

THE ACADEMIC PROGRAM FOR FIRST-YEAR STUDENTS
At Elizabethtown College
Fourteenth Edition
 May 2012

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“A Bill for the More General Diffusion of Knowledge.”
Bill 79. The Virginia House of Delegates 1778.
by Thomas Jefferson

“...whereas it is generally true that people will be happiest whose laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the publick happiness that those person, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth or other accidental condition of circumstance;...”¹

Thomas Jefferson’s Academical Village

Thomas Jefferson’s academical village was based on the concept, “if the village was the idyllic essence of the harmonious society, the family was the essential component of the village, the place or space where mutual affection and familiarity came together and one learned, in all the invisible ways, to internalize discipline. The very design...captured Jefferson’s youthful ideal, which he cherished in his memories...at William and Mary, of the teacher as mentor, friend, and personal guardian. It aimed to close the distance, both physically and psychologically, between faculty and students and thereby make learning benefit from the interpersonal dynamics one normally associated with family life in its most affectionate and attractive forms.”²

¹ *The Papers of Thomas Jefferson*, eds. Julian P. Boyd, Charles T. Cullen, John Catanzariti, Barbara B. Oberg, et al, (Princeton: Princeton University Press, 1950-), 2: 526-7.

² Harold Hellenbrand, *The Unfinished Revolution: Education and Politics in The Thought of Thomas Jefferson* (Palo Alto, CA.: Stanford University Press, 1980), 2: 146-50. Joseph J. Ellis, *American Sphinx: The Character of Thomas Jefferson* (New York: Alfred A. Knopf, 1997), 286.

Introduction

The academic program for first-year students at Elizabethtown College consists of three interrelated components: (1) First-Year Seminar, a four-credit academic course, with an emphasis on research and writing, taken by all new students in the fall semester (or spring for transfer students); (2) Fourth Hour Experiential Learning experience consisting of academic presentations, campus cultural events, field trips, and sessions of an academic nature about acclimating First-Year students to college life; (3) First-Year Advising program, in which all First-Year students enter the college officially undeclared and are advised by a faculty member unaffiliated with a major until at least the spring semester of their first year when a major can be declared. First-Year Seminar instructors are typically the First-Year advisors to their seminar students.

Academic Advising at Elizabethtown College

Members of the faculty assume academic advising responsibilities at Elizabethtown College. The faculty are central to the academic advising system. The faculty role in the advising system is supplemented and supported by the professional staff in the Office of Academic Advising in the Center for Student Success, the Assistant Dean of the First Year Program, and the Dean of Faculty. The Elizabethtown College academic advising system is rooted in an understanding of academic advising as an extension of faculty teaching and, as such, is integral to student learning. Given this, the quality of advising depends upon the active participation of the faculty and its commitment to advising excellence. Academic advising begins with a sound knowledge of the Core curriculum and academic major requirements, along with the ability to refer students to the appropriate contacts when their questions go beyond faculty advisor's information base.

The Center for Student Success: Academic Advising, Learning Services, Disability Services

The office of Academic Advising is dedicated to the pursuit of academic excellence and welcomes all who share this passion. Academic Advising assists students in the development of meaningful educational plans compatible with their life goals. A holistic approach is used by addressing students' intellectual, emotional, and physical needs. Academic Advising inspires in students the value of hard work, fair play, develop confidence, consideration for others, and a sense of leadership and global citizenship. What students derive from four years of study at Elizabethtown College depends in large measure on careful planning. Academic Advising helps students: explore academic interests and aspirations, navigate through the curriculum and academic programs, connect students with faculty who share their academic interests, build student course schedules and register for classes, choose a major, minor, or concentration within a major, provide the necessary resources to help students succeed. As part of the Center for Student Success, Academic Advising works in conjunction with Learning Services and the Office of Disability Services. Learning how to learn is of great importance.

Statement on Disabilities:

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services and activities. If a student has a documented disability and requires accommodations to access course material, activities, or requirements, they must: (1) Contact the Director of Learning and Disability Services, Lynne Davies, in the Center for Student Success, BSC 228, by phone (361-1227) or e-mail daviesl@etown.edu. If their documentation meets the college's documentation guidelines, the student will be given a letter from Disability Services for each of their professors. (2) As early as possible in the semester, students should schedule an appointment to meet with their instructor. During this meeting,

student and faculty/advisor will discuss the academic adjustments specified in the accommodations letter as they pertain to the specific class.

Academic Excellence

Elizabethtown College offers programs in the liberal arts, sciences, and professional studies. The Elizabethtown academic experience goes beyond the classroom with experiential and service-learning opportunities, including student-faculty research, internships, fieldwork, and study abroad.

Strategic Plan Vision Statement

Elizabethtown College aspires to position itself as a nationally recognized college over the next five years. Building on its strengths as a successful undergraduate institution which is committed to the motto “Educate for Service,” the College will distinguish itself through its innovative integration of liberal arts and professional studies. The College will develop high achieving students, engaging them through mentorship, high impact practices of experiential learning, and integrated curricular and co-curricular opportunities. With a signature emphasis on global understanding and peace and a commitment to inclusive excellence, the College will educate students for a changing and more diverse world. Highlighting the geographic advantage of the College’s location in Lancaster County near Harrisburg, the College will bolster its sense of place as well as its heritage values of peace, justice, and human dignity. As a national leader in the education of adult learners, Elizabethtown College will further strengthen its continuing education program as an innovative and effective center in accelerated and distance learning. By 2017, Elizabethtown College will be nationally recognized as an innovative institution with a unique focus on creating pathways that promote real-world learning, making the campus an even more vital and engaging community and stewarding resources to carry out its mission at a higher level. By focusing on these goals, Elizabethtown College will meet the following challenges facing American higher education: 1. Intense competition among colleges and for-profit institutions for a slow-growing pool of traditional age applicants; 2. A lively debate over how colleges should best deliver educational experiences for a rapidly-changing, more diverse, environmentally-conscious, and global world; 3. Concern about the value of a traditional college education, given graduates’ difficult employment prospects and indebtedness. The Strategic Plan meets these challenges by identifying the unique qualities of the traditional/residential program, qualities that differentiate Elizabethtown from other private colleges. In the spirit of remaining true to the College’s mission and academic standards, the Plan advances the continuing education program for working adults by providing access to programs of excellence. The unique quality of the learning environment and institutional cost effectiveness make Elizabethtown College an excellent value for those pursuing a college education.

Educational Philosophy Statement

Elizabethtown College engages students in a dynamic, integrated learning process blending the liberal arts and professional studies. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation involving intellectual, social, and personal growth. The College is committed to educating the whole person within a relationship-centered learning community where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning. In seeking to "educate for service," Elizabethtown College believes students can perform no greater service

than they do when sharing knowledge and creativity with others. Opportunities to strengthen scholarship and leadership extend beyond the classroom, and students learn actively through practical experiences and civic engagement. The impact of an Elizabethtown College education is long lasting and far-reaching because it is deeply transformative. Students acquire new habits of mind and heart—some in the course of the undergraduate experience, others as students grow beyond college. At Elizabethtown College, students are inspired and challenged to: assume responsibility for their intellectual development, personal growth and well-being; students will learn to sharpen their curiosity and become aware of the capabilities, strategies and resources needed to learn; reason, analyze and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others; demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts, including writing, speaking, listening and interpretation; understand the creative process and its role in human expression, and cultivate the ability to make informed aesthetic judgments; navigate diverse cultural worldviews and perspectives, with the realization about differing frames of reference influence analysis, communication and behavior; make reflective ethical decisions and act with integrity to seek just outcomes with relationships, communities and society; apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience; identify and cultivate a sense of purpose inspiring a commitment to meaningful work in service to society.

The Mission of Academic Advising at Elizabethtown College

“Elizabethtown College recognizes that excellence in teaching, which includes the faculty role of advising, is the most important attribute of a faculty member. Therefore, faculty members have a dual commitment to both their own academic field of expertise and to the field of pedagogy. Excellent teachers have a willingness to learn as this research develops and a clear understanding of the learning process, just as they remain abreast of their own content field. Teaching has as its goal the creation of an exciting and challenging learning environment, where students are motivated to perform to their abilities. The course content is substantive, rigorous, current and appropriate to the level of the students. Methods of student evaluation are appropriate for the course content, level of the students and current research in pedagogy. The teacher’s communication skills are well developed. It is the candidate’s responsibility to provide conclusive evidence of effective performance in the areas of teaching and advising. Every student who is enrolled in a degree program is assigned an advisor. Effective advising of students is considered one of the most important responsibilities of every faculty member. Each faculty member, whether assigned student advisees or not, should become knowledgeable of Core Program requirements, academic counseling and career services available to students, and should develop a familiarity with the total curriculum. Each faculty member should maintain regular, scheduled office hours dispersed throughout the week when she/he is available to students. 1. First-Year Advising Program. The First-Year Advising Program is designed to touch on all aspects of the First Year Student experience. The goal is to assist first year students in realizing the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of the College to meet their special educational needs and aspirations. 2. Major Advising. Students who have declared a major are assigned an academic advisor from their major department. Students who have not yet declared a major are assigned an advisor from the Office of Academic Advising in The Center for Student Success. All advisors work closely with students during the preregistration period for course selection for the coming semester. Consultation with the advisor also occurs during the drop-add period at the beginning of each semester. Departmental advisors also provide assistance in regard to graduate or professional school and/or career planning.” -- From the *Faculty Handbook*: 2.16, 4.16.

