

**Elizabethtown College
Faculty Advising Handbook**

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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 and the Dean of Academic Affairs and Faculty Development. 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, academic major requirements, and Signature Learning Experience options along with the ability to refer students to the appropriate contacts when their questions go beyond faculty advisor’s information base.

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

“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.

- 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.
- 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 [Elizabethtown College Faculty Handbook](#).

The Roles Faculty 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.

1. *Mentor*: The faculty advisor is in the best position to know 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, faculty advisors help students become independent, responsible learners and develop the skills necessary to achieve a fulfilling life.
2. *Guide*: The faculty advisor can help 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*: Faculty 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 faculty advisor serves as a resource person, providing general information about academic programs and making appropriate referrals to resources on and off campus. The faculty 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 faculty advisor cooperates with major and program advisors in providing information to 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, faculty advisors demonstrate how advising is a specific form of teaching.

Academic Advising as Teaching

Academic advising is more than guiding students through the curriculum. Indeed, you're encouraged to view advising as a type of teaching. In the role of advisor, you'll be asked 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
- challenge your advisees to make connections between the various courses they are taking
- ask advisees to compare and contrast how different academic disciplines relate to each other
- motivate your advisees to consider how they will act on what they learn
- have students contemplate how their college education will empower them to empower others, serve others, and make their mark on the world

As an advisor, you'll get to know your advisees on a personal level beyond which you'd normally find in the classroom. Given the diversity of students and advisors, the nature of advising relationships will vary. Common ground between student and advisor 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.

Advisor Responsibilities	Student Responsibilities
The advisor is responsible to meet with their advisees during fall orientation to support them in their academic/educational transition to Elizabethtown College.	The student has the responsibility to meet with their first-year advisor during fall orientation.
The first-year advisor is prepared to meet with advisees within the first week to assist with schedule changes in the drop/add period.	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.
The advisor assists students in identifying academic, career, and personal goals.	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.
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.	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.
The advisor encourages students to take an active role in their academic program and refers the students to regulations, programs, and graduation requirements.	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, Core and the major check sheets.
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.	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.
The advisor maintains a current file on each student's progress toward major and degree requirements, commensurate with the student's goals and objectives.	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.
The advisor has knowledge of college referral sources and services which may assist students in their academic, career, and/or personal development. When appropriate, the advisor may act as a referral agent.	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.
The advisor is a listener, and facilitates students' growth in the areas of academic, career, and personal concerns.	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.
The advisor confronts students openly and honestly on issues of integrity, academic honesty, behaviors, rights and responsibilities.	The student is familiar with, and committed to upholding, the Pledge of Integrity
The advisor has regular office hours posted.	The student knows the office hours and location of the first-year advisor.

Starfish

Starfish is a software tool used by faculty, advisors, staff, and students to enhance communication and inform the advising relationship. In addition to the Early Warning Progress Surveys submitted by faculty in week 5 of the semester, Starfish provides professors with the ongoing capability of activating flags and kudos. A flag allows faculty to contribute classroom observations or concerns about a student with just a few clicks, and a Kudo is the opportunity to provide positive feedback on a student's efforts or academic success. Flags and Kudos can be raised for the following reasons:

FLAGS	KUDOS
Attendance Concern (raise this when a student is not attending class consistently)	Keep Up the Good Work (Kudo can be raised for a student who continues to do well in a course)
Student Behavior Concern (flag routed directly to Dean's Group)	Outstanding Academic Performance (given to a student who has performed well academically)
General Academic Concern (flag and comments routed to student only)	Recognition Kudo (provides an opportunity to acknowledge a student for any achievement)
Low Average in a Course (raise this flag if a student is beginning to struggle in a course)	Showing Improvement (given to a student who has shown improvement, possibly after receiving a flag)
In Danger of Failing (flag is routed to major and minor advisors, coaches and student support professionals.)	

For more information on Starfish, or to utilize reference guides on raising flags, responding to progress surveys or configuring the appointments feature visit the Starfish Newsletter section of the website. [Starfish](#).

