

Elizabethtown College
Faculty Advising Handbook
Nineteenth Edition¹
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¹ Originally entitled “The Academic Program for First-Year Students at Elizabethtown College Faculty Advising Handbook” first published in 1998.

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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, the Dean for Curriculum, 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

“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.” 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.

- **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 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 school.
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 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.

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

Conducting Advising Conferences

Student Self-Authorship:

Prior to meeting with an advisee, provide students with an opportunity to write about themselves and read their autobiographical narratives. We suggest writing prompts, such as questions from the Marcel Proust Questionnaire. You may be familiar with this format from the last-page interviews from *Vanity Fair*. (<https://www.vanityfair.com/magazine/2000/01/proust-questionnaire>). Here are some of the questions in the spirit of the Proust Questionnaire 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 your friends?
16. What is your 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?

Advising Questions for Students

- First-Year:
 - Who am I?
 - How do I relate to others?
 - How do I relate to others who are different than anyone I have ever encountered before?
- Sophomore Year:
 - What really matters and why?
 - What things in life and work are worthy of my time, talents, and energy?
 - Why am I choosing what I am choosing in terms of my major, and my involvement beyond my coursework?
- Junior Year:
 - How do I connect to my community, my nation, the world?
 - What does it mean to live and work in a local and global world?
- Senior Year:
 - What can I anticipate from life and work?
 - What can I contribute to my community, my nation, the world through my life and work?
 - What and how will I continue learning after college?

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 their progress. 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.

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.

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 Learning Services and the Writing Wing.

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=4AiXfTkMNQ>

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 Early Warning

After the fifth week of the semester, First-Year faculty receive an electronic mail notice inviting them to report early warnings 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 early warnings. You should then contact the students to discuss how to address the issues. 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 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 early warning deadline. Be sure to check Starfish for early warnings, flags or kudos for an advisee 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 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

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? 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.

Some important dates to remember when considering dropping a course

- A student has until the end of the 11th week to drop a course
- If dropped during weeks 1-4, the course will not appear on their official transcript
- If dropped between weeks 5-11, a W will appear on their official 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

Conferences About Attendance or Withdrawals

Class Attendance

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 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.** A student may appeal to the Academic Standing Committee for reinstatement to 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. After 15 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.

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

The Campus Wellness Network is an on-campus resource helping 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. Proposals are approved by the Dean for Curriculum and Assessment. Students cannot propose an individualized major necessitating certification by an external accrediting body. For program information and proposal requirements, please contact Dr. Brian Newsome (717) 361-1251 or newsomewb@etown.edu.

Degree Planners:

The Office of Registration and Records provides Degree Planners (available online) 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. Degree Planners for majors, minors, and cooperative programs are located of the Online College Catalog. Degree Planners replace departmental check sheets associated with all catalogs prior to Fall 2016. Degree Planners are available for all Catalog years. The former department check sheets are archived on the webpage for Registration and Records.

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 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 JayWeb 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? 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 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 math and modern language placements on JayWeb? 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.

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. Permission is required to take more than 18 credits.

| 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 Signature Learning Experiences

All students are required to successfully complete two of the following 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 Open/Closed Report on the Registration and Records website includes a search option. Type in “Signature Learning” in the search field and the Open/Closed report 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.
- Approved SLE Definitions can be found on the Registration and Records “Policy Changes” webpage under the 2013-14 Real World Learning heading.
<http://www.etown.edu/offices/registration-records/policy-changes.aspx>

I. Supervised Research

Definition

Undergraduate research actively engages students in scholarship at an advanced level under the close supervision of a faculty mentor or approved disciplinary expert. Results from the research should be disseminated publicly in a way that is appropriate to the discipline (presentation, in writing, performance, exhibition, prototype development, etc.).

Criteria

Courses and experiences meeting the undergraduate research SLE should have the following characteristics:

- A. Independent student work under the guidance of a faculty mentor or approved disciplinary expert.
- B. Supervised research experiences completed off campus must have prior approval by an Elizabethtown College academic department or program. Normally such an approval is granted through registration in a course in the 490 series.
- C. The research should provide students the opportunity to demonstrate research skills at an advanced undergraduate level as defined by the discipline. Through discovery-based methods, student research should aim to create or co-create knowledge, as opposed to the reception and re-presentation of knowledge from faculty experts.
- D. Results from the research should be disseminated publicly in a way that is appropriate to the discipline.

