

**Elizabethtown College  
Faculty Advising Handbook**

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## **Academic Advising at Elizabethtown College**

Members of the faculty assume academic advising responsibilities at Elizabethtown College. The faculty are central to the academic advising system. The faculty role in the advising system is supplemented and supported by the professional staff in the Office of Academic Advising in the Center for Student Success, 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**

“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.

<b>Advisor Responsibilities</b>	<b>Student Responsibilities</b>
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:

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

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

## Faculty Advising Office Hours

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

### *Advising Conferences*

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

## *Preparing for Advising Conferences*

### **First:**

Consider the following points when preparing to meet with students:

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

### **Second:**

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

### Starfish:

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

### JayWeb:

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

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

### *Frequency of Advising Conferences*

There are several critical points in every semester when we recommend most First-Year advisees meet with their advisors: the beginning, middle, as well as the official advising period when course schedules must be decided upon and approved for the following semester, and end. Frequency of contact will vary depending on the needs of 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*

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

### 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 The Learning Zone 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=4AiXfFTkMNQ>



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 11<sup>th</sup> 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](mailto: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 Honors. 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](mailto: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 in the Online College Catalog

### 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](http://www.etown.edu/offices/registration-records/files/core_requirements/CORE_SLE_Planner.pdf).

### *Conferences About Registration for Next Semester*

Never grant a student a registration clearance without meeting with them to discuss their academic plans for the next semester. Advisors should set aside sufficient time to talk with each advisee about their progress thus far and their plans for the future. Prior to the meeting, have students work independently to build a draft schedule. Ask your advisee to reflect on the following questions: What major courses do I need this semester to graduate on time? Is the major/minor GPA above the 2.0 minimum? Did I pass all of my classes? Do I need to repeat any D or F courses? What Core classes can I take? Have I met all the Areas of Understanding (AU) for Core? Are there any prerequisites needed to register for certain classes? Does the schedule of classes indicate Register by Instructor, RBI? Are there classes in a major offered only for students in the academic department? What electives can I take? Should I declare a minor based on my chosen electives? Is it advisable to take courses in the summer? Does the student know how to find their modern language placements on JayWeb? At the meeting, you will want to ask the student for the rationale behind their choices. Review with your students their academic, post graduate, and personal goals, and discuss with them how curricular and co-curricular programs on- and off-campus can further their objectives. If possible, without emphasizing a major or career decision, try to place the semester course choices in an overall framework. What might they take next year? Are they planning any special programs, study abroad, etc.? Also, watch for the stronger student who may be selecting courses which will not sufficiently challenge them. Suggest alternatives to their selection, and remind them of future opportunities for independent study work or higher-level courses. Review the final course schedule for balance.

### Building Schedules

Have students use the time grid posted 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.

<b>Meeting Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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 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](http://www.etown.edu/offices/registration-records/files/core_requirements/SLE-Courses-and-Experiences.pdf)

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

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

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

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

### *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.etown.edu/registration](http://www.etown.edu/registration)
  - Academic Calendars and Important Dates
  - The CORE Program and the Core and SLE Planner
  - 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 degree planner
5. Learn to navigate the College Catalog ([catalog.etown.edu](http://catalog.etown.edu)) and review all Academic Policies
6. JayWeb - 24/7 Web portal for tracking academic progress, grade reports, etc.  
[Jayweb.etown.edu](http://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](mailto: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 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](http://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](http://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](mailto: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](http://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 Erika Dupes ([dupese@etown.edu](mailto:dupese@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](mailto: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 2.0 GPA at the end of each year. The Honors Program is not a financial aid program per se (though many honors students carry merit- and possibly need-based packages), but to remain in the program students need to earn a 3.0 GPA by the end of the first-year year and a 3.5 GPA by graduation. Students with need-based aid must maintain a 1.7 after up to 18 credits have been completed, a 1.9 after 19 credits have been completed but before 35 credits have been completed, and a 2.0 between the time that 35 credits have been completed and the 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)

Letter Grade	=	Quality Points	Note:
A	=	4.0	
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:

<b>Course</b>	<b>Credits</b>	<b>QPs</b>
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		
<b>Semester GPA</b>	=	<b>45.6 / 16</b>	=	<b>2.85</b>

*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 winter break all First-Year students will be required to declare their major as part of the electronic check-in process via JayWeb.
- After their initial declaration, if a student decides to change their major before the first day of classes, they may do so electronically. If they decide to change their major after the first day of classes, they will need to 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 an email from Academic Advising notifying them they have been assigned a new advisor along with instruction to locate this information Starfish in order to send an updated letter of introduction to their new advisor.
- The Academic Advising Connections event is held 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.
- International students must make progress towards degree completion. Failure to pass a class is acceptable as long as it does not necessitate extending the program end date as stated on the Form I-20.