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 (other than FYS roundtable sessions) 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

First:

Consider the following points when preparing to meet with students:

1. I explain to my students what I can do to help them.
2. When I believe a student has set an unrealistic goal, I am willing to question and explore this with them.
3. I am interested in each student as a person and know them as unique individuals.
4. I permit students to make their own decisions.
5. I attempt to establish a warm and open relationship with my students.
6. I help my students sort through their frustrations and uncertainties related to college.
7. I focus on my students' potentialities rather than their limitations.
8. I am interested in what the student wants, not what I want for the student.
9. I explore the obstacles students need to overcome to reach their goals.
10. I challenge students to higher academic standards.
11. My students feel like they can discuss personal concerns with me.
12. My students share their problems with me.
13. I help students make the sometimes difficult transition from high school to college.
14. I anticipate my students' needs.
15. I am genuinely concerned about my students.
16. I enjoy meeting with my students.
17. I respect my students' feelings and opinions.
18. When working with students, I try to remember what it is like to be an undergraduate.
19. I am patient with my students.
20. My students respect me.
21. I can work effectively with students whose value systems differ from mine.
22. I am a source of encouragement for my students.
23. I know things about my students beyond their academic lives.
24. I treat all equally, no matter their age, race, gender, or religion.
25. I deal with problems creatively, not repetitively.

Second:

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

Starfish:

Before you meet with your advisee, log onto Starfish and learn about your student. If you are their first-year advisor or their newly appointment advisor within the academic department, review the students letter of introduction, check any active or resolved flags or Kudos.

JayWeb:

Before you meet with your advisee, log onto JayWeb and learn about your student. To access the JayWeb user guide, please log onto JayWeb. Under the Faculty tab, click on Faculty Files on the left. Then scroll down to the user guide in the center. 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

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 advisees. FYS faculty may utilize class and/or Wednesday-at-11:00 sessions for group advising and schedule individual appointments for matters that are best handled on an individual basis. Whatever method you utilize as an FYS professor, please explain it to your advisees and indicate what you expect from them. Clarifying expectations about communication can prevent problems.

Types of Advising Conferences

The following list includes conference types that have been common in previous years. Some, such as discussion of elements of the FYS research paper, discussion of grades and Academic Progress Notifications, and discussion of registration plans, are essential for FY Seminar. As indicated above, however, some of these advising conferences can be handled as group sessions. Others (involving a student's grades, for example), should be handled individually. Use your best judgment. Included in the following list are other types of advising conferences that may or may not prove necessary, especially for FYS students, depending upon circumstances: add/drop, withdrawal, international student considerations, etc. In other words, this list is not prescriptive. An instructor is not expected to hold each of these types of advising sessions.

Conferences About Process Writing

To some extent, general advising sessions can be paired with conferences related to the FYS research paper. Break the paper into components: for instance, topic statement/preliminary bibliography, thesis statement/outline/revised bibliography, initial paper, and revised paper. Schedule sessions to discuss feedback on major segments of the paper, and use those meetings to touch base with the student about their progress in general. Again, group advising may be utilized for such sessions.

Also refer students to the Writing Wing, which is staffed by a Faculty Fellow and student peer writing mentors. Writing mentors have been recommended by their professors and selected through an interview process. Able to help with any stage of the writing process, writing mentors attend on-going training. Representing a variety of majors, writing mentors can help with organization, development, style, usage, and mechanics.

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? Have you used any academic support services? 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 The Learning Zone and the Writing Wing. If you are discussing an individual student's academic performance, please ensure that you do so in an individual session.

- Academic 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.
- 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. Here's a helpful YouTube link that describes the process--<https://www.youtube.com/watch?v=4AiXfTkMNO>. 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 the Learning Zone for additional study and learning strategies

Conferences About Academic Progress Notifications

After the fifth week of the semester, First-Year faculty receive an electronic mail notice inviting them to provide Academic Progress Notifications in the way of flags, for students experiencing academic difficulty or Kudos, for students successfully meeting or exceeding expectations. As advisors, you will receive notification through Starfish indicating which of your advisees have received flags and/or kudos. You should then contact the students to discuss how to address the issues. Advisors should follow up on the academic progress of students with flags, meeting with the students, and making appropriate referrals. Students with two or more flags receive additional communication from Center for Student Success, 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 deadline for Academic Progress Notifications. Be sure to check Starfish for flags or kudos for an advisee before meeting with them to build the schedule for next semester.

Key To Flags:

1. Needs to submit required homework/class work/papers on time
2. Needs to attend class on a regular basis
3. Needs to prepare for class and tests more effectively
4. Needs to improve quiz/test/paper scores
5. Student has a D/F
6. Kudos

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

A flag 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? 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.

- Important dates to remember when considering dropping a course: Please refer to the [Important Dates calendar](#) (on the Registration and Records website) for deadlines for add/drop, withdrawal, etc.

