outcome of a particular program.

Program planning checklist

As a mentor, there will be times when you will need to plan programs and activities for your Learning Community. These may be educational/academic or social in nature. Ideas include:

Educational/Academic

- Bringing in guest speakers
- Organizing study groups
- Taking tours of companies/organizations related to the Learning Community major/theme
- Attending lectures on campus
- Portfolio and resume workshops
- Campus group presentations: Fitness Center, Writing Center, Academic Success Center, etc.
- Community service opportunities

Social

- Going out to dinner or for dessert
- Hosting a pizza party or potluck
- Going bowling
- Throwing a "movie night"
- Birthday parties
- Putting together an intramural team
- Going to a WSU sports game
- Attending a local festival
- Visiting a local museum or other cultural

Some things to take into consideration when planning include:

- What type of program/activity do I want to offer (social, educational, etc.)?
- Where will this program be/what facilities are available?
- What resources do I need to carry out this program? Do I need specific equipment and where can I obtain it if needed?
- What dates are possibilities for this program – how can I maximize attendance and avoid conflicts?
- Are there any costs involved in this program? Will I need monetary support?
- Do I need approval for this program?
- Does this program comply with university policies regulating activities?

Reserving meeting space on campus

At different times during the year you might find it useful to reserve meeting or activity space on campus. Reserve a room by phone, call Dean of Student Office (DOSO) at (313) 577-1010

NOTES

Appendices

Academic Programs – WSU Schools and Colleges				
School of Business Administration	5201 Cass	226 Prentis Building	business.wayne.edu	(313) 577-4501
College of Education	5425 Gullen Mall	441 Education Building	coe.wayne.edu	(313) 577-1620
College of Engineering	5050 Anthony Wayne Drive	1150 Engineering Building	engineering.wayne.edu	(313) 577-3780
College of Fine, Performing, and Communication Arts - CFPCA	5104 Gullen Mall	The Linsell House	cfpca.wayne.edu	(313) 577-5342
Graduate School	5057 Woodward	Suite 6305	gradschool.wayne.edu	(313) 577-2170
Honors College	5155 Gullen Mall	2100 Undergraduate Library	honors.wayne.edu	(313) 577-3030
Law School	471 W. Palmer	3315 Law School	law.wayne.edu	(313) 577-3933
College of Liberal Arts and Science - CLAS	4841 Cass Avenue	2155 Old Main	clas.wayne.edu	(313) 577-2515
School of Medicine	540 E Canfield	1241 Scott Hall	med.wayne.edu	(313) 577-1335
College of Nursing	5557 Cass Avenue	112 Cohn Building	nursing.wayne.edu	(313) 577-4070
Eugene Applebaum College of Pharmacy and Health Sciences - EACPHS	259 Mack Avenue	2620 EACPHS	cphs.wayne.edu	(313) 577-1716
School of Social Work	4756 Cass Avenue	200 Thompson Home	socialwork.wayne.edu	(313) 577-4409
School of Library and Information Sciences	5155 Gullen Mall	3100 Undergraduate Library	lib.wayne.edu	(313) 577-4020

Academic Resources				
Academic Success Center - ASC: Study Skill Counseling Supplemental Instruction Tutoring Workshops	5155 Gullen Mall	1600 Undergraduate Library	success.wayne.edu	(313) 577-3165
Advising (University Advising Center - UAC)	5155 Gullen Mall	1600 Undergraduate Library	advising.wayne.edu	(313) 577-2680
Bulletin (Undergraduate and Graduate)	5057 Woodward	Suite 5121	bulletins.wayne.edu	(313) 577-2028
Foreign Language Technology Center	906 West Warren	385 Manoogian Hall	langlab.wayne.edu	(313) 577-3022