Intensive Advising Program at Elizabethtown College

First year students are invited to participate in the Intensive Advising program at Elizabethtown College based on their academic performance indicators and self-reported data about academic and personal needs. This information allows the advisor to anticipate possible challenges students might face before obstacles may form in their college experience. Academic advisors work with students in taking the necessary actions to prevent problems from occurring or managing difficult issues. In this preventative mode the advisor helps students develop and employ problem-solving strategies to achieve success in reaching academic and personal goals. This is an advising method whereby the faculty advisor and student meet on a regular basis throughout the entire first year experience. To this end, students in the Intensive Advising program have the same academic advisor throughout their first year and are assigned an advisor in their major in their sophomore year. The advising sessions focus on developing the students' awareness of college services, both academic and personal, as well as developing their academic goals, articulating their academic progress, and promoting strategies for academic success. Not every student who is invited into Intensive Advising elects to participate in the program. Therefore, all First Year Seminar faculty are informed when they have students in their seminar who are eligible for Intensive Advising and will need extra attention in the advising relationship.

The Roles First-Year Advisors Play

All members of the College community who are involved in academic advising are expected to be knowledgeable, available, challenging, supportive and responsive in dealing with the varied learning aspirations of students. In attending to the special advising needs of first-year students, First-Year advisors perform the following roles:

1. *Mentor*: The First-Year advisor/First-Year Seminar instructor is the faculty member in the best position to know First-Year students both in and out of the classroom, understand their life goals, background and experiences, and to help them grow as scholars and young adults. Through active discourse, discussion, reflection and collaboration, First-Year advisors help First-Year students become independent, responsible learners and develop the skills necessary to achieve a fulfilling life.
2. *Guide*: The First-Year advisor can help First-Year students clarify their goals and interests, encourage the proactive use of college programs and services, and assist students in making appropriate decisions about academic programs, courses, schedules and more specifically, academic goals, post graduate goals, and life goals.
3. *Challenger*: First-Year advisors challenge students to engage in those pursuits reflecting the mission of Elizabethtown College, including efforts to attain the highest levels of scholarship and leadership, civically engaged, developing global awareness, exploring connections among the intellectual, spiritual, and practical dimensions of human activity, and promoting the values of peace, justice, non-violence, and human dignity.
4. *Resource*: The First-Year advisor serves as a resource person, providing general information about academic programs and making appropriate referrals to resources on and off campus. The First-Year advisor is especially important as a liaison with other faculty who are instructors of advisees or who can be sources of information about academic programs.
5. *Refuge*: While the First-Year advisor cooperates with major and program advisors in providing information to First-Year students about program and course choice, their chief concern is the welfare of the student. Advisors can serve as refuge and objective sources of information for those students who continue the journey of discovery toward choosing a major, minor, concentration in a major or program of study.
6. *Teacher*: In performing all of the above roles, as well as conducting traditional instruction in the classroom, First-Year advisors demonstrate how advising is a specific form of teaching.

Academic Advising as Teaching

From the perspective of learning theory, students actively construct their understandings and meanings of their education. This implies how the advising process is primarily concerned with student learning. It is thus recognized how advisors play a key role in inspiring students with an awareness of skills and competencies associated with academic success, the ability for meaningful self-reflection, and the use of sound decision-making skills. Furthermore, the advisor helps to: facilitate student learning about the ideas and values in the College's mission, connect the formal concepts reflected in the institution's mission and other related documents with the learner's preexisting knowledge and values, create a dialogue in which the learner has the opportunity to express, justify, and discuss individual goals and ideas and in which the advisor guides learners toward becoming liberally educated, critical thinking, responsible citizens.

Advisor Responsibilities

Student Responsibilities

<p>The advisor is responsible to meet with their advisees during fall orientation to support them in their academic/educational transition to Elizabethtown College.</p>	<p>The student has the responsibility to meet with their first year advisor during fall orientation.</p>
<p>The first year advisor is prepared to meet with advisees within the first week to assist with schedule changes in the drop/add period.</p>	<p>The student has the responsibility to meet with the first year advisor within the first week after orientation to open communications and adjust schedules during the drop/add period.</p>
<p>The advisor assists students in identifying educational, career, and personal goals.</p>	<p>The student is an active participant in the advisor/advisee relationship. As such, the student communicates concerns, needs, and problems in an effort to keep the advisor apprised.</p>
<p>The advisor assists their advisees who receive one or more early warnings during the fifth week of classes to develop an academic plan to actualize goals and objectives.</p>	<p>If a student receives one or more early warnings, During the fifth week of classes, the student should consult with their advisor to assess goals and objectives.</p>
<p>The advisor encourages students to take an active role in their academic program and refers the students to regulations, programs, and graduation requirements.</p>	<p>The student is knowledgeable about college policies, procedures, and regulations as well as program and graduation requirements. Sources of information include the College Catalog, the Academic Advising Handbook and the major check sheets.</p>
<p>The advisor serves as a primary communication source for students providing current information about academic policies, procedures, regulations, and programs during registration, weeks ten through twelve.</p>	<p>The student schedules a pre-registration advising appointment with their first year advisor to discuss program development in relation to course selection, major/career goals, and scheduling of classes during the tenth and twelfth weeks.</p>
<p>The advisor maintains a current file on each student's progress toward major and degree requirements, commensurate with the student's goals and objectives.</p>	<p>The student has prepared in advance for the registration advising appointment, has obtained materials from the Registration and Records office in readiness for the advising session, knows course requirements for the major program, has thought about course selection and has developed a tentative outline of their class schedule.</p>
<p>The advisor has knowledge of college referral sources and services which may assist students in their educational, career, and/or personal development. When appropriate, the advisor may act as a referral agent.</p>	<p>The student understands the first year advisor is an informational source. When appropriate, the advisor may serve as a referral agent helping the student to obtain assistance in areas of concern.</p>
<p>The advisor is a listener, and facilitates students' growth in the areas of academic, career, and personal concerns.</p>	<p>The student has responsibility to maintain a personal advising file which includes program requirements, advising notes, and other information disseminated by the first year advisor.</p>
<p>The advisor confronts students openly and honestly on issues of integrity, academic honesty, behaviors, rights and responsibilities.</p>	<p>The student is familiar with, and committed to upholding, the Pledge of Integrity</p>
<p>The advisor has regular office hours posted.</p>	<p>The student knows the office hours and location of the first year advisor.</p>

Advising and Teaching First Year Students

First-Year students have special advising needs, and student success in college is determined in large part by experiences in the first year. In making the transition from high schools to colleges, First-Year students may encounter the following challenges:

1. *Adjustment to Academic Expectations:* First-Year students may have problems adjusting to academic expectations of college, whether it is dealing with a higher level of difficulty than experienced in high school or with a heavier workload, or understanding how learning involves more than rote memorization – it also involves critical thinking and analytical skills.
2. *Social and Personal Adjustment:* For many First-Year students, going to college is the first time they have been away from home for a sustained period of time. Suddenly they discover they must make important decisions about such matters as personal health and wellness, alcohol, drugs, and sexual activity without the direct supervision of parents, guardians or other significant adult figures. They have to learn how to get along with peers who have different backgrounds, experiences, and perspectives from their own. To cope successfully with their new world, they must construct their own interpersonal support system.
3. *Moral and Spiritual Exploration:* First Year students are going to develop a philosophy of life, their sense of right and wrong and their religious and spiritual beliefs will be challenged during the first year experience. They will confront eternal questions of identity and their place in the larger order of things, and the problems of consistency among beliefs and between beliefs and behavior. Some students may have difficulty in dealing with a different spiritual and moral universe than the one they have known.
4. *Post Graduate Exploration:* First Year students will have their professional goals tested by their first-year experiences. Three-fourths of students nationally and around one-half of Elizabethtown students will change their major at least once during the college career. Changes of major and post graduate plans can result from: freedom from family pressures; lack of success in bench-marking courses related to major or pre-professional program; the discovery of new interests and opportunities in the curriculum and co-curriculum; and the influence of important relationships with faculty, administrators, professional staff, and peers. Even if students stay in the program in which they intended to major as First-Year Students, they should be made aware of all the learning opportunities available to them on campus and abroad.
5. *Transferring or Leave of Absence:* As a result of one or more of the above concerns, First-Year students may decide college, or at least Elizabethtown College, is not for them. In some cases students may leave for a semester and return later to continue their education. The retention literature demonstrates how decisions to transfer or leave college are usually made, remarkably, in the first four-to-six weeks of the first year. Thus it is vitally important for student success First-Year students to establish meaningful relationships with faculty and peers and the life of the campus as early as possible.

The Advising Relationship

Academic advising usually involves more than simply providing information. The extent of advising depends on the concerns of the individual student and the expectations of the faculty advisor. The important thing is for each to understand early on the "terms" of the relationship. Given the diversity of students and advisors, the nature of advising relationships will vary. One model would include an advisor who, in addition to knowing about requirements and the liberal arts and sciences curriculum, would have a broad understanding of student intellectual and social development; another would have an advisor who views academic advising as a set of tasks to be accomplished pragmatically. We would like to suggest, however, the common ground is found when faculty members view academic advising as bridging these interests as an extension of

teaching. Academic advisors must also recognize how their advisees exist and function beyond the classroom. Their lives are influenced by a myriad of factors including personal and family relationships, physical and mental health challenges, financial status, personal goals, cultural perspectives, and co-curricular activities. Advising frequently requires sensitivity to the interplay of the many dimensions of a student's life. At times, an advisor will have an advisee for whom personal factors become overwhelming to the extent their academic success is in jeopardy. Faculty advisors are not expected to have the professional background to address the needs of students under such circumstances, but rather are expected to know about the support services available and to guide a student to the appropriate resources.