Conferences About Attendance or Withdrawals

- **Class Attendance:** Some students receive flags for missing classes. If a student has consistently been missing any class, you should schedule an advising meeting with them. Class attendance policy is determined individually by faculty members. Each faculty member announces his or her attendance policy at the start of each semester. **A professor or the College may dismiss a student from a course for excessive absences.** Such a dismissal in the first through fourth weeks of the semester results in removal of the course from the student's record; **after the fourth week, a grade of WF is recorded for the course.** Students are responsible for knowing the attendance policy for each course and consulting with professors in the case of absences due to illness or other personal problems. When students will miss several days of class due to an illness, family emergency, or suspension during a student

conduct investigation, taking them away from campus, the Center for Student Success will, at the request of the student, 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.

- Long-Term Absences: A long-term absence from classes or from campus may result in mandatory withdrawal from the College. Students absent for verified medical reasons may apply for a Medical Withdrawal.
- Withdrawal from College (Voluntary): Students who withdraw from the College during a semester also withdraw from all of their classes for that semester. Fulltime students withdraw from the College through the Center for Student Success; part-time students withdraw through the Office of Registration and Records. 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 Office of Registration and Records. A student who withdraws without notification receives no refunds and may incur the full room penalty. Failure to comply with the 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. See the [Institutional Refund Policy](#) for information about pro-rated refunds. For more information about the voluntary withdrawal process, contact [Stephanie Rankin](#), Associate Dean of Students.
- Medical Withdrawal (Voluntary): A medical withdrawal for a physical health or mental health reason is defined as a withdrawal from the College for at least the remainder of the semester in which it is initiated. A student may not withdraw from individual courses for medical reasons. The withdrawal may extend through subsequent semesters depending on the nature and course of the health concerns. The transcript will indicate "W" for all current courses. A medical withdrawal for physical or mental health reasons is requested voluntarily by the student or his/her parent or guardian and may be approved if, in the judgment of a licensed medical or mental health provider, it is determined to be in the best interest of the student. A **Medical Withdrawal Documentation Form** must be signed by the student and completed by the student's treatment provider. The Form must be submitted to the Director of Student Wellness who also speaks with the student, before the withdrawal can be authorized. During a medical withdrawal, the College expects the student to participate in professional healthcare treatment with a licensed medical or mental health provider as the primary method of resolving or managing the health concerns which led to the medical withdrawal. Prior to being considered for readmission by the College, the student must have his/her treatment provider submit the **Medical Withdrawal Re-Entry Documentation Form** to the Director of Student Wellness. Consulting with the Director of Student Wellness is necessary as part of the readmission process following a medical withdrawal. See the **Re-Entry Requirements after a Medical Withdrawal** document for details on the re-entry process.
- The Campus Wellness Network is also a resource at your disposal. Its purpose is to help to identify and intervene with at-risk students at the College. This action group of faculty and professional staff meet bi-weekly to discuss particular referrals. A follow-up regarding the concerns, offering assistance, and exploring options are discussed. The Campus Wellness Network creates a strategy for the student and determines a course of action. 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 and Extra-Curricular Engagement

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 the importance of balancing academics with their involvement in clubs, organizations, or sports. As a rule, class attendance, including Fourth Hour Experiential Learning events, will take precedence over co-curricular commitments. To this end, if a student athlete has a scheduling conflict with class attendance, please feel free to consult with the student to find a resolution. It may also be helpful to bring their coach into the conversation. Use this link to access contact information for coaches and the athletic department-- <http://www.etownbluejays.com/staff.aspx>

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.

- Individualized Major Program: An Individualized Major at Elizabethtown College allows students to pursue unique disciplinary trajectories by working in close collaboration with faculty from multiple disciplines. Students will select faculty co-advisors from two different disciplines, or a faculty advisor and an advisor from the Academic Advising Office. For more information, please refer to the [Individualized Major proposal form](#).
- Degree Planners: The Office of Registration and Records provides [Degree Planners](#) for all academic programs. The Degree Planner is a static document that spells out course requirements, their credit values, and a space for the student to document the semester each course was taken and the earned grade as they advance through a particular program.
- Core and SLE Planner: The Office of Registration and Records provides a planner for Core and Signature Learning Experience requirements: http://www.etown.edu/offices/registration-records/files/core_requirements/CORE_SLE_Planner.pdf.