Learning Communities	656 W. Kirby	4092 Faculty Administration Building – FAB	lc.wayne.edu	(313) 577-2254
Libraries: Law Library - Neef	474 Gilmour Mall	Law Library	lib.wayne.edu/lawlibrary	(313) 577-3925
Medical Library - Shiffman	320 E. Canfield St.	Mazurek Medical Education Commons	lib.wayne.edu/shiffman	(313) 577-1089
Purdy-Kresge Library - P/K	5244 Gullen Mall	Purdy-Kresge Library	lib.wayne.edu	(313) 577-4042
Undergraduate Library - UGL	5155 Gullen Mall	Undergraduate Library	lib.wayne.edu	(313) 577-5121
Math Resource Center	656 W. Kirby	1198 Faculty Administration Building - FAB	clasweb.clas.wayne.edu/math	(313) 577-3195
Office of International Students and Scholars - OISS	42 W. Warren	416 Welcome Center	oiss.wayne.edu	(313) 577-3422
Ombudsperson	5221 Gullen Mall	798 Student Center Building	ombudsman.wayne.edu	(313) 577-3487
Provost Office	656 W. Kirby	4092 Faculty Administration Building - FAB	provost.wayne.edu	(313) 577-2200
Registrar - Records and Registration: Schedule of Classes STARS for Degree Audit Transfer Credit	5057 Woodward	Suite 4000	reg.wayne.edu classschedule.wayne.edu stars.wayne.edu transfercredit.wayne.edu	(313) 577-3531 (313) 577-2494 (313) 577-9606
Student Disability Services - SDS	5155 Gullen Mall	1600 Undergraduate Library	studentdisability.wayne.edu	(313) 577-1851
Study Abroad and Global Programs	906 West Warren	131 Manoogian Hall	studyabroad.wayne.edu	(313) 577-3207
Technology Resource Center: Blackboard Office for Teaching and Learning	5244 Gullen Mall	Purdy-Kresge Library	trc.wayne.edu blackboard.wayne.edu otl.wayne.edu	(313) 577-1980
Testing, Evaluation, and Research Services	5221 Gullen Mall	698 Student Center Building	testing.wayne.edu	(313) 577-3400
Undergraduate Affairs: Academic Policies General Education	656 W. Kirby	4092 Faculty Administration Building - FAB	undergrad.wayne.edu	(313) 577-2024
Undergraduate Research Opportunities Program - UROP	656 W. Kirby	4092 Faculty Administration Building - FAB	urop.wayne.edu	(313) 577-9226
Writing Center	5155 Gullen Mall	2310 Undergraduate Library	clasweb.clas.wayne.edu/writing	(313) 577-2544