II. Capstone Experiences and Developmental Portfolios

Definition

Culminating experience near the end of the college career in which students integrate, synthesize and apply what they have learned in the major or program. Capstone experiences can include courses, projects, performances, exhibits, and/or portfolios. Portfolios should include artifacts and narratives, sampled during the college career under faculty review, that demonstrate competencies or learning outcomes in the major or program.

Criteria

Capstone courses, experiences or portfolios should:

- A. Culminate or be offered toward the end of the college career, ideally in the senior year
- B. Demonstrate how students will (1) integrate, (2) synthesize, and (3) apply previous learning in the major or program. Ways of designing capstone experiences to integrate, synthesize or apply previous learning include:
 1. Review and analysis of the historical development of a discipline
 2. Review and analysis of approaches or subfields in a discipline
 3. Study of significant scholarly controversies or great works in a discipline
 4. Performing tasks for a client that employ concepts and methods learned in the major or program
 5. Discussion of professional ethics based in part on actual experiences in research, internships, field work, or creative performance
 6. Preparing a portfolio to demonstrate successful performance of competencies or learning outcomes (can be modified for professional or career use)
- C. Take place (normally) in a group setting through a course or regular discussion sessions in which students learn from each other.
- D. Include (normally) an individual research project, performance, or exhibit which is developed in the context of a group setting which includes some or all of B. 1-6 above.

III. Community-Based Learning (CBL)

IV.

Definition

Community-Based Learning (CBL) is an instructional strategy that gives students opportunities to apply knowledge and skills from the classroom to analyze and address community problems. In so doing, students achieve a deeper and more integrated understanding of their studies while benefitting the community.

Criteria

A. Course-Based CBL Experiences with a Community Partner

In most cases, CBL experiences with a community partner will be an integral part of a course.²

1. Courses must include, at a minimum, 15 hours of partnership between students and a community partner.
2. The work in the community must be related and integrated with course material and be stated as a learning outcome or course requirement on the course syllabus.
3. Students must have opportunities to reflect on the activity and its connection to their academic learning. Reflection should address some or all of the following outcomes, in which students discuss or demonstrate their ability to:
 - a. Recognize the needs of one's community
 - b. Understand the locus or underlying causes of community problems
 - c. Formulate a new perspective on community issues
 - d. Develop the capacity to effect change in the community
 - e. Understand social justice in the context of community needs and one's own personal values
4. This structured reflection could take various forms including a journal, reflective essay, discussion group, class discussion, etc.

² Academic Council will approve courses as CBL if they meet the established criteria and are submitted with the recommendation of the sponsoring Department Chair. If the CBL experience involves a community partner, the recommendation of the Faculty Fellow of the Center for Community and Civic Engagement (CCCE) is also required. Once approved by AC, Registration & Records will tag the course as CBL, similar to how courses are currently designated as "GWR."

B. Alternative CBL Experiences with a Community Partner

As an alternative path, students will have the option to petition, *in advance*, to have an Elizabethtown College experience with a community partner that is not embedded in a course fulfill the CBL requirement. The CCCE Faculty Fellow will develop a petition form that students will complete in advance of starting an alternative CBL experience. The form will require the signature of a faculty mentor for the experience as well as the student's advisor. The faculty mentor could be the CCCE Faculty Fellow or another faculty member who agrees to oversee the student's alternative CBL experience. To qualify as CBL through this alternative path, students must complete, at a minimum, 40 hours of community partnership over the course of one semester or term.³ These alternatives must include opportunities to reflect on the activity and its connection to the program's learning goals for CBL.

C. Course-Based CBL Experiences without a Community Partner

Courses that provide students off-campus opportunities to apply knowledge and skills from the classroom to community problems in off-campus settings may be counted as CBL under the following conditions:

1. The off-campus experiences are integrated with course materials through a well-defined rationale stating how the off-campus experiences will promote specific student learning outcomes of the course
2. Students must have opportunities to reflect on the off-campus experiences and their connection to their academic learning. Reflection should address at least one of the following outcomes, in which students discuss or demonstrate their ability to:
 - a. Recognize the needs of one's community (community can be defined locally, regionally, nationally, internationally, or globally)
 - b. Understand the locus or underlying causes of community problems
 - c. Formulate a new perspective on community issues
 - d. Develop the capacity to effect change in the community
 - e. Understand social justice in the context of community needs and one's own personal values
3. This structured reflection could take various forms including traditional course assessments, a journal, reflective essay, discussion group, class discussion, etc.
4. Off-campus experiences are faculty-led and have a duration of at least 40 hours.