Academic Advising Resources

Academic Advising

Stephanie Rankin, Director of Academic Advising and the Center for Student Success:
Baugher Student Center, # 217; x1569

Jean-Paul Benowitz , Assistant Director, Baugher Student Center, # 218; x1110

Andie Stone, Student Inform. System Coordinator, Baugher Student Center, #216; x1405

Admissions

Lauren Deibler, Coordinator of Orientation Programs, Leffler House, x 1162

Assistant Dean of First Year Program

Tom Hagan, Associate Professor of Chemistry, Musser Hall, # 210; x1125

Jill Trostle, Assistant to the Dean of Faculty, Alpha Hall, #305C; x 1555

Assistant Dean of Students

Stephanie Rankin, Director of the Center for Student Success
Baugher Student Center, # 217; x1569

Associate Academic Dean/Registrar

Betty Rider, Professor of Psychology, High Library, # 208; x 1333

Laureen Bogel Administrative Assistant, Zug Memorial Hall, # 210; x 1409

Career Services

Jane Nini, Director, Baugher Student Center, # 201; x1349

Melissa Fitzgerald, Assistant Director, Baugher Student Center, #201; x1206

Mary Krikorian, Outreach and Alumni Liaison, Baugher Student Center, # 201; x1228

Jennifer Besse, Inform. Recruitment Coordinator, Baugher Student Center, # 201; x 1204

Chaplain/Religious Life

Tracy Wenger Sadd, Chaplain and Director, Lecturer in Religious Studies,
Brossman Commons, #253; x 1261

Amy Shorner –Johnson, Assistant Chaplain, Brossman Commons, #255; x 1260

Joel Janisewski, Program Associate, Called to Lead Program,
Brossman Commons, # 248, x 6048

Coaches/Athletics

Nancy Latimore, Director of Athletics & PE Department Chair,
Thompson Gymnasium, #108D, x.1407

Community and Civic Engagement

Nancy Valkenburg, Director, Nicarry Hall, # 236; x. 1108

Sharon Sherick, Program Coordinator, Nicarry Hall, #238, x 4765

Dean of Faculty

Fletcher McClellan, Professor of Political Science, Alpha Hall, #101; x 1304

Jill Trostle, Assistant to the Dean of Faculty, Alpha Hall, #305C; x 1555

Dean of Students

Marianne Calenda, Dean, Baugher Student Center, #208; x1196

Susan Lehman, Assistant to the Dean of Students, Baugher Student Center, #208; x1196

Disability Services

Lynne Davies, Director, Baugher Student Center, # 228; x 1227
Tamera Longsderf, Assistant Director, Baugher Student Center, # 227; x 1549

Diversity Office

Diane Elliott, Director, Assistant Professor of Social Work,
Brossman Commons, # 256; x 1198
Monae Kelsey, Coordinator of Multicultural Programs,
Residence Life, #1755; x 1983

Financial Aid Advisors

Sally Lindsey, Administrative Assistant, Zug Memorial Hall, Room 208, x 1404

Global Citizenship

John Craig, Director of the Center for Global Citizenship, Nicarry Hall, #121, x 3757
Kay Wolf, Admin Assistant, Nicarry Hall, #121, x 1147

International Programs

Amy Simes, Director of International Programs Assistant Prof of Religious Studies,
Nicarry Hall, #120, x 1347

International Student Advisor

Kristi Syrdahl, Director of International Student Services,
Baugher Student Center, # 255; x1594

Learning Services

Lynne Davies, Director, Baugher Student Center, # 228; x 1227
Tamera Longsderf, Assistant Director, Baugher Student Center, # 227; x 1549

Momentum

Jean-Paul Benowitz, Director, Baugher Student Center, # 218; x1110

Momentum Advisor/Mentor

Guillermo Barroso, Baugher Student Center, # 232, x 1154

Office of Student Activities

Toni Villella, Director of Student Activities and Campus Recreation,
Brossman Commons, #257, x 3764

Provost and Sr. Vice President

Susan Traverso, Professor of History, Alpha Hall, Room 102; x 1416
Nancy Kauffold, Assistant to the Provost & Senior Vice President,
Alpha Hall, Room 102; x 1416

Registration and Records

Beverly Schmalhoffer, Senior Associate Registrar, Zug Memorial Hall, #210 ; x 1422
Debra Althoff, Associate Registrar, Zug Memorial Hall, #210; x 1423
Donna Reppert, Registration and Scheduling Coordinator,
Zug Memorial Hall, #210; x 3751
Debra Weachter, Records Coordinator, Zug Memorial Hall, #210, x 1424
Lauren Bogel, Administrative Assistant, Zug Memorial Hall, # 210; x 1409

Residence Life

Allison Bridgeman, Director of Residence Life, Residence Life, #1760; x 1177
Susan Asbury, Assistant Director of Res Life, Residence Life, # 1760, x 3017
Reka Berenyi, Area Coordinator, Residence Life, #1760; x 1596
Courtney Kelsey, Area Coordinator, Residence Life, #1760, x 3677
Matthew O'Neil, Area Coordinator, Residence Life, #1760, x 1354
Monae Kelsey, Coordinator of Multicultural Programs,
Residence Life, #1755; x 1983
Darlene Sommers, Coordinator of Housing Operations, Residence Life, #1760, x 1197

Students Rights and Responsibilities

Katharina Matic, Director, Baugher Student Center, # 208, x 4742

Student Wellness

Kristin Sagun, Director of Student Wellness, Baugher Student Center, #215, x 1300

Andie Stone, Student Inform. System Coordinator, Baugher Student Center, #216; x1405

Transfer Student Advisor

Jean-Paul Benowitz, Baugher Student Center, # 218; x1110

Writing Wing

Michael Lear-Olimpi, Faculty Fellow in the Writing Center,

Baugher Student Center, #229; x 3765

Work Study Supervisor

Cheryl Way, Payroll Associate/Student Employment Coordinator,

Alpha Hall, #201; x 1194

Faculty Advising Office Hours

As stated in the *Faculty Handbook*, “Each faculty member should maintain regular, scheduled office hours dispersed throughout the week when she/he is available to students.” Classes are scheduled from 8 a.m. to 5 p.m., Monday through Friday; in addition, there are evening classes scheduled Monday through Friday. Wednesday from 11:00 am to 12:00 noon is reserved for the College Assembly Period; no classes or regular committee meetings are to be scheduled during this time period. Tuesday and Thursday from 3:30 to 5:00 p.m. is designated for meetings. Keep this in mind when setting office hours and scheduling advising conferences with students.

Advising Conferences

While students approach their academic advisors for counsel on a wide variety of issues and problems, certain types of conferences are more common than others. Below are some suggestions for how to approach the more common advisee conferences.

Preparing for Advising Conferences

Learn as much as you can about your advisee before meeting them in person for a conference.

JayWeb:

Before you meet with your advisee, log onto JayWeb and learn about your student. On JayWeb you can find the following information about your advisees:

- Academic History
 - High School GPA
 - SAT Scores
 - English Placement
 - Modern Languages Placement
 - Math Placement
- Major (Minor)
- Semester Schedule
- Course History
- Early Warnings
- Grade Report
- Unofficial Transcript
- Grad Report/Degree Audit
- Account Holds
- FERPA Release

Beginning College Survey of Student Engagement:

BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first year experience. You will receive a Student Advising Report for each advisee who participated in the BCSSE administered during summer orientation in June. Before you meet with an advisee, review their BCSSE Advising Report. You will learn the student's perception of their high school experience compared to the expectations of their journey at Elizabethtown college.

Student Self-Authorship:

Prior to meeting with an advisee, provide students with an opportunity to write about themselves and read their autobiographical narratives before meeting with them. We suggest writing prompts, such as questions from the Marcel Proust Questionnaire. Marcel Proust 1871-1922 (Valentin Louis Georges Eugène Marcel Proust) was a French novelist, critic, and essayist best known for his monumental *À la recherche du temps perdu* (*In Search of Lost Time*; earlier translated as *Remembrance of Things Past*). At the end of the nineteenth century, when Proust was still in his teens, he answered a questionnaire in an English-language "confession album" belonging to his friend Antoinette, daughter of future French President Félix Faure, entitled *An Album to Record Thoughts, Feelings, etc.* At the time, it was popular among English families to answer such a list of questions revealing tastes and aspirations. French television personality Bernard Pivot hosted a show called *Apostrophes*. The show featured various authors and seeing an opportunity for a writer to reveal aspects of their work and personality, Pivot traditionally submitted his guests to the "Proust Questionnaire" at the end of the broadcast. James Lipton an American television host of the program *Inside the Actors Studio*, inspired by Bernard Pivot, gives an adapted version of the "Proust Questionnaire" to his guests. A similar questionnaire is regularly seen on the back page of *Vanity Fair* magazine, answered by celebrities. In October 2009, *Vanity Fair* launched an interactive version of the "Proust Questionnaire," comparing readers' answers to various luminaries. Here are some of the questions which can serve as writing prompts for student self-authorship:

1. What is your idea of perfect happiness?
2. What is the trait you most deplore in yourself?
3. What is the trait you most deplore in others?
4. What has been your greatest achievement?
5. What inspires you creatively, spiritually, emotionally?
6. What discourages you creatively, spiritually, emotionally?
7. What is your most treasured possession?
8. What historical figure do you most admire?
9. What living person do you most admire?
10. What is your greatest fear?
11. Where in the world would you most want to visit?
12. What would be your dream profession?
13. What would be your least favorite profession?
14. Who is your favorite hero or heroine in fiction?
15. What do you value most in in your friends?
16. What is you greatest aspiration?
17. Which talent would you most like to have?
18. If there was one thing you could change about yourself what would it be?