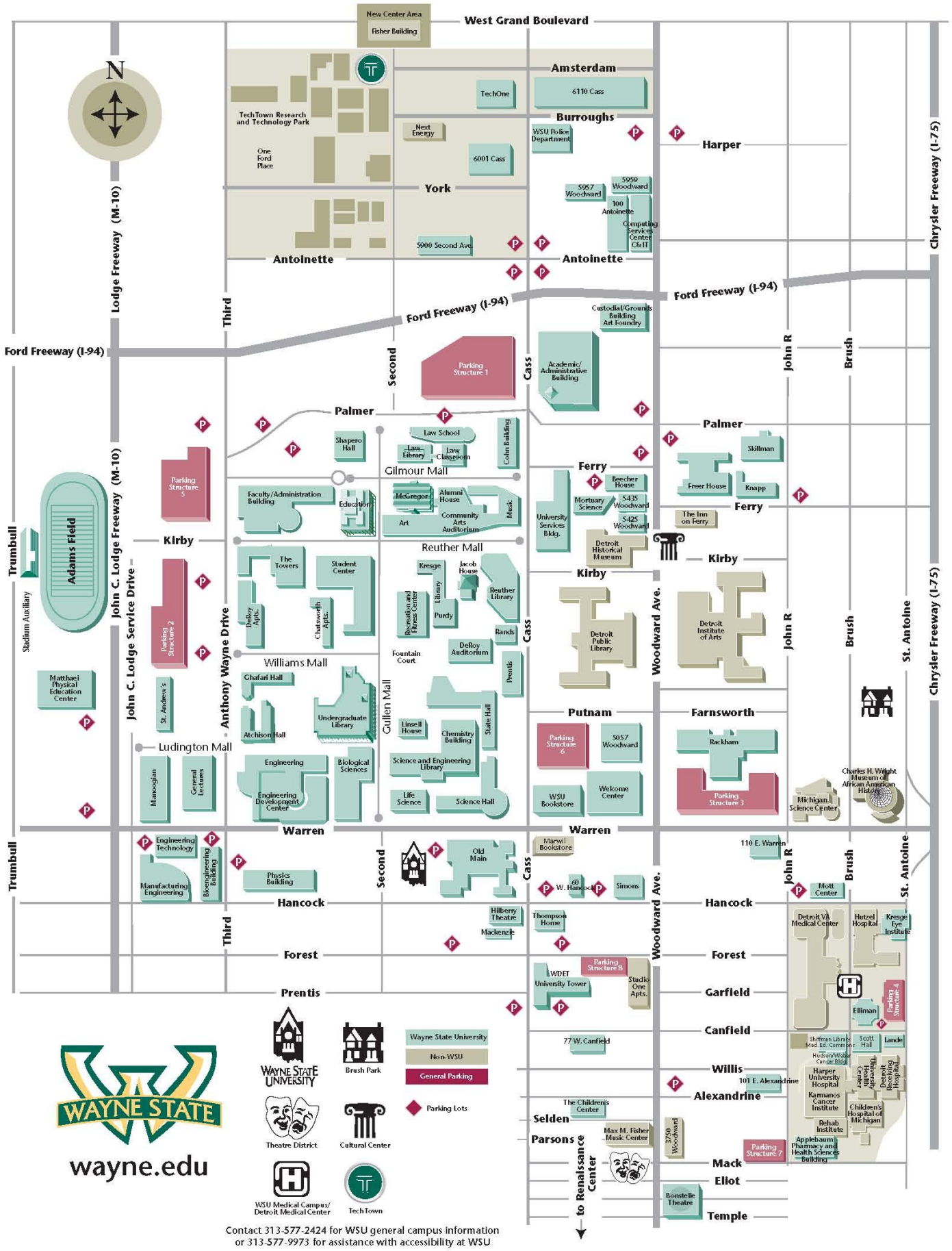
Other Student Resources				
Admissions	42 W. Warren	1st Floor Welcome Center	admissions.wayne.edu	(313) 577-3577
Scholarships	42 W. Warren	1st Floor Welcome Center	scholarships.wayne.edu	(313) 577-3378
Athletics	5101 John C. Lodge Service Dr	Matthaei Athletics Complex	wsuathletics.com	(313) 577-4280
Bookstores - Barnes and Noble	82 West Warren Avenue	Barnes and Noble	bookstore.wayne.edu	(313) 577-2436
Bursar, Office of the - Fiscal Operations	42 W. Warren	401 Welcome Center	fisops.wayne.edu/bursar	
Cashier's Office	42 W. Warren	217 Welcome Center	fisops.wayne.edu/bursar/ cashier	(313) 577-3650
Student Accounts Receivable (loans, refunds, e-bills)	42 W. Warren	401 Welcome Center	fisops.wayne.edu/bursar/ accounts-receivable	(313) 577-3653
Campus Health Center	5200 Anthony Wayne Drive	115 DeRoy Apartment Building	health.wayne.edu	(313) 577-5041
Career Services	656 W. Kirby	1001 Faculty Administration Building - FAB	careerservices.wayne.edu	(313) 577-3390
C&IT Help Desk	5221 Gullen Mall	211 Student Center Building	computing.wayne.edu/ helpdesk	(313) 577-4778
Community Engagement @ Wayne	5155 Gullen Mall	2100 UGL	communityengagement. wayne.edu	(313) 577-8912
Counseling and Psychological Services (CAPS)	5221 Gullen Mall	552 Student Center Building	caps.wayne.edu	(313) 577-3398
Dean of Students Office - DOSO: Judicial / Code of Conduct Student Orgs Student Senate	5221 Gullen Mall	351 Student Center	doso.wayne.edu	(313) 577-1010
Equal Opportunity, Office of	656 W. Kirby	4324 Faculty Administration Building - FAB	oeo.wayne.edu	(313) 577-2280
Financial Aid, Office of Student - OSFA	42 W. Warren	1st Floor Welcome Center	finaid.wayne.edu	(313) 577-3378
Free Legal Aid Clinic	5425 Woodward	Free Legal Aid Clinic	detroitflac.com	(313) 833-0058

Housing and Residential Life	5221 Gullen Mall	598 Student Center Building	housing.wayne.edu	(313) 577-2116
Dining – Aramark		Towers and Ghafari Halls	housing.wayne.edu/dining	(313) 577-9941
Kinko's / Fed Ex	5266 Anthony Wayne Dr	Towers Residential Suites	kinkos.com	(313)833-3876
Mort Harris Recreation and Fitness Center - RFC	5210 Gullen Mall	Mort Harris Recreation and Fitness Center	rfc.wayne.edu	(313) 577-2348
One Card Service Center	42 W. Warren	257 Welcome Center	onecard.wayne.edu	(313) 577-2273
Parking and Transportation Services	42 W. Warren	257 Welcome Center	parking.wayne.edu	(313) 577-3704
Police Department	6050 Cass Avenue		police.wayne.edu (Emergency)	(313) 577-2222
			(Non-emergency)	(313) 577-6057
Student Center Administration Campus Information and Service Center Reservations	5221 Gullen Mall	598 Student Center Building 135 Student Center Building 135 Student Center Building	studentcenter.wayne.edu studentcenter.wayne.edu/ cic.php studentcenter.wayne.edu/ reservations.php	(313) 577-2116 (313) 577-3568 (313) 577-4585
Student Services Center – SSC Admissions Financial Aid Registrar	42 W. Warren	1st Floor Welcome Center	wayne.edu/studentservice	(313) 577-2100
University Pharmacy / Post Office	5254 Anthony Wayne Drive	Towers Residential Suites	universityrx.net	(313) 831-2008
Veterans Advising and Affairs - OMVA	5155 Gullen Mall	1600 Undergraduate Library	advising.wayne.edu/serv.php	(313) 577-3374
Veterans Educational Opportunities Program - VEOP	5425 Woodward Avenue	200 Bowen Complex	omveb.wayne.edu	(313) 577-9710