V. Cross-Cultural Experiences

Definition

Cross-cultural experiences allow students to engage meaningfully with diverse cultures, experiences, and worldviews, by living and studying in a culture different from their own. These experiences can be domestic or abroad and include traditional semester study abroad programs as well as short-term faculty-led programs.

Criteria:

- A. Cross-cultural experiences will include pre-departure and re-entry programming appropriate to the experience (lectures, workshops, sessions, online training, assessment, legal issues, etc.).
- B. Students engaging in cross-cultural study, whether for-credit or non-credit, must have opportunities to reflect on their experiences and how they connect to the course or program's goals for cross-cultural learning. Reflection should address some or all of the following outcomes for cross-cultural understanding, in which students should discuss or demonstrate their ability to:
 1. Interpret aspects of other cultures and countries with greater sophistication and accuracy

³ This 40 hour minimum makes the non-course-based CBL comparable to the minimum internship requirement.

2. Traverse cultural borders with greater skill and comfort
 3. Describe their own culture with greater knowledge and awareness
 4. View a single issue from multiple perspectives, showing greater comfort with complexity and ambiguity
 5. Work effectively with others who are different from them
 6. Be more tolerant of and curious about others' beliefs
- C. This structured reflection could take various forms including a journal, reflective essay, discussion group, class discussion, etc.
- D. Short-term faculty led courses must have a duration of at least 15 days at the abroad (or away) site(s). In addition, like semester-long programs, short-term faculty-led programs must: (1) have a well-defined rationale stating the specific student learning outcomes of the program, including how the program will foster cross-cultural understanding; (2) provide educational experiences related to the institution's curriculum; and (3) have clearly-defined assessment tools and policies for judging performance.⁴

VI. Internships, Field Experiences or Practicums

Internships

Definition

An academic internship is a transcriptable form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

Criteria

- A. Internships for credit will be registered in the Academic Department of the supervising faculty member (see Catalog for specific guidelines). Zero-credit internships may be registered with either the Academic Department of the supervising faculty member or through the Career Center.⁵
- B. An internship can be taken for up to 12 credits. For a zero-credit internship, students must complete a minimum of 40 hours over the course of the semester in which the internship is registered. To be awarded academic credit, students must work a minimum of 40 hours over the course of the semester in which the internship is registered for each credit awarded. At least two-thirds of these hours should be spent at the internship site, with the remaining one-third spent on related activities.
- C. An Internship Contract is required for all internships and must specify the goals and objectives of the internship, the activities necessary to reach those goals, and the methods by which the student will be evaluated.
 1. For a credit-bearing internship or a zero-credit internship registered with an Academic Department, the Internship Contract must be signed by the student, the on-site supervisor and the faculty supervisor. The Internship Contract will specify the requirements and expectations established by the supervising Academic Department. For purposes of record-keeping Departmental faculty supervisors will forward copies of approved Internship Contracts to Career Services.
 2. For a zero-credit internship supervised by Career Services, the Internship Contract must be signed by the student, the on-site supervisor, Career Services professional staff, and the student's academic advisor. The Internship Contract must, at a minimum, require the submission of two evaluation forms by the student, two evaluation forms by the site supervisor, a log of hours worked, a 5-page reflection journal, and an applied paper or project to Career Services.

⁴ Semester programs are approved by the Study Abroad Office in consultation with the Study Abroad Advisory Committee and Academic Departments. For-credit short-term experiences embedded in courses are approved by Academic Council and the Study Abroad Office. For-credit experimental (170-370) short-term experiences are approved by the Associate Academic Dean and Study Abroad Office. Non-credit short-term experiences are approved by the Study Abroad Office and the Study Abroad Advisory Committee.

⁵ Unpaid internships must meet US Department of Labor guidelines by providing a specific educational benefit to students.

Field Experiences and Practicums

Definition

A learning opportunity that takes place in the field of practice, is embedded in an associated course, and supervised by faculty.⁶

Criteria

- A. Fieldwork and practicums are embedded within college coursework.
- B. Students must be engaged in the work of the site.
- C. Fieldwork and practicums are supervised by faculty.
- D. Students are given opportunities to reflect on fieldwork or practicum activity and its connection to the course's learning goals.