Conferences About Registration for Next Semester

Never grant a student a registration clearance 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 their plans for the future. Prior to the meeting, have students work independently to build a draft schedule. Ask your advisee to reflect on the following questions: What major courses do I need this semester to graduate on time? Is the major/minor GPA above the 2.0 minimum? Did I pass all of my classes? Do I need to repeat any D or F courses? What Core classes can I take? Have I met all the Areas of Understanding (AU) for Core? Are there any prerequisites needed to register for certain classes? Does the schedule of classes indicate Register by Instructor, 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? Is it advisable to take courses in the summer? Does the student know how to find their modern language placements on JayWeb? At the meeting, 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.

- Building Schedules: Have students use the time grid posted at the end of this manual 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. Permission is required to take more than 18 credits.

Conferences About Signature Learning Experiences

All students are required to successfully complete two Signature Learning Experiences (SLEs) for graduation: (1) Supervised Research; (2) Capstone Course, Project or Developmental Portfolio; (3) Community-Based Learning; (4) Cross-Cultural Experiences; (5) Internships, Field Experiences or Practicums.

The complete list of courses and experiences can be found on the Registration and Records CORE webpage identified as “Signature Learning Experiences”.

http://www.etown.edu/offices/registration-records/files/core_requirements/SLE-Courses-and-Experiences.pdf

The Course listing on the Registration and Records website includes a search option. Type in “Signature Learning” in the search field and the Course Listing page will list all SLE offerings for the current semester.

- Within JayWeb, all course offerings as part of the Summer and Fall schedules are identified as SLE offerings as part of the course description. For example, a course description will include “*Signature learning Experience: Community-Based learning*” for all courses approved as community-based learning.

For more information on SLE’s and how they are defined please visit the Academic Council shared drive at:

T:\Faculty & Staff Shared Folders\Faculty Assembly\Academic Council\Public - For Full Assembly

Conferences About Program Requirements

Students with merit-based institutional aid need to achieve a 2.0 GPA at the end of each year. The Honors Program is not a financial aid program per se (though many honors students carry merit- and possibly need-based packages), but to remain in the program students need to earn a 3.0 GPA by the end of the first-year and a 3.5 GPA by graduation. 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 time the student graduates.

To teaching students how to calculate GPA:

1. 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-

2. 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:
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

3. 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

4. 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

Explain to your advisee how during winter break all First-Year students will be required to declare their major as part of the electronic check-in process via JayWeb. 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 complete a major declaration form. When all First-Year Advising folders are returned at the end of February, 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 an email from Academic Advising notifying them they have been assigned a new advisor along with instructions to locate this information Starfish in order to send an updated letter of introduction to their new advisor. The Academic Advising Connections event is held in March to introduce students to the faculty in academic programs.

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.

Advising International Students

F-1 international students are defined as: *Individuals in the United States engaging in a full course of academic study in an accredited educational program that has been designated by the Department of Homeland Security*. F-1 international students may be enrolled for four years, one year or only one semester. What distinguishes the length of study is the program completion date noted on the Form I-20.

Study Restrictions: International students have unique advising needs because they must maintain their immigration status and meet university academic requirements.

- Must maintain full course of study, which is at minimum 12 credits per semester. Failure to maintain full course of study will result in a termination of student status.
- Under certain limited circumstances, international students may receive authorization for a Reduced Course Load (RCL), which gives them permission to enroll below full-time and still maintain valid immigration status.
- F-1 international students who are enrolled full-time may only enroll in one online class during normal semesters. If a student only needs one course to complete a program of study, the course cannot be online or distance learning. Hybrid courses are exempt from this classification.
- According to U.S. immigration regulations, F-1 students cannot pursue online degrees.
- Students may enroll concurrently at more than one institution. However, at least half of their credits toward full-time enrollment must be at Elizabethtown College. Students must complete a dual enrollment form and get approval signature from their advisor/major professor.
- Any F-1 international student may choose to study abroad while attending Elizabethtown College; however, the international scholarship awarded to them upon acceptance will not travel with them. Only students whose major requires a study abroad component will be able to utilize their international scholarship while abroad.
- International students must make progress towards degree completion. Failure to pass a class is acceptable as long as it does not necessitate extending the program end date as stated on the Form I-20.

Reporting Requirements and Student Status: F-1 international students are required to report changes in their student status within 10 days to the DSO, who will update their Student Exchange and Visitor Information System (SEVIS) record. Changes include:

- Change of name or marital status
- Change/declaration of major
- Change/declaration of minor
- Change of any contact information, including home address and local address
- Change in financial documentation and/or financial support
- Request to drop below full course load
- Request for Curricular Practical Training
- Request for Optional Practical Training
- Change in dependents
- Plans to travel outside of the US
- Medical or other circumstances that require a leave of absence from the college

Pre-orientation: New and incoming international students are invited to a pre-orientation program on campus, prior to the start of the semester, to begin orienting the students to campus and local culture.