### Reporting Requirements and Student Status:

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

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

### Pre-orientation

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

### Scholarships/Loans:

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

### Employment Opportunities:

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

### Three Authorized Employment Options:

- On-campus with valid social security card<sup>1</sup>:
  - Up to 20 hours per week of combined employment while classes are in session
  - Full time when classes are not in session
- Practical training:

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

- Curricular Practical Training – employment opportunities such as paid or unpaid internships, field work or practicums that are required for degree completion or a credit bearing elective directly related to the major
- Optional Practical Training – immigration benefit all F-1 international students may apply for through United States Citizenship and Immigration Services (USCIS) where employment is directly related to the major. There are two types of OPT an international student may apply for:
  - Pre-completion OPT
  - Post-completion OPT
- Off-campus:
  - Severe Economic Hardship:
    - It is possible for F-1 international students to obtain permission to work off-campus if their economic situation has suffered a severe and unforeseen change since arrival in the US. To obtain this work permission, the F-1 international student must petition the USCIS with a detailed explanation of the circumstances which have caused the hardship. Students should consult with OISS for more information and for the appropriate forms.
  - Internship with an International Organization
    - International Organization Immunities Act
  - Special Relief<sup>2</sup>

#### 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 volunteer<sup>3</sup>
- 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

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

<sup>3</sup> Violation of Department of Labor law

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

### *Advising Honors Students*

#### *Advising Honors Students*

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

- Honors Dean 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 Dean 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 Dean and the Prestigious Scholarships Office
- Ordinarily, 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 Honors Dean).
- Reports from the National Collegiate Honors Council show the most successful Honors students (1) aren't afraid to step out of their comfort zones and take an academic risk to stretch themselves in areas they don't know much about; (2) have a strong work ethic and don't actively seek to get out of work; (3) are concerned for others. If you have a first-year advisee who is not in the honors program, but whom you believe would be a good candidate, please have him or her contact the Honors Dean in January of the first-year to consider applying for late admission to the program.

#### **Eligibility to transfer into Honors Program:**

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

#### **Eligibility to apply for Academic Grant money:**

- Completion of 16 honors credits
- 3.50 Cumulative GPA

## Elizabethtown College Honors Program Advising Checklist of Program Requirements

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Graduating Year: \_\_\_\_\_

### Minimum required cumulative GPA:

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

\_\_\_\_\_ End of 1<sup>st</sup> year, 3.00  
\_\_\_\_\_ End of 2<sup>nd</sup> year, 3.25  
\_\_\_\_\_ End of 3<sup>rd</sup> year, 3.45  
\_\_\_\_\_ End of 4<sup>th</sup> year/completion, 3.50

### 24 Required Honors Credits

### 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 component consisting of peer-mentor-led Roundtables and Out-of-Class Learning Experiences determined by the instructor; (3) First-Year Advising program, in which all First-Year students enter the college officially undeclared and are advised by a faculty member unaffiliated with a major until at least the spring semester of their first year when a major can be declared. First-Year Seminar instructors are typically the First-Year advisors to their seminar students.

#### *Advising and Teaching First Year Students*

First-Year students have special advising needs, and student success in college is determined in large part by experiences in the first year. In making the transition from high 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 questions of identity and their place in the larger order of things, and the problems of consistency among beliefs and between beliefs and behavior. Some students may have difficulty in dealing with a different spiritual and moral universe than the one they have known.
4. *Post Graduate Exploration:* First Year students will have their professional goals tested by their first-year experiences. Three-fourths of students nationally and around one-half of Elizabethtown students will change their major at least once during the college career. Changes of major and post graduate plans can result from: freedom from family pressures; lack of success in bench-marking courses related to major or pre-professional program; the discovery of new interests and opportunities in the curriculum and co-curriculum; and the influence of important relationships with faculty, administrators, professional staff, and peers. Even if students stay in the program in which they intended to major as First-Year Students, they should be made aware of all the learning opportunities available to them on campus and abroad.
5. *Transferring or Leave of Absence:* As a result of one or more of the above concerns, First-Year students may decide college, or at least Elizabethtown College, is not for them. In some cases students may leave for a semester and return later to continue their education. The retention literature demonstrates how decisions to transfer or leave college are usually made, remarkably, in the first four-to-six weeks of the first year. Thus it is vitally important for student success First-Year students to establish meaningful relationships with faculty and peers and the life of the campus as early as possible.