Conducting an Advising Conference

Consistent with the idea academic advising is teaching, we suggest you employ the Socratic Self-Examination approach to conducting advising conferences. The Socratic method to academic advising facilitates opportunities for advising as teaching and learning because the Socratic method is not a passive activity in which advisees and advisor simply trade ideas and beliefs.

Socratic Self-Examination

Here is an outline of the advisor and advisee conversation, thus teaching and learning:

- a. Foster a desire to investigate a matter
- b. Provide opportunity for each person to speak
- c. Pose questions to facilitate mutual understanding
- d. Reflect each other's words
- e. Say only what is really meant
- f. Make viewpoints as clear as possible
- g. Be willing to give up arguments
- h. Investigate differences of opinion
- i. Strive for consensus

Frequency of Advising Conferences

There are several critical points in every semester when we recommend most First-Year advisees meet with their advisors: the beginning, middle, as well as the official advising period when course schedules must be decided upon and approved for the following semester, and end. Frequency of contact will vary depending on the needs of individual advisees. The first meetings occur during fall orientation in August and should include the scheduling of a follow-up meeting to touch base within the first two weeks of classes. Establish the method and frequency of your contact with your advisees. What do you expect from them? How can they best reach you? Clarifying expectations about communication can prevent problems.

Conferences About Process Writing

Schedule frequent conferences with students to discuss the process of writing their research paper for the First Year Seminar. The purpose of this assignment is to develop student writers doing well designed research and presenting it clearly and accurately, while following accepted academic standards for citations, style, and format. Schedule a meeting with the student to discuss the question of their research project. Is the question worth answering? Encourage the student to find an answer they can support with good reasons. Discuss with the student how to find reliable evidence to support their reasons. Schedule a meeting when the student can review with you a rough draft of their report making a good case for defending their thesis. Schedule several more meetings to discuss subsequent rough drafts of the student's paper. Divide the assignment into small segments and have students submit their work for review incrementally throughout the semester. Before the student submits the rough draft, meet with them to discuss what are they claiming? What are their reasons? What evidence supports their reasons? What about other points of view? How are the student's reasons relevant to their claim? We suggest you make the research paper due a few weeks prior to the week of final exams. This will give you time to have students schedule appointments to discuss the grade on this assignment. Since students will write many reports in their academic and professional life, it is prudent for them to understand how the readers will assess them and what can be done next time to earn a stronger response. Here is a perfect example of academic advising as teaching. No matter the grade, it is important for the instructor to explain to the student how the grade was earned.

Conferences About Grades

In general, it is important you ask an advisee for their reaction to specific grades. Which grade(s) is the student most concerned about? Some students need more support and encouragement than others during these meetings. This is also a good time to diagnose where problems lie. Some useful questions include: Are you performing better on papers or exams? How do you study for exams? How many drafts of the paper did you write before submitting it? Do you find your class notes useful? Where and when do you study? How many times do you read the assignments? Do you take notes when you read? Did you do the problem sets before the exam? It is important to try to get the student to formulate some concrete steps they will take to improve. Make a note of these and ask the student to schedule a follow-up appointment with you at a specific time when you can discuss whether these steps are leading to improvements. It may also help to refer your advisee to other campus resources particularly Learning Services and the Writing Wing.

Peer Tutors and the Writing Wing

Learning Services offers a variety of services to students to help meet the academic expectations of college. Peer tutors in specific courses help with comprehension of course material and test review. Professional staff assists students with time management, studying and note taking strategies, and preparation for exams.

Peer Tutors

More than 200 peer tutors are registered to help with more than 200 courses. Tutors are students who have earned an A or A- in a course, who have been recommended by their professors, and who attend on-going training. A list of current tutors is available in Learning Services. Tutors are trained to help with course content as well as to share study strategies. Students may sign up for tutors in Learning Services in The Center for Student Success or call Learning Services: 361-1185.

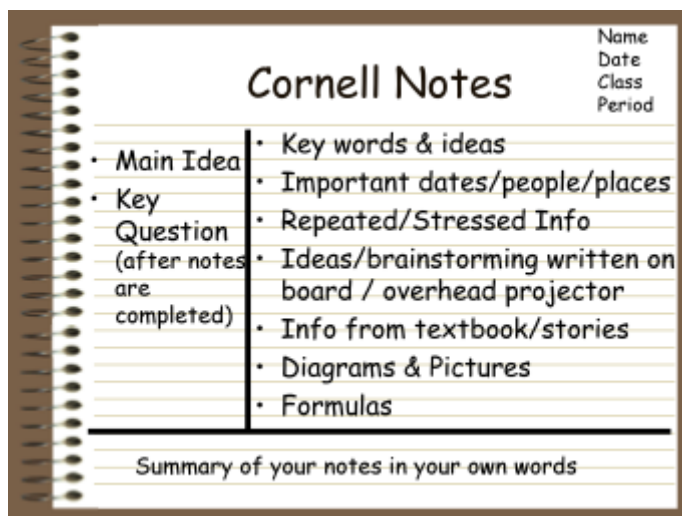
The Writing Wing

The Writing Wing is staffed by a Faculty Fellow and student peer writing tutors helping students develop into better writers. Writing Tutors have been recommended by their professors and selected through an interview process. Able to help with any stage of the writing process, writing tutors attend on-going training. Representing a variety of majors, Writing Tutors can help with organization, development, style, usage, and mechanics.

Learning Strategies

When discussing strategies with students about note taking when reading for class, listening to a lecture, or participating in a discussion, you may suggest the student employ the Cornell note-taking system. A widely-used format, The Cornell note-taking system was devised in the 1950s by Walter Pauk, an education professor at Cornell University. The Cornell method provides a systematic approach for condensing and organizing notes. The student divides the paper into two columns: the note-taking column (usually on the right) is twice the size of the questions/key word column (on the left). The student should leave five to seven lines, or about two inches, at the bottom of the page. Notes from a lecture or teaching are written in the note-taking column; notes usually consist of the main ideas of the text or lecture, and long ideas are paraphrased. Long sentences are avoided; symbols or abbreviations are used instead. To assist with future reviews, relevant questions (which should be recorded as soon as possible so the lecture and questions will be fresh in the student's mind) or key words are written in the key word column. These notes can be taken from any source of information, such as fiction and nonfiction books, DVDs, lectures, text books, etc. After about twenty-four hours of taking the notes, the student taking the notes must revise and write questions and then the student writes a brief summary in the bottom five to seven lines of the page. This helps to increase understanding of the topic. When studying for either a test or quiz, the student has a concise but detailed and relevant record of previous classes. When reviewing the material, the student can cover up the note-taking

(right) column to answer the questions/keywords in the key word or cue (left) column. The student is encouraged to reflect on the material and review the notes regularly.



Keep in mind students approach learning through various styles. The Cornell note-taking system may not work for everyone. Refer students to the professional staff in Learning Services for additional study and learning strategies

Conferences About Early Warning

As do all faculty advisors, First-Year advisors receive an electronic mail notice inviting them to report early warnings for students experiencing academic difficulty in specific 100 and 200 level courses after the fifth week of the semester. Advisors should also log onto Jay Web, note which of your advisees have early warnings, and contact the students to discuss how to address the issues. Advisors should also contact every student for whom they have submitted an early warning and invite the student to discuss strategies for improvement. Advisors should follow up on the academic progress of students with early warning notices, meeting with the students, and making appropriate referrals. Students with two or more early warnings receive a follow-up communication from Academic Advising, requesting they contact the professional staff as well as First-Year advisors and others who could be of assistance. Academic Advising may also send a follow-up to the students' professors, asking them for additional information on how students have done since the early warning deadline. Professors' comments are compiled and distributed to First-Year advisors in time for the spring semester pre-registration advising period. Be sure to check early warnings for advisees before meeting with them to build the schedule for next semester.

Key To Early Warnings:

1. Needs to submit required homework/class work/papers on time
 2. Needs to attend class on a regular basis
 3. Needs to consult instructor for help
 4. Needs to prepare for class and tests more effectively
 5. Needs to improve quiz and/or test scores
 6. Needs to improve writing and/or oral communication skills
 7. Needs to improve math skills
- D. Student's current grade is a "D"
F. Student's current grade is an "F"

We suggest every student leaves an advisor's office with a plan of action on how to improve academic performance and schedule follow-up meetings to measure success in reaching goals.

Conferences About Dropping Courses

An early warning may determine it be advisable for students to drop a course in which they are having difficulty. A student should not drop a class until they have confirmed with the instructor it will be impossible to pass the course. Ask the student to consider when will this course be offered again? Can they take an alternative course? Do they need this course for their major? Can they take the course in the summer on or off campus? Will dropping this course change your status from full-time to part-time? Students have until the end of the eleventh week to drop a course without having a record appear on their transcript. All withdrawals after the end of the eleventh week of the semester result in grades of WF unless the withdrawal is from the College and is for medical reasons, in which case a W is recorded for each course. Advisors talking with students about the drop option should make sure advisees know the consequences for their financial aid status and athletic eligibility. Advisors talking with students about the drop option should make sure advisees know the consequences for their financial aid status and athletic eligibility. Withdrawals from multiple courses over time can negatively impact a student's continuing eligibility for financial aid, and students receiving state aid must pass at least twenty four credit hours during the calendar year.