Scholarships/Loans: International students are eligible to receive merit based scholarships (Presidential, Founders, Deans) based on their academic profiles. A small amount of international aid may also be available to international students based on their demonstrated financial need. Merit and international aid is applied to the total cost of attendance. Merit based aid is subject to the requirement that students must maintain a 2.0 cumulative GPA and be in good social standing as defined by the student handbook. International students are required to live on campus for all four year just like our domestic residential students.

Employment Opportunities: U.S. immigration regulations, under certain circumstances, allow F-1 international students to pursue part-time or full-time employment during the course of their studies.

Three Authorized Employment Options:

- On-campus with valid social security card¹:
 - Up to 20 hours per week of combined employment while classes are in session
 - Full time when classes are not in session
- Practical training:

¹ On-campus is defined as the Elizabethtown College campus and the President's Home. Any other location, such as Masonic Village or Board of Trustees homes, is considered off-campus and is not permitted.)

- Curricular Practical Training – employment opportunities such as paid or unpaid internships, field work or practicums that are required for degree completion or a credit bearing elective directly related to the major
- Optional Practical Training – immigration benefit all F-1 international students may apply for through United States Citizenship and Immigration Services (USCIS) where employment is directly related to the major. There are two types of OPT an international student may apply for:
 - Pre-completion OPT
 - Post-completion OPT
- Off-campus:
 - Severe Economic Hardship:
 - It is possible for F-1 international students to obtain permission to work off-campus if their economic situation has suffered a severe and unforeseen change since arrival in the US. To obtain this work permission, the F-1 international student must petition the USCIS with a detailed explanation of the circumstances which have caused the hardship. Students should consult with OISS for more information and for the appropriate forms.
 - Internship with an International Organization
 - International Organization Immunities Act
 - Special Relief²

Volunteering:

An F-1 international student may volunteer if the opportunity:

- Is for a public agency
- Is civic, charitable or humanitarian in scope
- Receives no compensation

An F-1 international student may not volunteer if:

- A for-profit company that wants to hire an international student as a volunteer³
- An international students has completed CPT requirement and the company asks the student to continue working as a volunteer

Casual Employment:

Casual employment may take the form of sporadic, irregular or intermittent work that is not technically employment but there is remuneration involved, so there is an element of risk involved given it is not one of the three authorized employment type and may be viewed as unauthorized by USCIS. Examples include:

- Baby-sitting
- Mowing the law
- House sitting
- Singing at church

Self-Employment:

Like casual employment, self-employment is not one of the three authorized employment types so there is an element of risk involved given it is not one of the three authorized employment type and may be viewed as unauthorized by USCIS. Examples include:

- Starting a business

² Example: Haitian students studying in the US were granted special permission to work off-campus after the earthquake in 2008.

³ Violation of Department of Labor law

- Selling products, artwork, performing at ‘gig’s (online or in person)
- Working from a dorm room for a company in an international students home country

Advising Honors Students

Honors Students must complete 24 honors credits (typically six 4-credit courses) over their four years at Elizabethtown College, including First-Year Seminar and a Senior Thesis in the student’s major or minor. Students must have a GPA of 3.0 by the end of their first-year. Students must also attain a GPA of 3.50 to graduate from the program and be eligible for certain program privileges.