#### *Required Text About The First Year Experience*

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

#### *Intensive Advising Program at Elizabethtown College*

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



### *Seminar for International Student Success*

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

#### *The Seminar*

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

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

- Demonstrate understanding of the academic expectations of college life
- Demonstrate effective critical thinking skills
- Communicate orally in an effective manner
- Produce an appropriately researched, documented, and written academic paper
- Relate opportunities for learning outside the classroom to academic courses, personal interests, and intended program of study

#### *Research and Writing Component*

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

First Year Seminar Research Paper Rubric

	<b>High Proficiency</b>	<b>Proficiency</b>	<b>Limited Ability</b>	<b>Extreme Deficiency</b>
Thesis/purpose statement	Thesis and purpose of paper are explicit to the reader.	Thesis and purpose of paper are fairly clear to the reader but could use sharpening.	Thesis and purpose of paper are somewhat unclear to the reader.	Thesis and purpose of paper are not clear to the reader.
Content	Development of thesis is seamless, logical, and at an appropriate depth. Uses ample, relevant, documentable evidence and persuasive support.	Development of thesis is logical and at a reasonable level of depth, though it could be deeper; perhaps there are also a few gaps between ideas. Examples and supporting evidence are appropriate and informative with minimal use of unsubstantiated generalizations; additional examples would be useful.	Development of thesis is somewhat logical, though there are gaps in connecting various ideas of the paper; depth is not exceptional. Some generalizations exist. Evidence and support for assertions is merely adequate and may falter in places	Development of thesis is illogical, difficult to follow, with very little depth to what is written. Relies predominantly on sweeping generalizations, narration, description, or summary. Evidence and support for assertions is weak or lacking.
Logic & Organization	Well-organized logically both as a whole and within individual paragraphs. Provides highly effective transitions between ideas/topics. Includes an introduction that sets up the content of the paper and a conclusion that ties together the threads of analysis.	Organized logically but sequence of ideas as a whole and/or within individual paragraphs could be improved. Provides transitions between most ideas/topics. Includes an introduction and conclusion but could more effectively introduce the subject and tie together the threads of analysis.	Provides some logical organization but also has abrupt or illogical shifts in the paper as a whole and/or within individual paragraphs. Lacks transitions in many cases. Provides an introduction and conclusion, but one or the other is ineffective.	Unclear and/or illogical organization both as a whole and within individual paragraphs. Provides very few transitions. Missing an introduction and/or conclusion.
Use of Sources	Makes highly effective utilization of multiple, academically reliable sources including primary, secondary sources and/or peer-reviewed sources. Selects and integrates sources in ways that are appropriate to the genre of writing.	Makes effective utilization of multiple, academically reliable sources including primary, secondary sources, and/or peer-reviewed sources. Sources are integrated for the most part but could use some improvement.	Utilizes multiple sources, but not always effectively. One or two sources are of questionable validity. Sources lack integration.	Sources are used but not effectively. More than two sources are of questionable validity. Sources lack integration.
Citations	Researched support correctly quoted, paraphrased, referenced, and cited.	Researched support adequately quoted, paraphrased, referenced, and cited, but minor errors exist.	Researched support has frequent errors in incorporating quotes, paraphrases, references, or citations.	Researched support has major errors in incorporating quotes, paraphrases, references, or citations.
Grammar & Style	Is free of mistakes in grammar and spelling. Style is smooth and readable. Incorporates varied sentence structure and precise word choice.	Makes a few mistakes in grammar and spelling. Style is mostly smooth and readable. Incorporates varied sentence structure and generally effective word choice.	Makes a number of mistakes in grammar and spelling, but grammar and spelling are more correct than not. Style is readable but not necessarily smooth. Sometimes lacks varied sentence structure. Word choice is sometimes ineffective.	Many distracting mistakes in grammar and spelling. Style is difficult to read. Lacks varied sentence structure and often uses words ineffectively or inappropriately.