Conferences About Attendance or Withdrawals

Some students receive early warnings for missing classes. If a student has consistently been missing any class you should schedule an advising meeting with them. Class attendance is handled individually by faculty members. Faculty will establish their attendance/class absence policy for each class; this policy is to be announced at the beginning of each semester and included in the course syllabus. It is the position of the College, the above-average student should be given some freedom of judgment as to their attendance needs, while the average student must be encouraged or required to maintain regular attendance. The student is responsible for consulting the professor in the case of absences due to illness or other personal problems. When students will miss several days of class due to an illness or a family emergency taking them away from campus, the Center for Student Success will, at the request of the student, will send a courtesy notification to the student's professors about the student being away from campus. Upon return to campus, it is the student's responsibility to check with each professor regarding work missed. A professor or the College may dismiss a student from a course for excessive absences. The student may appeal for reinstatement to the Academic Standing Committee. Long-term absences from all courses/campus may result in mandatory withdrawal from the College. After fifteen consecutive class days of absence from all classes, a student is considered to have withdrawn from the College. (Students absent for verified medical reasons will be granted a Medical Withdrawal.) Students withdraw from classes through the Registration and Records Office. The course will not appear on the permanent record if the student withdraws on or before the end of the fourth week of the semester. From this time to the end of the eleventh week, a withdrawal will result in a grade of W. All withdrawals after the end of the eleventh week of the semester receive grades of WF unless the withdrawal is from College and is for medical reasons, in which case a W is recorded for each course. A student may not withdraw from individual courses for medical reasons. A grade of WF is calculated into the student average as though it were an F Withdrawal from College. Students who withdraw from the College during a semester also withdraw from all of their classes for that semester. Full-time students withdraw from the College through the Center for Student Success; part-time students withdraw through the Registration and Records Office. Students who withdraw during the semester are expected to leave the campus as of the effective date of their withdrawal. For purposes of billing, room reservation, academic responsibility, etc., the effective date of withdrawal is the date on which the completed official notice is returned to the Center for Student Success or the Registration and Records Office. A student who withdraws without

notification receives no refunds and may incur the full room penalty. Failure to comply with withdrawal procedures may result in loss of the privilege of readmission to the College and the right to the release of a transcript of credits earned. A student may withdraw from the College for reason of a serious illness or similar, medically-related circumstances. Medical Withdrawal assumes an incapacity prohibiting acceptable academic performance, not simply a hardship or inconvenience. Such withdrawal requires written verification from a health care provider. Upon receipt of verification, a proportionate refund is granted. Medical Withdrawal is withdrawal from the College and, therefore, from all courses. A student does not selectively withdraw from individual courses under the rubric of "medical withdrawal." When working with a student of concern whose situation goes beyond your expertise in academic matters, please share the name of the student with the Campus Wellness Network.

The Campus Wellness Network

The Campus Wellness Network is an on-campus resource helping to identify and intervene with at-risk students at the College. This action group meets bi-weekly to discuss particular referrals. Members of the Network follow students and their issues to conclusion. Should you wish to refer a student to the CWN, you may contact Stephanie Rankin who chairs the Network rankins@etown.edu or extension 1569. Your referral will be shared only with members of the CWN. The student's name will be presented to the group by your contact person. The student's situation will be discussed and, if an intervention is needed, the professional most appropriate for the student's situation will respond to the need.

Conferences About Academic Responsibilities v. Co-Curricular Involvement

It is essential to stress to advisees how their academic responsibilities are paramount to their experience at Elizabethtown College. A discussion about time management is going to be very beneficial particularly to First Year students who find themselves over subscribed in co-curricular activities. It is important for First Year Seminar faculty to send consistent messages to students about not missing class for clubs, organizations, or sports. Class attendance, including Fourth Hour Experiential Learning events take precedence over co-curricular commitments. To this end, if a student athlete should claim to have a scheduling conflict with class attendance, confirm this fact with the student's coach. Listed below is the schedule of playing seasons for athletics at Elizabethtown College. If a student athlete claims their sport is in season, confirm the fact with the list below:

Key Points:

- A student should never miss a class to attend a practice.
- In the Non-traditional season, students should not miss class except for Tennis and Golf, as the other team sports have one intercollegiate competition date scheduled on a weekend.
- Non-traditional dates will vary from coach to coach. Each coach has a certain number of weeks and dates to use, and the window is basically the whole semester (fall for spring sports and spring for fall sports).
- Teams qualifying for NCAA Playoff competition may be in season longer than the dates described below. This will depend on team and individual success.
- There are some exceptions regarding playing seasons for Tennis, Golf and Track & Field. Please see the section for their dates and differences.

Fall Sports:

Men's Soccer, Women's Soccer, Volleyball, Field Hockey and Men's and Women's Cross Country

- Traditional Season (the normal competition season): Start the Monday of the week before the first day of classes (August 20, 2012 for the next academic year). The season runs through the first week of November with the conclusions of Conference Playoffs.
- Non Traditional Season (Out of season practice time in Spring): Typically runs from the middle of March until the middle of April.

Winter Sports:

Men's Basketball, Women's Basketball, Wrestling

- Traditional Season: Start dates are usually the second week of October and the season runs through Conference Playoffs during the last week of February.
- Non Traditional Season: N/A

Men's and Women's Swimming

- Traditional Season: Usually starts the Monday of the last week in September and runs through the second week in February.
- Non-Traditional Season: N/A

Spring Sports:

Baseball, Softball, Men's and Women's Lacrosse

- Traditional Season: Start the Monday of the week of February 1st and runs through the first week of May.
- Non Traditional Season: Usually from the middle of September to the middle of October.

Exceptions:

Indoor/Outdoor Track:

- Traditional Season: Starts approx. the Monday of the week of November 1st and runs straight through the entire Spring semester to the first week in May.
- Non Traditional Season: N/A

Men's & Women's Tennis

- Traditional Season: Start the Monday of the week of February 1st and runs through the first week of May.
- Non Traditional Season: Starts the middle of September and runs through the middle of October.
- MAC Individual Champs: Tennis teams play their individual tennis championships in the Fall, and there may be a day that athletes miss class for that event.

Golf:

- Traditional Season: Starts approx. the first week of March and runs to first week of May
- Non Traditional Season: Starts approx. September 1st and runs through the second week of October.
- Competition: Golf teams compete in both the fall and spring seasons and therefore, may miss some class time during their "Non Traditional Seasons."

Conferences About the Major (and a Minor)

During their first two years at Elizabethtown College, many students experience a great deal of anxiety about the declaration of an academic major. Second-year students, in particular, often feel overwhelmed by what they consider to be a life-altering decision. In discussing with students about how they can make sound decisions about a major, it is helpful to remind students to take full advantage of exploring all the academic disciplines represented in the liberal arts and sciences of the Core curriculum, and how they need not decide on what their future careers will be in order to select a major. It is important for students to understand the wisest choice of major

is one based upon their intellectual interests and abilities -- not necessarily upon how it may lead to a specific career. Challenge the student to think critically about this: "What do you most like to read about, think about, write about?" Students often have questions about the different kinds of majors available at the College: concentrations within majors, double majors, pairing majors with minors, and interdisciplinary programs. Many first- and second-year students have little sense of the difference among these majors and how, for example, to combine them with a minor or a "concentration" in a particular department or area of study. In this regard, many students seem to believe two majors are certainly better than one or a major along with a minor is somehow advantageous (i.e., builds a better resume). Students need to be reassured of how it is perfectly acceptable, and perhaps even preferential, to major in one area only and to declare a minor only if it represents a true academic interest.

Conferences About Spring Semester Pre-Registration

Never remove an advising hold on a student's record without meeting with them to discuss their academic plans for the next semester. Advisors should set aside sufficient time to talk with each advisee about their progress thus far, and plans for the future. We suggest at least two meetings. The first meeting is to discuss the registration process. Does the student understand how to utilize the Registration and Records website regarding the registration process? Do they understand how to use Jay Web to register? Have students work independently to build at least four possible schedule plans? Ask your advisee to reflect on the following questions: What major courses do I need this semester to graduate on time? Did I pass all of my classes? Do I need to repeat any D or F courses? What Core classes can I take? Are there any prerequisites needed to register for certain classes? Does the schedule of classes indicate RBI? Are there classes in a major offered only for students in the academic department? What electives can I take? Should I declare a minor based on my chosen electives? Schedule a second meeting to discuss the proposed schedule plans. In general, you will want to ask the student for the rationale behind their choices. Review with your students their academic, post graduate, and personal goals, and discuss with them how curricular and co-curricular programs on- and off-campus can further their objectives. If possible, without emphasizing a major or career decision, try to place the semester course choices in an overall framework. What might they take next year? Are they planning any special programs, study abroad, etc.? Also, watch for the stronger student who may be selecting courses which will not sufficiently challenge them. Suggest alternatives to their selection, and remind them of future opportunities for independent study work or higher-level courses. Review the final course schedule for balance. If we are working on the premise students should, on average, be assigned 250-300 pages of reading each week per class; at Elizabethtown College with a typical course load consisting of four classes and sixteen credits, a student could potentially have 1,200 pages of reading each week. For every hour spent in class, a student should spend two to three hours preparing for class. This means a student should be spending a minimum of eight hours preparing for each class, a total of at least thirty-two hours a week. Typically a college student should get eight hours of sleep, spend eight hours a day preparing for classes, and eight hours a week with a combination of class attendance and co-curricular activities. So, when reviewing your advisees' schedule plans, ask them when they were building their schedule, did they take into consideration the amount of time they will need to devote to classes and the work required for the classes? Has the student considered how much time is needed for research, writing, editing, and preparing for presentations?