Note

International students may only participate in internships, field experiences or practicums if their major area of study requires these experiences. Please discuss options with the Director of International Student Services.

Four Year Advising Questions

First-Year

1. A Preliminary Check-in must be completed at the start of each semester.
This is the student's opportunity to update the college on emergency contact and student information. Failure to do so will result in a Registration hold.
2. Does the student understand their FERPA rights? Visit the Registration and Records website for a more detailed explanation of FERPA and the associated forms.
3. Complete a First-Year Seminar before the end of Spring Semester.
Transfer Students should refer to their transfer evaluation regarding this requirement.
4. Learn to navigate the College and Registration and Records websites
www.ets.edu/registration
 - Academic Calendars and Important Dates
 - The CORE Program and the core check sheet
 - Registration Information and Registration Dates/Times
 - Final Exam Schedules
 - Forms required for off-campus study, course repeats, transcripts etc.
 - Transfer Credit Information (AP, CLEP and IB)
 - Every major/minor program in the Catalog has a corresponding Check sheet
5. Learn to navigate the College Catalog (catalog.ets.edu) and review all

⁶ **Difference between an internship and a field placement or a practicum:** An internship is an intensive application experience in which the structure of the experience is defined as an educational experience co-designed by the student, internship coordinator, and the on-site supervisor. Fieldwork or practicum experiences are also intensive application experiences; however, the structure of the experience is co-defined by the supervisor at the application site and the faculty member responsible for the course in which the experience is embedded.

Academic Policies

6. Jay Web - 24/7 Web portal for tracking academic progress, grade reports, etc.
Jayweb.etown.edu
 - Course Registration
 - The Grad Report is an advising tool for managing major, minor and concentration declarations as students work towards degree completion.
 - Major, Minor, and concentration changes are managed through the Center for Student Success. First-Year students do not officially declare their majors until the Spring semester. Your First-Year advisor will assist you in this process.
 - Unofficial transcripts
 - Personal Information Update - 24/7

Sophomores

1. Did the student complete the Preliminary Check-in at the start of each semester?
This is the student's opportunity to update the college on emergency contact and student information. Failure to do so will result in a Registration Hold.
2. Does the Grad Report reflect the student's declared major, minor and concentration correctly?
3. If student needs to update a major, minor or concentration, refer them to the Center for Student Success (BSC 216).
4. Questions or concerns about how the grad report is reflecting a student's academic progress can be emailed to the Office of Registration and Records, regandrec@etown.edu
5. Is the student making progress with completing CORE requirements?
 - Every student is required to complete ALL core areas of understanding. It is recommended students finish all core requirements before they complete 72 credits towards the required 125 credits (127 if MA011 is taken) for degree completion. Some programs may prohibit completion of Core within this timeline, please adhere to departmental advising protocols.
6. Is the student monitoring my academic progress in JayWeb?
Jayweb.etown.edu
7. Can the student take a summer course off-campus at a community college?
 - Students interested in taking a summer course should check out our summer offerings. Tuition during the summer is greatly reduced. Visit www.etown.edu/registration and select the Summer Session navigation link.
 - Students who have earned 60 or more credits are prohibited from taking a course at a community college; however, they can elect to take a course at a four-year accredited Institution. Students MUST submit an off-campus approval form BEFORE registering for any off-campus study. Policies and requirements are outlined on the form.

Juniors

1. Has the student completed the Preliminary Check-in at the start of each semester?
This is the student's opportunity to update the college on emergency contact and student Information. Failure to do so will result in a Registration Hold.
2. Will the student receive a Junior Review?
 - All Juniors receive a Junior Review based on major, minor and concentration declarations at the time of the review. Questions or concerns about grad reports and Junior Reviews should be directed to Office of Registration and Records (regandrec@etown.edu). If your major requires the declaration of

- a concentration and you have NOT officially notified the Center for Student Success (BSC 216), please be sure to declare before October 1st.
3. Does the student still have CORE requirements unmet?
 - If you are a Junior and you have completed 72 or more credits you must submit a Verification of Need to Enroll in Core form *BEFORE* registration week.
 4. Does the student want take a course Pass/No Pass?
 - Visit the Important Dates list for when the forms become available and when they are due. The academic policy outlining requirements can be found in the College Catalog.
 5. Does the student want to take a summer course off-campus?
 - students interested in taking a summer course should check out our summer offerings. Tuition during the summer is greatly reduced. Visit www.etown.edu/registration and select the Summer Session navigation link. Students who have earned 60 or more credits are prohibited from taking a course at a community college; however, they can elect to take a course at a four-year accredited institution. Students **MUST** submit an off-campus approval form *BEFORE* registering for any off-campus study. Policies and requirements are outlined on the form.
 6. Alternative Study Options are also available to Juniors.
 - Students interested in internships, study abroad programs or independent studies should speak with their advisors about such opportunities.