Academic Calendar 2013 - 2014

Fall 2013	
University Year Appointments Begin	Mon Aug 19
Priority Registration	Mon Mar 25 - Sat Aug 17
Term Begins	Sun Aug 25
Open Registration	Mon Aug 19 - Tue Aug 27
Classes Begin	Wed Aug 28
Late Registration, Late Adds	Wed Aug 28 - Wed Sep 4
Holiday - University Closed	Mon Sep 2
Last Day to Drop w/ Tuition Cancellation	Wed Sep 11
Census Date	Wed Sep 11
Early Academic Assessment (Mid-Term Grading)	Wed Sep 11 - Tue Oct 15
Degree Applications Due	Fri Sep 27
Last Day to Withdraw	Sat Nov 9
Holiday - No Classes	Wed Nov 27
Holiday - University Closed	Thu Nov 28 - Sat Nov 30
Classes End	Mon Dec 9
Study Day	Tue Dec 10
Final Exams	Wed Dec 11 - Tue Dec 17
Commencement	Sat Dec 14
Holiday - University Closed	Wed Dec 25 - Wed Jan 1
Term Ends	Tue Dec 31
Winter 2014	
Priority Registration	Mon Oct 28 - Sat Dec 28
Term Begins	Wed Jan 1
Open Registration	Mon Dec 30 - Sat Jan 4
Classes Begin	Mon Jan 6
Late Registration, Late Adds	Mon Jan 6 - Sat Jan 11
Last Day to Drop w/ Tuition Cancellation	Fri Jan 17
Census Date	Fri Jan 17
Holiday - University Closed	Mon Jan 20
Early Academic Assessment (Mid-Term Grading)	Tue Jan 21 - Tue Feb 25
Degree Applications Due	Fri Feb 7
Spring Break - No Classes	Mon Mar 10 - Sat Mar 15

Last Day to Withdraw			Sat Mar 22
Classes End			Mon Apr 21
Study Day			Tue Apr 22
Final Exams			Wed Apr 23 - Tue Apr 29
Term Ends			Tue Apr 29
Commencement			TBD
University Year Appointments End			Thu May 15
Spring/Summer 2014	**Spring/Summer**	**Spring**	**Summer**
Term Begins	Wed Apr 30	Wed Apr 30	Wed Apr 30
Priority Registration	Mon Feb 3 - Sat Apr 26	Mon Feb 3 - Sat Apr 26	Mon Feb 3 - Sat Apr 26
Open Registration	Mon Apr 28 - Sat May 3	Mon Apr 28 - Sat May 3	Mon Apr 28 - Tue Jun 24
Classes Begin	Mon May 5	Mon May 5	Wed Jun 25
Late Registration, Late Adds	Mon May 5 - Sat May 10	Mon May 5 - Sat May 10	Wed Jun 25 - Tue Jul 1
Last Day to Drop w/ Tuition Cancellation	Sat May 17	Sat May 10	Tue Jul 1
Holiday - University Closed	Mon May 26	Mon May 26	
Day Scheduled as a Monday	Fri May 30	Fri May 30	
Degree Applications Due	Fri Jun 6	Fri Jun 6	Fri Jun 6
Census Date	Tue Jul 1	Tue Jul 1	Tue Jul 1
Holiday - University Closed	Fri Jul 4		Fri Jul 4
Last Day to Withdraw	Sat Jul 12	Sat Jun 7	Wed Jul 30
Classes End	Fri Jul 25	Fri Jun 20	Tue Aug 12
Study Day	Sat Jul 26	Sat Jun 21	Wed Aug 13
Final Exams	Mon Jul 28 - Thu Jul 31	Mon Jun 23 - Tue Jun 24	Thu Aug 14 - Fri Aug 15
Term Ends	Sat Aug 23	Sat Aug 23	Sat Aug 23



Contact 313-577-2424 for WSU general campus information
or 313-577-9973 for assistance with accessibility at WSU