Building Schedules

Have students use the time grid posted below (available on the Registration and Records website) to plot their schedule. They should start with the classes needed for their major. Then build classes offered in only one section (or time slot). Consider the following when building a schedule:

- Level of difficulty of courses indicated by prefixes, for example: 100-level courses are accessible for first year students, 200-level for second year students, 300 for third year, and 400 for seniors.
- Variety of courses. Balance your schedule through choosing a wide variety of courses from many different academic disciplines represented under the Core Areas of Understanding.
- Number of credits. To accumulate 125 credits in four years, you must take approximately 15-16 credits a semester. For some people this is too many courses for one semester, and some students take 12-14 credits a semester, attending summer school to make up the difference. Other students take up to 18 credits or more, this requires permission.

Meeting Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am					
9:30 am					
11:00 am					
12:30 pm					
2:00 pm					
3:30 pm					
5:00 pm					
6:30 pm					
8:00 pm					

Conferences About Program Requirements and Financial Aid

Toward the end of the semester schedule a meeting with your advisee to report all their grades before final exams. Have them determine how each course is going to be graded. Ask the student to calculate their grade going into the final examination. Next, teach the student how to calculate their GPA. There are many GPA calculators available through the internet. Will the student have the necessary GPA to continue in their intended major or program? Will the student's GPA change their financial aid package? Is it possible the student may be on academic probation next semester? All students must have successfully completed twenty-four credit hours of course work in a calendar year for their PHEAA to carry over. Students with merit-based institutional aid (President's, Provost's and Dean's Scholarships) need to achieve a 2.75 average at the end of the first-year year, and a 3.00 overall GPA in the sophomore and junior years. The Honors Program is not a financial aid program per se (though many honors students carry merit- and possibly need-based packages), but students admitted under this program need to earn a 3.5 GPA at the end of the first-year year to remain in the program. Students with need-based aid must maintain a 1.7 after up to 18 credits have been completed, a 1.9 after 19 credits have been

completed but before 35 credits have been completed, and a 2.0 between the time that 35 credits have been completed and the student graduates.

Teaching Students How to Calculate Grade Point Averages

Go to: etown.edu/css/academicadvising for GPA calculation online or follow the steps below:

- List each course with the number of credits and the course grade:

Course	Credits	Grade
EC 101	4	B
BIO 111	4	B-
BIO 111L	0	
SP 112	4	C
MA 105	4	A-

- Multiply the number of credits in each course by the number of quality points corresponding with your letter grade:

Letter Grade = Quality Points (per semester hour of credit)

A	=	4.0	Note: W/P, Pass/No Pass, and Incomplete are not used when calculating quality points.
A-	=	3.7	
B+	=	3.3	
B	=	3.0	
B-	=	2.7	
C+	=	2.3	
C	=	2.0	
C-	=	1.7	
D+	=	1.3	
D	=	1.0	
D-	=	0.7	
F, WF	=	0.0	

Course	Credits	Grade	Quality Points	QPs
EC 101	4	B	3.0	4 x 3.0 = 12
BIO 111	4	B-	2.7	4 x 2.7 = 10.8
BIO 111L	0		0.0	0 x 0.0 = 0
SP 112	4	C	2.0	4 x 2.0 = 8.0
MA 105	4	A-	3.7	4 x 3.7 = 14.8

- Add the credits and the quality points for every course in which a letter grade was received:

Course	Credits	QPs
EC 101	4	12
BIO 111	4	10.8
BIO 111L	0	0
SP 112	4	8.0
<u>MA 1054</u>	<u>4</u>	<u>14.8</u>
TOTAL	16	45.6

- Divide number of quality grade points by the number of credits for the semester:

Credits	=	16	
QPs	=	45.6	
Semester GPA	=	45.6 / 16	= 2.85

Conferences About Transitioning to Academic Department Advisor

Near the end of the fall semester schedule a meeting with your advisees to discuss how they will be assigned an academic advisor in the department of their declared major.

- Explain to the advisee how Academic Advising will notify First Year Seminar faculty the last week of the fall semester to return their First Year advisee files with the exception of undeclared students. First Year instructors will remain the advisor for undeclared students until the end of the spring semester or if the student declares before this date. All files should be returned to the Center for Student Success BEFORE winter break.
- Completed files include: First Year Student placement sheets, BCSSE results, Core check sheet, and if applicable, advising notes, disability accommodations letters, and AP/transfer credit documentation.
- In early January, First Year Advisors should contact their advisees to offer assistance, if needed, with their declarations.
- Explain to your advisee how during the first week in January all First-Year students will be required to declare their major as part of the electronic check-in process via Jay Web. The following message will be show on the “check grades screen:” *“Please note: In January, when completing your electronic preliminary check-in, you will have the opportunity to declare your major.”*
- After their initial declaration, if a student decides to change their major before the first day of classes, they may do so electronically. If they decide to change their major after the first day of classes, they will need to see Andrea Stone, Student Information Systems Coordinator to complete a major change form in BSC 216.
- When all First-Year Advising folders are returned, they will be forwarded to department chairs for advisor assignments. It is vital to comply with the timeline to avoid delaying the completion of this process.
- After it has been completed, First-Year students will receive a generic email from Academic Advising notifying them they have been assigned a new advisor along with Jay Web instructions.
- ***It is highly recommended the assigned major advisors contact their new advisees as an introduction and including their contact information.***
- During early to mid-February, department chairs will receive an electronic list of the First Year Students who have declared in their department(s).

Conferences with Parents

Inevitably you will receive a phone call, email, or visit from your advisees’ parents. Communication between parents and faculty should be encouraged when meeting families during orientation. Encourage parents to inform you of life changing events taking place at home which may impact the advisee’s academic progress. However, it is important to explain to parents how under the Family Education Rights and Privacy Act (commonly known as the Buckley Amendment) Federal Law precludes the disclosure of a student's educational records to individuals without express permission/request from the student (18 years of age or older). A more detailed description of FERPA and the limited exceptions to the "Release Only at Student Request" rule is contained in the College Catalog and *A Family Guide to Academic Advising*. With this in mind, it is best to remind the parent very early in the conversation about the fact you, unfortunately, are not in a position to share any specific information regarding their son or daughter unless the student first gives permission to do so. Log onto JayWeb to see if your advisee has signed a FERPA release. Generally, it has been our experience, most parents, although they may be initially frustrated, understand this limitation and are generally cooperative. If a parent persists, you should feel free to refer them to Assistant Dean of the First Year Program.

Academic Advising During Orientation

Summer Orientation: June

First Year Seminar instructors attend daily de-briefing sessions each day of orientation to prepare for the scheduled meetings and programming. First Year Seminar instructors meet with the parents, host the parents at lunch in the Marketplace, and then meet with the students.

Registration Packets:

All the information you will need for both the session with the parent and the session with the students is in the Registration Packets. Before the first advising session of the first day of Summer Orientation, First-Year Advisors should pick up their advising packets from the Registration and Records Office. The packets contain the list of advisees and the orientation day each will attend, advisees' data sheets, first-year major course sheets, two copies of the advisees' schedule (one for the student and one for the advisor) and copies *A Family Guide to Academic Advising* for distribution.

The Advising Folder

You will receive an advising folder for each of your advisees during summer orientation in June. File everything from the registration packets from summer orientation. By the end of the first semester, advising folders should contain:

- Student Academic Advising Form
- Student Placement Sheet
- Student BCSSE Report
- Core Check Sheet
- Major/Minor Check Sheet
- Fall Schedule
- Spring Schedule
- Grad Report/Audit
- AP/Transfer Credit Notifications
- Disability Accommodations Letter(s)
- Advising Notes
- Correspondence

Peer Mentors

Each First-Year Seminar is assigned two or three Peer Mentors (PMs) to work with the First Year Seminar instructors/advisors in helping their respective groups of students adjust to life at Elizabethtown College. Most Peer Mentors will be available during Summer Orientation to work with the same students and advisors they will be assisting in the fall semester and will conduct student-to-student sessions during the summer orientation program. At the beginning of Fall Semester, PMs are required to meet with First Year Seminar instructors to create an Action Plan consisting of in-class and/or out-of-class events and other informal meetings with students. PMs can be useful to faculty: (1) Fall Orientation: PMs get to know their students very well during the fall orientation program. PMs may be especially helpful in facilitating discussion during the integrity session; (2) During the Fall Semester: PMs are required to plan at least three group events, meet one-on-one with each student at the beginning of the semester, attend the Involvement Fair and Explore the Core Fair (fall and spring) with the group and maintain regular email contact. They can serve as liaisons between faculty and their advisees/First-Year Seminar students to discuss individual or group problems and concerns.