Seniors

1. Did the student complete the Preliminary Check-in at the start of each semester?
 - If you are planning to graduate this year please be certain you are selecting the appropriate graduation date (May, August or January).
2. When will the student receive my Preliminary Graduation Review?
 - All Seniors receive a Preliminary Graduation Review in the Summer. Questions or concerns about graduation review remarks should be discussed with your advising team PRIOR to contacting Registration and Records. If the department governing your program has granted you an exception or course waiver please have the chair notify Mrs. Schmalhofer (schmalhofeb@etown.edu) in writing of the exception waiver. All academic policies governing graduation must be satisfied. Students who wish to petition for early participation need to submit the required form *BEFORE* February 1st. Failure to act on any comments by the 5th day of the spring semester could **DELAY** a student's graduation.
3. How will the student be notified about graduation?
 - Students should always be checking their etown.edu accounts while enrolled at Elizabethtown College. All communications about seating, cap and gown orders, tickets, etc will be sent to students in the form of an email. If a student is planning on graduating (or participating as an early participant) in May and you have not received any emails about commencement in April please contact the Registration and Records Office (regandrec@etown.edu).
 - Any student with a GPA less than a 2.0 going into their final semester in a major, minor or overall (*unless a higher GPA is required*) will **NOT** receive an notifications about commencement.

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 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 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

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

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.

- Completed academic advising files include: First Year Student placement sheets, 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 Michelle Henry, Student Information Systems Coordinator to complete a major change form in BSC 216.
- 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 a generic email from Academic Advising notifying them they have been assigned a new advisor along with Jay Web instructions.

- The Academic Advising Connections event is held to introduce students to the faculty in academic programs.
- ***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). **Note: Students in the First-Year Intensive Advising Program will remain with their First-Year advisor until the completion of the academic year.*

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.

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

Scholarships/Loans:

- The Office of Admissions graciously offers most F-1 international students with an award called the ‘International Scholarship’ for all four years of attendance at Elizabethtown College.
- The scholarship is divided between tuition and room/board. If a student petitions to live off-campus and has been approved by Residence Life, the room/board portion of the scholarship is removed.
- The International Scholarship renews automatically each year without a minimum GPA.
- F-1 international students may apply for loans while in the US. Conditions vary at financial institutions, but most require a co-signature with a US permanent resident or citizen.

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 card⁷:
 - Up to 20 hours per week of combined employment while classes are in session
 - Full time when classes are not in session
- Practical training:
 - 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

⁷ 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.)

- 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 Relief⁸

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 volunteer⁹
- An international student 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
- Selling products, artwork, performing at 'gig's (online or in person)
- Working from a dorm room for a company in an international student's home country

Advising Honors Students

Advising Honors Students

⁸ Example: Haitian students studying in the US were granted special permission to work off-campus after the earthquake in 2008.

⁹ Violation of Department of Labor law

Honors Students must complete 24 honors credits (typically six 4-credit courses) over their four years at Elizabethtown College, including First-Year Seminar, one Interdisciplinary Seminar, three honors courses, 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. Information regarding a student's honors program progress and status is available for via the JayWeb advising module under "Grad Report/Degree Audit."

- The program conducts mandatory group honors advising for all First SEMESTER honors students. After that time, major advisors take over and students are not required to be advised by Honors.
- To find out if your advisee is an Honors Program Student, check their status on the JayWeb Advising Module under **Grad Report (PDF)**. Honors Program requirements and progress appear as a major or minor does.
- Honors Program Director is also an academic advisor to these students, who can schedule an appointment for specialized advising. Such advising is not done over email.
- 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 Program 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 Program Director and the Prestigious Scholarships Office
- Honors students may "contract" a non-honors course to fulfill **one** 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 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 program director in January of the first-year to consider applying for late admission to the program.