- The Honors Director, who is also an academic advisor to these students, can schedule an appointment for specialized advising.
- A particularly vulnerable time for Honors students is in the middle of the junior year when they should be thinking about their thesis and/or being invited to participate in Honors in the Discipline. November of junior year is an excellent time to have your advisee schedule an advising appointment with the Honors Director to talk about thesis requirements for the Honors Program.
- The Honors Program serves as one conduit to identify high achieving students for Fulbright, Goldwater, Rhodes, Marshall, and other prestigious programs by mentoring students and encouraging them to have the confidence to apply. If you believe your advisee is a good candidate to nurture toward applying to such programs, please notify the Honors Director and the Prestigious Scholarships Office
- Ordinarily, Honors students may "contract" a non-honors course to fulfill a limited number of the honors program course requirements. Requirements are on the Honors Program Web page: <http://www.etown.edu/programs/honors/resources.aspx>
- Current Honors Program Students have priority registration at the front of the line of their designated class (determined by completed hours, not entering cohort)
- Non-honors students may enroll in honors classes
 - (1) IF the professor approves the student,
 - (2) AFTER all honors students have had a chance to register on-line, AND
 - (3) WHEN there is room in the course.
- Honors students may overload to 20 credits without an extra tuition charge for 2 semesters.
- Honors students are removed from the program for
 - (1) not making their minimum grade cut-off for honors,
 - (2) not taking honors classes (inactivity) usually for 3 semesters or more, and
 - (3) the student's choice (requires an honors advising appointment and an exit interview with the Honors Director).
- Reports from the National Collegiate Honors Council show the most successful Honors students (1) aren't afraid to step out of their comfort zones and take an academic risk to stretch themselves in areas they don't know much about; (2) have a strong work ethic and don't actively seek to get out of work; (3) are concerned for others. If you have a first-year advisee who is not in the honors program, but whom you believe would be a good candidate, please have him or her contact the Honors Dean in January of the first-year to consider applying for late admission to the program.

Eligibility to transfer into Honors Program:

- 3.50 Cumulative GPA
- One letter of recommendation from Elizabethtown College Faculty Member

Eligibility to apply for Academic Grant money:

- Completion of 16 honors credits
- 3.50 Cumulative GPA

Elizabethtown College Honors Program Advising Checklist of Program Requirements

Student Name: _____ ID #: _____ Graduating Year: _____

Minimum required cumulative GPA:

The Honors Program requires a minimum cumulative GPA to stay in the program. Students earning a GPA between the minimum and 3.50 are on probation in the program. Students on probation are ineligible to apply for academic grant funds. Students not progressing with honors requirements for more than two consecutive semesters will be considered inactive. Chronically inactive students are removed from the program at the end of academic year.

_____ End of 1st year, 3.00
_____ End of 2nd year, 3.25
_____ End of 3rd year, 3.45
_____ End of 4th year/completion, 3.50

24 Required Honors Credits

First-Year Seminar Program

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 deferred and transfer students); (2) Fourth Hour Experiential Learning component consisting of peer-mentor-led Roundtables and Out-of-Class Learning Experiences determined by the instructor; (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.

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 school to college, 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 often go through a period of reexamining some of their previously held core values. They will confront 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.

Required Text About the First-Year Experience

All First-Year Seminar instructors are required to assign a textbook for their students specifically about making the transition from high school to college both academically and from the perspective of student development. First year students beginning college usually have expectations about college life long before actually leaving home. Some students look forward to college, and are eager to experience more freedom and adventure. Other individuals may be enthusiastic about college initially, but then discover the actual experience falls short of their expectations. In addition, there are some students who know leaving home will be difficult and, therefore, dread the thought of packing and going to college. No matter what the expectations, nearly every student encounters challenging experiences or obstacles at the beginning of college they did not anticipate. Suggested titles include Harlan Cohen's [The Naked Roommate](#) and Malcolm Gould's [College Success Guaranteed: 5 Rules to Make it Happen](#).

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. 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.

Seminar for International Student Success

International students are enrolled in a first-year seminar focusing on topics related to international student success.

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 effective critical thinking skills
- Communicate orally in an effective manner
- Informed by explicit information literacy instruction by a librarian, produce an appropriately researched, documented, and written academic paper
- Relate opportunities for learning outside the classroom to academic courses, personal interests, and intended program of study

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. Research is as important outside the academy as in. So encourage students to understand that as they hone skills now they are preparing for research which one day will be important at least to those with whom they work and perhaps to all of us.

First-Year Seminar Research Paper Rubric

	High Proficiency	Proficiency	Limited Ability	Extreme Deficiency
Thesis/purpose statement	Thesis and purpose of paper are explicit to the reader.	Thesis and purpose of paper are fairly clear to the reader but could use sharpening.	Thesis and purpose of paper are somewhat unclear to the reader.	Thesis and purpose of paper are not clear to the reader.
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 it could be deeper; perhaps there are also a few gaps between ideas. Examples and supporting evidence are appropriate and informative with minimal use of unsubstantiated generalizations; additional examples would be useful.	Development of thesis is somewhat logical, though there are gaps in connecting various ideas of the paper; depth is not exceptional. Some generalizations exist. 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	Well-organized logically both as a whole and within individual paragraphs. Provides highly effective transitions between ideas/topics. Includes an introduction that sets up the content of the paper 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.	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	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.	Utilizes multiple sources, but not always effectively. One or two sources are of questionable validity. Sources lack integration.	Sources are used but not effectively. More than two sources are of questionable validity. Sources lack integration.
Citations	Researched support correctly quoted, paraphrased, referenced, and cited.	Researched support adequately quoted, paraphrased, referenced, and cited, but minor errors exist.	Researched support has frequent errors in incorporating quotes, paraphrases, references, or citations.	Researched support has major errors in incorporating quotes, paraphrases, references, or citations.
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.	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.