The Parent Orientation Session:

- Welcome and introductions of families
- Introduce yourself
- Explain the First Year Program
- Explain the First Year Seminar
- Discuss the role of First-Year Seminar Faculty/Advisor as mentor to students
- Explain how the students will be receiving their fall semester schedules later in the day and discuss how this begins the advising relationship. Emphasize how students should not make changes to their schedule without first contacting their advisor.
- Explain the role of Peer Mentors and Kinesis Peer Academic Advisors for Momentum students.
- Discuss the parent's role in the academic advising relationship
- Distribute copies of *A Family Guide to Academic Advising*
- Teach parents how to navigate the college website (if you are in a smart classroom) to locate information about:
 - Academic programs
 - Academic policies
 - Academic resources
 - Financial aid
 - Residence life
 - Student life resources
 - Campus calendars
 - Contact information
- Introduce your First Year Seminar:
 - Distribute the course description, objectives, reading list
 - Discuss how the readings have been chosen and relate to objectives and assignments
 - Explain the learning outcomes of this course
- Explain The Fourth Hour Experiential Learning experience
 - Describe the events which will compose this fourth hour component
 - Explain how this relates to the curriculum and mission of the college
- Discuss the Open Book program and SCAD
- For Momentum Students' Parents
 - Remind them to attend afternoon Momentum orientation session
- For Honors Students' Parents:
 - HOOT experience
 - Release must be signed for this (by parents if child is under 18)
- Answer any remaining questions
- Use the questions as talking points for discussion at lunch

The Student Orientation Session:

- Welcome and introduction of students and Peer Mentors
- Introduce yourself
- Explain the First Year Program
- Explain the First Year Seminar
- Discuss the role of First-Year Seminar Faculty/Advisor as mentor to students
- Explain the role of Peer Mentors and Kinesis Peer Academic Advisors for Momentum students.
- Discuss their parent's role in the academic advising relationship.

- Teach students how to navigate the college website to locate information about:
 - Academic programs
 - Academic policies
 - Academic resources
 - Financial aid
 - Residence life
 - Student life resources
 - Campus calendars
 - Contact information
- Teach students how to navigate Jay Web
- Distribute placement sheets
- Explain the English placement
- Explain the Math placement
- Explain the Modern Language Placement
- Explain how credit is awarded for AP credits (Registration and Records receives AP reports from Educational Testing Services in July/August).
- Explain how credit is awarded for transfer credits
- Distribute and explain the Core check sheet
- Teach students how to locate department check sheets for majors/minors
- Explain major/minor check sheets
- Distribute fall semester schedules
- Discuss fall semester schedules
- Explain how changes to schedules can be made over the summer with consultation and approval from First-Year Seminar faculty advisor
- Discuss how to maintain contact between advisor and advisee over the summer
- Introduce your First Year Seminar:
 - Distribute the course description, objectives, reading list
 - Discuss how the readings have been chosen and relate to objectives and assignments
 - Explain the learning outcomes of this course

- Explain The Fourth Hour Experiential Learning experience
 - Describe the events which will compose this fourth hour component
 - Explain how this relates to the curriculum and mission of the college
- Discuss the Open Book program and SCAD
- For Momentum Students
 - Remind them to attend afternoon Momentum orientation session
- For Honors Students:
 - HOOT experience
 - Release must be signed for this (by parents if child is under 18)
- Prepare students for fall orientation
- The Pledge of Integrity
 - What it entails at Elizabethtown College
 - The reading they will be doing over the summer; essay by Stephen Carter, “The Insufficiency of Honesty” which can be accessed via:
<http://www.gibbsmagazine.com/Insufficiency%20of%20honesty.htm>
 - Fall Orientation and the Induction Ceremony (and signing of the Pledge)
- Answer any remaining questions

Fall Orientation: August

First Year Seminar instructors will facilitate an academic session with their first year seminar.

Student Academic Advising Handbook

When new students arrive on campus and begin the Fall Orientation program, they will receive a copy of the *Elizabethtown College Advising Handbook for Students*. This is an excellent tool to be used for the basis of leading the student sessions.

Academic Advising Session:

- Welcome and introductions
- Refresher on how to use Jay Web
- Academic History
 - High School GPA
 - SAT Scores
 - English Placement
 - Modern Languages Placement
 - Math Placement
- Major (Minor)
- Semester Schedule
- Course History
- Early Warnings
- Grade Report
- Unofficial Transcript
- Grad Report/Degree Audit
- Account Holds
- FERPA Release
- Review updated semester schedules
- Verify intended majors are correct.
- Do they have the necessary courses, for first semester, for that intended major? Make changes as necessary. Remind them about the drop/add period.
- Review Student Academic Advising Handbook
- Discuss the Educational Philosophy Statement
- Review Explore the Core
- Review Open Book and SCAD
- Discuss Academic Expectations of College
- Discuss Academic Integrity article
- Discuss Academic Integrity College Policy
- Explain Induction Ceremony

First-Year students will be asked to sign “The Pledge” Sunday evening at the Induction Ceremony. The ceremony takes place at 8PM in the Dell and serves as the beginning “book end” for their college experience here at Elizabethtown College. The other bookend is of course, graduation. At the Induction ceremony, the President welcomes students along with the president of Student Senate. There is a pinning ceremony where students receive an Elizabethtown College pin. There is also a candle-lighting ceremony where students symbolically light a candle to represent the “Lamp of Learning” which is part of the College’s Seal. As part of the induction ceremony, students are also asked to sign a book, which indicates they will uphold the Pledge of Integrity. Peer mentors will have information about the ceremony for the students at this Integrity session.

First Year Seminar

The Seminar

The First-Year Seminar provides an educational experience composed of several important components. First, it develops intellectual skills, such as critical analysis and synthesis, and communications skills, such as speaking and writing. Second, it broadens definitions of learning. The student is exposed to multiple ways of acquiring information and knowledge. Third, the First-Year Seminar establishes the integration of knowledge. Using the instructor's major field of study as a foundation, this course promotes connections across disciplines. The First-Year Seminar is letter-graded.

Upon successful completion of FYS100, students will be able to:

- Demonstrate understanding of the academic expectations of college life
- Demonstrate critical thinking skills
- Demonstrate improvement in communication skills
- Discuss the central ideas of a particular body of knowledge or discipline
- Locate information and evaluate its accuracy, quality, timeliness, and usefulness
- Exhibit intellectual curiosity
- Write an appropriately researched and documented academic paper
- Regarding the fourth hour experiential learning students will relate their intellectual engagement experiences to their academic and personal development

Research and Writing Component

The purpose of this assignment is to develop student writers doing well designed research and presenting it clearly and accurately, while following accepted academic standards for citations, style, and format. Some First Year Students may think their future lies not in scholarly research but in business or a profession. But research is as important outside the academy as in, and in most ways it is the same. So encourage students to understand as they practice the craft of academic research now, they prepare themselves to do research which one day will be important at least to those they work with, perhaps to us all.

Standard Writing Manual

To insure all first-year students will have a common background to the process of research and writing a paper, all First-Year Seminars require a standard writing manual: Diana Hacker, *Pocket Style Manual*, (Bedford Books, 2009). First-Year Seminar instructors should include the *Pocket Style Manual* in their syllabi and require students to buy it for use as a reference tool during their college career. The Hacker text is also required in Power of Language English courses, but only about one-half of the first-year class will take a Power of Language class in the fall. The other half takes Power of Language in the spring, and it is this group for whom the Hacker text will be most helpful. Choose the citation format and style guide which represents your academic discipline: Humanities – Chicago Manual of Style; Literature – Modern Language Association; Sciences – American Psychological Association.

Rubric for Assessing First Year Seminar Research Papers

Explain to students how the rubric posted below will be used in assessing the progress of their research and writing in advising sessions and in the final grading of the research paper. Also explain to the students how this rubric is used to assess the teaching of research and writing in First Year Seminars.

First Year Seminar Research Paper Assessment Rubric

	High Proficiency - 4	Proficiency - 3
Thesis/purpose statement	Thesis and purpose of paper are explicit to reader	Thesis and purpose of paper are fairly clear to reader but could use sharpening
Content	Development of thesis is seamless, logical, and at an appropriate depth. Uses ample, relevant, documentable evidence and persuasive support;	Development of thesis is logical and at a reasonable level of depth, though could be deeper; perhaps a few gaps between ideas. Examples and supporting evidence are appropriate and informative with minimal use of unsubstantiated generalizations; additional examples would be useful.
Logic & Organization	Well-organized logically both as a whole and within individual paragraphs. Provides effective transitions between ideas/topics. Includes an introduction that sets up the content of the paper the subject and a conclusion that ties together the threads of analysis.	Organized logically but sequence of ideas as a whole and/or within individual paragraphs could be improved. Provides transitions between most ideas/topics. Includes an introduction and conclusion but could more effectively introduce the subject and tie together the threads of analysis.
Use of Sources	Makes highly effective utilization of multiple, academically reliable sources including primary, secondary sources and/or peer-reviewed sources. Selects and integrates sources in ways that are appropriate to the genre of writing.	Makes effective utilization of multiple, academically reliable sources including primary, secondary sources and/or peer-reviewed sources. Sources are integrated for the most part, but could use some improvement.
Citations	Researched support correctly quoted, paraphrased, referenced and cited.	Researched support adequately quoted, paraphrased, referenced and cited, but minor errors exist.
Grammar & Style	Is free of mistakes in grammar and spelling. Style is smooth and readable. Incorporates varied sentence structure and precise word choice.	Makes a few mistakes in grammar and spelling. Style is mostly smooth and readable. Incorporates varied sentence structure and generally effective word choice
	Some Proficiency - 2	Limited/No Proficiency - 1
Thesis/purpose statement	thesis /purpose of paper is somewhat unclear to reader	Thesis and purpose of paper are not clear to reader
Content	Development of thesis is somewhat logical, though there are gaps in connecting various ideas of the paper; depth is not exceptional .Some generalizations; Evidence and support for assertions is merely adequate and may falter in places	Development of thesis is illogical, difficult to follow, with very little depth to what is written. Relies predominantly on sweeping generalizations, narration, description, or summary; Evidence and support for assertions is weak or lacking;
Logic & Organization	Provides some logical organization but also has abrupt or illogical shifts in the paper as a whole and/or within individual paragraphs. Lacks transitions in many cases. Provides an introduction and conclusion but one or the other is ineffective.	Unclear and/or illogical organization both as a whole and within individual paragraphs. Provides very few transitions. Missing an introduction and/or conclusion.
Use of Sources	Utilizes multiple sources, but not always effectively. One or two sources are questionable. Sources lack integration.	Sources are used but not effectively. More than two sources are of questionable validity. Sources lack integration.
Citations	Researched support has frequent errors in incorporating quotes, paraphrases, references or cites.	Researched support has major errors in incorporating quotes, paraphrases, references or cites.
Grammar & Style	Makes a number of mistakes in grammar and spelling, but grammar and spelling are more correct than not. Style is readable but not necessarily smooth. Sometimes lacks varied sentence structure. Word choice is sometimes ineffective.	Many distracting mistakes in grammar and spelling. Style is difficult to read. Lacks varied sentence structure and often uses words ineffectively or inappropriately.