Eligibility to Contract a regular course for Honors credit:

- 3.50 Cumulative GPA
- Students may apply only one contract course toward the 24 required honors credits. International Business and Music Therapy students may apply two contract courses with prior approval of the Program Director.

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 contract courses or 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 each semester.

- _____ 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

| Honors Requirement | Credits | Semester | Course Number/Name |
|--|---------|----------|--------------------|
| Honors First-Year Seminar | 4 | | |
| Honors Interdisciplinary Seminar | 4 | | |
| Honors Elective Course | 4 | | |
| Honors Elective Course | 4 | | |
| Honors Elective Course | 4 | | |
| Honors Senior Thesis (May apply disciplinary thesis, Independent study, and/or Hon 301 credits to this requirement) | 4 | | |

First Year Seminar

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 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.

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 often go through a period of reexamining some of their previously held core values. 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.

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. A suggested title is: 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.

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
- Produce an appropriately researched, documented, and written academic paper
- Relate opportunities for learning outside the classroom too 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 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.

First Year Seminar Research Paper Assessment Rubric

| | High Proficiency - 4 | Proficiency - 3 | Limited Ability - 2 | Very Deficient - 1 |
|--------------------------|--|--|---|---|
| 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 | thesis /purpose of paper is somewhat unclear to reader | Thesis and purpose of paper are not clear to 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 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. | 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 | 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 questionable. 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 cites. | Researched support has major errors in incorporating quotes, paraphrases, references or cites. |
| 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. 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’

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 ask_librarian@etown.edu.

Reserve early and often

To put materials on reserve for your class, contact Amy Magee (717-361-1454), mageea@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.

Peer Mentors

Each First-Year Seminar is assigned a Peer Mentors (PM) 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 Annual Fall Majors/Minors, Core, Engagement Fair 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.

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 five Wednesday at 11:00 sessions, peer mentors will lead first-year students in sessions devoted to

- Aug 29: navigation of campus electronic resources, which this year will include Starfish (the new software program that will replace our current early warning system). You'll have an opportunity to learn more about it during our May Workshop.
- Sept. 12, 19, or 26: Tier II StrengthsFinder. Stacey Zimmerman and the peer mentors will work with a third of the sections at a time. I have generated a list. If you see any issues, please let me know and I will switch things around.
- Oct. 31—the week after the Majors and Minors Fair and on the cusp of registration: navigation of Jay Web's course registration suite
- Nov. 7: peer review of research papers (drafts)
- Nov. 14: Preparation for oral presentations

Peer Mentors are provided with summertime training and lesson plan resources. FYS faculty are encouraged to meet with their peer mentors and work with them to tailor the Roundtables to the needs of their respective seminars. Beyond the Roundtables, please involve the peer mentors in some of your seminar activities (field trips, film screenings, campus lectures/performances, etc.). To facilitate planning for such events, faculty and peer mentors will gather for a luncheon in the KAV on Monday, August 20 at noon. Please include a Roundtable statement in your syllabus, list the individual sessions in your course calendar. Attendance should be required, so please ensure students are held accountable in some way. In some First Year Seminars, for example, Roundtable attendance is figured into the overall participation grade. Peer mentors are adept at identifying students of concern. So please meet with the peer mentors on a regular basis, not only to discuss Roundtable activities but also to see if there are any students whom the peer mentors would like to bring to your attention.

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 Dr. Brian Newsome, Dean for Curriculum. 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. 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. 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 five sessions of 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 Learning Services 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. 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.

Academic Advising During Orientation

Summer Orientation: June

First Year Seminar instructors meet with the students, then meet with the parents, and host the parents at lunch in the Marketplace.

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. 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 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.
- Distribute & discuss fall 2018 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, objectives, reading list

- Discuss how the readings have been chosen and relate to objectives and assignments
- Explain the learning outcomes of this course
- Prepare students for fall orientation
- Answer any remaining questions

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 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.
- 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*
- 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
- Answer any remaining questions
- Use the questions as talking points for discussion at lunch

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 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 (ie major changes etc)
- Transfer of AP & college credits
- Remind about add/drop deadlines
- Textbook purchasing
- Discuss Academic Expectations of College & Academic Integrity College Policy
- Review orientation scheduled
- Explain Induction Ceremony

FYS 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.

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 College.

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/

JayWeb Users Guide for Faculty & Advisors available within JayWeb.