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: *A Pocket Style Manual*, 8th edition, by Diana Hacker & Nancy Sommers (ISBN-13: 978-1319057404). First-Year Seminar instructors should include the *A Pocket Style Manual* in their syllabi and require students to buy it for use as a reference tool during their college career. The 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 manual 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.

Library Instruction

All First-Year Seminars include at least one class session in the High Library for library instruction, though two such sessions are preferable. 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.

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’

Library Card:

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

Renewing Books Online

Go to www.etaown.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 ask_librarian@etaown.edu.

Reserve early and often

To put materials on reserve for your class, contact the circulation desk.

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.

Peer Mentors

Each First-Year Seminar is assigned a Peer Mentor (PM) to work with the First-Year Seminar faculty in helping their respective groups of students adjust to life at Elizabethtown College. PMs mentor first-year students from the summer before they begin College and throughout the first-year as they find their unique place in our campus community and articulate their future goals for purposeful life and meaningful work. At Summer Orientation, PMs meet their peer students and begin serving as a resource for them. Additionally, PMs guide their FYS group through August Orientation and begin forming a community of students with this group. FYS faculty should meet regularly with their PM during the fall semester to stay informed of any items relating to the first-year students. In addition to leading Roundtables, PMs plan social activities and check-in with all of the students throughout the semester.

Peer Mentors and Roundtables

The Roundtables are the primary venue for peer mentors' interaction with students. These sessions facilitate regular social support and select forms of academic support. During Fall Orientation and four Wednesday-at-11:00 sessions, peer mentors will lead first-year students in Roundtables devoted to the following topics:

- Fall Orientation: navigation of campus electronic resources, with a focus on JayWeb, Canvas & Starfish
- Aug. 26: Campus Information and Study/Note-Taking Tips
- Sept. 16: Strengths Challenge
- Oct. 28: navigation of JayWeb's course registration suite
- Nov. 11: preparation for oral presentations

Peer Mentors are provided with training and lesson plan resources. FYS faculty are encouraged to meet with their PM and work with them to tailor the Roundtables to the needs of their respective FYS. Please include a Roundtable statement in your syllabus and list the individual sessions in your course calendar. PMs will take attendance and provide it to FYS faculty member. Attendance should be required, so please ensure that students are held accountable. In some First-Year Seminars, for example, Roundtable attendance is figured into the overall participation grade

Kinesis Peer Academic Advisors

Students in the Momentum program are assigned peer academic advisors called Kinesis: the energy behind a momentum. The Momentum program is for Pell Eligible first generation, first-year students from diverse racial/ethnic backgrounds with an interdisciplinary approach to introducing students to the liberal arts curriculum and the academic expectations of college life. The advising relationship between the Momentum student and the Kinesis Peer Academic Advisor begins in the pre-orientation program one week prior to fall orientation in August. Throughout the Momentum students' first academic year they meet on a weekly basis with their Kinesis Peer Academic Advisor. Kinesis students encourage Momentum students to develop a strong relationship with their faculty advisor and refer them to resources to help them succeed. Each Momentum student is assigned a library staff mentor to assist with research. First-Year Seminar faculty/advisors will be notified when they have Momentum students in their seminars.

Purposeful Life Work Mentors

Purposeful Life Work Mentors are part of a network of faculty and staff mentors available to students through the Chaplain's Office under the component of vocation, life calling, and purposeful life work. This mentoring network fosters among students an understanding of education for a life of purpose based on a holistic model of student development integrating career development; reflection on vocation, meaning and life; and a commitment to civic engagement. Purposeful Life Work mentors encourage students to understand the importance of reflection on vocation and purposeful life work for intentional decision-making during their Elizabethtown career and beyond. Mentors are committed to: developing students' concept of vocation and purposeful life work, encouraging students to reflect on what really matters to them, challenging students to discern their own vocation and purpose.

FYS 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 \$100 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 \$100 for the social event, simply complete a one page reimbursement form along with appropriate receipts after the event takes place and send them to Ms. Carol Ouimet. Faculty are in charge of the \$100 budget.