Library Instruction

All First-Year Seminars include at least one class session in the High Library for library instruction. Before the beginning of the fall semester, a librarian is assigned to each First Year Seminar section. The librarian works with students and faculty in the seminar throughout the semester and conducts the instruction session in the McCormick Computer Lab. For students to make the best use of this instruction in their respective courses, instructors should discuss with their librarians the kinds of research and research topics being assigned. The library session works best when students have a research topic / assignment. There is a research guide specifically designed for each First Year Seminar available online. We suggest you schedule a second session dealing with the assessment of internet research and electronic sources this session is intended to help students understand how to critically evaluate the information they retrieve from internet sources. Once again, faculty should talk with their librarians about how this session can be tailored to issues raised by their particular seminars.

The High Library

Hours:

Monday—Thursday 7:45 am—1:00 am

Friday 7:45 am—10:00 pm

Saturday 10:00 am—9:00 pm

Sunday Noon—1:00 am

Special summer, holiday and final exam hours are posted in the library and on the website.

Services

From the library web page, under ‘Find Services,’ click ‘Faculty Services.’

You can find out:

- how to place reserves
- how to suggest a purchase for the library
- circulation policies
- interlibrary loan procedures
- faculty development resources
- librarian liaison for your department

Off-campus access to databases from the library Web page:

- click ‘Outside Network Access’ in the box by ‘Surprise Yourself’.
- choose ‘Articles and More’

Resources:

Circulation 717-361-1222

Reference 717-361-1461

Interlibrary Loan 717-361-1458

Special Collections 717-361-1453

Director’s Office 717-361-1451

Interlibrary Loan: Sylvia Morra 717-361-1452

Library Purchases: Sylvia Morra 717-361-1452

Circulation or Reserves: Louise Hyder-Darlington 717-361-1454

College Archives or Brethren Heritage Room: Pete DePuydt 717-361-1453

Scheduling a class with a librarian: Elizabeth Young 717-361-1456

Accessing databases from off-campus: Joan Quinn 717-361-1457

Reserving the computer lab, conference room, HL 100 or Brethren Heritage Room:

Sandi Hilsher 717-361-1451

Librarians by Academic Discipline

Biology Sylvia Morra x1452
Business Joan Quinn x1457
Chemistry Sylvia Morra x1452
Communications BethAnn Zambella x1428
Computer Science Elizabeth Young x1456
Education BethAnn Zambella x1428
English Elizabeth Young x1456
Fine & Performing Arts Joan Quinn x1457
History Peter DePuydt x1453
Mathematics Elizabeth Young x1456
Modern Languages Louise Hyder-Darlington x1454
Occupational Therapy Elizabeth Young x1456
Peace Studies Louise Hyder-Darlington x1454
Philosophy Elizabeth Young x1456
Physical Education Peter DePuydt x1453
Physics/Engineering Sylvia Morra x1452
Political Science Peter DePuydt x1453
Psychology Louise Hyder-Darlington x1454
Religious Studies Louise Hyder-Darlington x1454
Social Work Joan Quinn x1457
Sociology/Anthropology Peter DePuydt x1453
Women & Gender Studies BethAnn Zambella

Library Card:

Check out books, records and CD's for a semester; videos and DVDs for four weeks.

Renewing Books Online

Go to www.etown.edu/library and click 'Find Services.' Click 'Renew a Book'. Follow instructions and enter your user ID and PIN number. Click 'List Charged Items' and check items you wish to renew. Items may be renewed one time online. Call circulation desk at 717-361-1222 for additional renewals.

Request an In-Process or Checked-out Item

Find the item in the library catalog. If item is checked out, click 'Place Hold' and follow the instructions to enter your user ID and PIN. You will be notified by email when the book is available. If the item is marked "Available Soon" requests it by sending an e-mail to asklibrarian@etown.edu.

Reserve early and often

To put materials on reserve for your class, contact Louise Hyder-Darlington (717-361-1454), hyderl@etown.edu. We can also help you make direct links from readings in your syllabus to titles we get electronically.

Copyright

Librarians can serve as copyright consultants for you. Find our copyright Web page under 'Learn about the library' for tips on fair use in the classroom, as well as uses beyond the classroom and your rights as a scholar who publishes. Contact BethAnn Zambella, x1428, zambellab@etown.edu, for further assistance

Library Floor Layout

Level 1

Books 001-199
Bound Periodicals
CDs, Videos
Microforms Room
Quiet Study Rooms
Laptop Lounge
HL 100 Viewing Room
Level 2: Entrance level
Reference
Circulation
Current Periodicals
Newspapers
Computer Lab DVD collection

Level 3

Books 200-629
Group Study Rooms
Juvenile Literature
Brethren Heritage Room
College Archives
Books: 630-999
Tower Room
Quiet Study
Level 4
Elevator access to all floors
Restrooms on levels 1, 2, 3
Lost & Found—Circulation Desk
Copiers on levels 1 and

Fourth Hour Experiential Learning

One of the College's Student Learning Outcomes is: "Students will relate their opportunities for learning outside of the classroom to their academic courses, personal interests, and intended program of study." To this end, the First Year seminar has an experiential learning component. First-Year (both faculty and students) attend lectures, plays, concerts, art exhibits, films, field trips, or other events of an academic/cultural nature including Student Life programming. During the course of the semester, the total number of experiential learning events must meet the minimum 14 hour requirement. Faculty are encouraged to have at least 8 different types of events. Student Life offerings are to be included in the array of events required. There is no mandatory number associated with events sponsored by Student Life. There must be some form of reflection associated with these activities. The extent of reflection is left to the faculty member's discretion. First Year Seminar faculty decide if the fourth hour assignments are to be letter graded or pass/no pass. Faculty should consider how they will account for the 25% of their course involving these types of activities. Faculty will determine how students will be accountable for demonstrating what they have gained by actively participating in this portion of the course. In the First Year Seminar syllabus, faculty need to make clear expectations of how they will evaluate this portion of the student's performance. For example, if a student did not attend any of the experiential learning events, they would lose 25% of their grade. This is about academic freedom with faculty determining what is in the students' best interest and in line with the instructor's pedagogy. There are requirements pertaining to the integration of experiential learning activities, but there is substantial flexibility in meeting these requirements.

The Social Event

One of the events for the Fourth Hour Experiential Learning experience can be related to the FYS social event. Each seminar has a budget of \$75 to organize an out-of-class social event. Whatever the event, our suggestion is it be held relatively early in the semester to further facilitate the development of social relationships among students and between students and faculty. To obtain the \$75 for the social event, simply complete a one page reimbursement form along with appropriate receipts after the event takes place and send them to Jill Trostle, Assistant to the Dean of the Faculty. Faculty are in charge of the \$75 budget.

Assessment of First-Year Seminar Faculty

First-Year Seminar faculty are assessed through student IDEA evaluations. Specific advising-related questions are included with your FYS IDEA assessment. We also suggest, perhaps at midterm, you craft and distribute to your First-Year students an assessment survey. This has

proven to be an effective way of determining how the students are responding to the course, the FYS program, and their advising relationship with you and supplemented by Peer Mentors and Kinesis Peer Academic Advisors.

Assessing Advisor Performance with IDEA

Ten questions are included in the IDEA evaluation packet for students to answer:

48. My assigned advisor was knowledgeable about my personal academic goals
49. My assigned advisor was knowledgeable about ways to help me achieve my academic goals
50. My assigned advisor was available and accessible
51. My assigned advisor cared about me as a person
52. My assigned advisor challenged me to get the most out of my college education
53. My assigned advisor considered my interests and abilities in working with me
54. I came prepared for my meetings with my assigned advisor
55. I acted on my advisor's suggestions
56. I understand that advising is a shared responsibility between my advisor and me
57. Overall, I am satisfied with the quality of academic advising I received from my assigned advisor

National Resources

First Year Experience and Students in Transition National Resource Center

Located at the University of South Carolina, The National Resource Center for the First-Year Experience and Students in Transition serves as the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions. Website: www.sc.edu/fye/

National Academic Advising Association (NACADA): The Global Community for Academic Advising is located at the Kansas State University. NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a consulting and speaker service, an awards program, and funding for research related to academic advising. Website: www.nacada.ksu.edu/

The Association of American Colleges and Universities (AAC&U)

Located in Washington, D. C. AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Through its publications, meetings, public advocacy, and programs, AAC&U provides a powerful voice for liberal education. AAC&U works to reinforce the commitment to liberal education at both the national and the local level and to help individual colleges and universities keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges. With a nearly one-hundred year history and national stature, AAC&U is an influential catalyst for educational improvement and reform. Website: www.aacu.org/