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. Approximately twenty-five percent of the 4-credit FYS course should be devoted to "out of class learning experiences" (OCLEs). FY faculty input has resulted in the following standards:

- Beyond the peer-mentor-led Roundtables, please lead your students in *at least* 3 different OCLEs, which should include some student life offerings (exposure to resources available through The Learning Zone and Career Services, for example) and some academic programs (such as Explore the Core presentations, panel discussions/films/lectures/FAPA performances, etc.)
- Students must be required to reflect on their OCLEs, either individually or collectively, and some aspect of each student's grade should reflect active participation in OCLEs. Details in this regard are left to the discretion of the instructor.

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.

Academic Advising During Orientation

Summer Orientation

First-Year Seminar instructors meet with both students and parents.

Registration Packets:

All the information you will need for both the session with the students and the session with the parents is in the Registration Packets. The packets contain the list of advisees and the orientation day each will attend, 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
- Core SLE Planner
- Degree Planners
- Fall Schedule
- Spring Schedule
- Grad Report/Audit
- AP/Transfer Credit Notifications
- Disability Accommodations Letter(s)
- Advising Notes
- Correspondence

The Student Orientation Session:

- Welcome and introduction of students and Peer Mentor
- Introduce yourself
- Explain the First-Year Seminar
- Discuss the role of First-Year Seminar Faculty/Advisor as mentor to students
- Distribute & discuss fall academic schedule
- 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
- Distribute and discuss Starfish Letter of Introduction assignment
- Introduce your First-Year Seminar:
 - Distribute the course description, student learning outcomes, reading list, etc.
 - Distribute any summertime assignments
- Prepare students for fall orientation
- Answer any remaining questions

The Parent Orientation Session:

- Welcome and introductions of families
- Introduce yourself
- Explain the First-Year Seminar
- Discuss the role of First-Year Seminar Faculty/Advisor as mentor to students
- Explain how the students received their fall semester schedules and discuss how this begins the advising relationship. Emphasize how students should not make changes to their schedule without first contacting their advisor.
- Discuss the parent's role in the academic advising relationship
- Distribute copies of *A Family Guide to Academic Advising*
- Introduce your First-Year Seminar:
- Answer any remaining questions

Fall Orientation

First-Year Seminar instructors will facilitate an academic session with their FYS.

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 RUDDER: First-Year Student Academic Advising Handbook*. This is an excellent tool to be used for the basis of leading the student sessions.

Academic Advising Session:

- Welcome and introductions
- Introduce the student advising handbook, the *Elizabethtown College Rudder*
- Review updated semester schedules and deal with any scheduling issues (as a result of a change of intended major, for instance)
- Transfer of AP & college credits
- Remind about add/drop deadlines
- Textbook purchasing
- Review orientation schedule

Standards of Academic Integrity

Elizabethtown College assumes students will act honorably. Students are expected to adhere to the Pledge of Integrity:

“I pledge to respect all members of the Elizabethtown College community, and to act as a responsible member of the College community. I pledge to respect the free exchange of ideas both inside and outside the classroom. I pledge to represent as my work only that which is indeed my own, refraining from all forms of lying, plagiarizing, cheating, and academic dishonesty. As members of the Elizabethtown College community, we hold each other responsible in the maintaining of these values.”

Reflecting commitment to the pledge, new students are expected to sign a pledge stating, “I pledge to be honest and to uphold integrity.” Academic dishonesty – including cheating and plagiarism – constitutes a serious breach of academic integrity. Academic work is expected unequivocally to be the honest product of the student’s own endeavor. Cheating is defined as the giving or receiving of unauthorized information as part of an examination or other academic exercise. What constitutes “unauthorized information” may vary depending upon the type of examination or exercise involved, and the student must be careful to understand in advance what a particular instructor considers to be “unauthorized information.” Faculty members are encouraged to make this definition clear to their students. Plagiarism is defined as taking and using the writings or ideas of another without acknowledging the source. Plagiarism occurs most frequently in the preparation of a paper, but is found in other types of course assignments as well. Other forms of academic dishonesty include (but are not limited to) fabrication, falsification or invention of information when such information is not appropriate. To knowingly help or attempt to help another student to commit an act of academic dishonesty is considered to be an equivalent breach of academic integrity and is treated as such. Cases of academic dishonesty are reviewed individually and according to the circumstances of the violation; however, students who violate the standards of academic integrity can normally expect a grade of F in the course and/or possible dismissal from the

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/

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					