### *Standard Writing Manual*

To insure all first-year students will have a common background to the process of research and writing a paper, all First-Year Seminars require a standard writing manual: *A Pocket Style Manual*, 8<sup>th</sup> edition, by Diana Hacker & Nancy Sommers (ISBN-13: 978-1319057404). First-Year Seminar instructors should include the *A Pocket Style Manual* in their syllabi and require students to buy it for use as a reference tool during their college career. The text is also required in Power of Language English courses, but only about one-half of the first-year class will take a Power of Language class in the fall. The other half takes Power of Language in the spring, and it is this group for whom the manual will be most helpful. Choose the citation format and style guide which represents your academic discipline: Humanities – Chicago Manual of Style; Literature – Modern Language Association; Sciences – American Psychological Association.

### *Library Instruction*

All First-Year Seminars include at least one class session in the High Library for library instruction, though two such sessions are preferable. Before the beginning of the fall semester, a librarian is assigned to each First Year Seminar section. The librarian works with students and faculty in the seminar throughout the semester and conducts the instruction session in the McCormick Computer Lab. For students to make the best use of this instruction in their respective courses, instructors should discuss with their librarians the kinds of research and research topics being assigned. The library session works best when students have a research topic / assignment. There is a research guide specifically designed for each First Year Seminar available online.

### *The High Library*

#### Hours:

Monday—Thursday 7:45 am—1:00 am

Friday 7:45 am—10:00 pm

Saturday 10:00 am—9:00 pm

Sunday Noon—1:00 am

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

### Services

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

You can find out:

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

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

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

### Library Card:

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

### Renewing Books Online

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

### *Peer Mentors and Roundtables*

The Roundtables are the primary venue for peer mentors' interaction with students. These sessions facilitate regular social support and select forms of academic support. Each PM facilitates the following roundtable sessions (Wednesday at 11:00 am in the class meeting location):

- August 28: navigation of campus electronic resources (Canvas, JayWeb, Starfish)
- September 18: celebrate your strengths (CliftonStrengths inventory) & goal-setting
- October 30: registration (navigation of Jay Web's course registration suite)
- November 13: Preparation for oral presentations
- November 20: Strengths and goal review

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

### *Kinesis Peer Academic Advisors*

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

### *Purposeful Life Work Mentors*

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

### *FYS Social Event*

One of the events for the Fourth Hour Experiential Learning experience can be related to the FYS social event. Each seminar has a budget of \$100 to organize an out-of-class social event. Whatever the event, our suggestion is it be held relatively early in the semester to further facilitate the development of social relationships among students and between students and faculty. To obtain the \$100 for the social event, simply complete a one page reimbursement form along with appropriate receipts after the event takes place and send them to 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. Approximately twenty-five percent of the 4-credit FYS course should be devoted to "out of class learning experiences" (OCLEs). FY faculty input has resulted in the following standards:

- Beyond the 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 The Learning Zone and Career Services, for example) and some academic programs (such as Explore the Core presentations, panel discussions/films/lectures/FAPA performances, etc.)
- Students must be required to reflect on their OCLEs, either individually or collectively, and some aspect of each student's grade should reflect active participation in OCLEs. Details in this regard are left to the discretion of the instructor.

The extent of reflection is left to the faculty member's discretion. First Year Seminar faculty decide if the fourth hour assignments are to be letter graded or pass/no pass. Faculty should consider how they will account for the 25% of their course involving these types of activities. Faculty will determine how students will be accountable for demonstrating what they have gained by actively participating in this portion of the course. In the First Year Seminar syllabus, faculty need to make clear expectations of how they will evaluate this portion of the student's performance.

## Academic Advising During Orientation

*Summer Orientation: June*

First Year Seminar instructors meet with both students and parents.

*Registration Packets:*

All the information you will need for both the session with the students and the session with the parents is in the Registration Packets. The packets contain the list of advisees and the orientation day each will attend, first-year major course sheets, two copies of the advisees' schedule (one for the student and one for the advisor) and copies *A Family Guide to Academic Advising* for distribution.

*The Advising Folder*

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

- Student Academic Advising Form
- Student Placement Sheet
- Core SLE Planner
- Degree Planners
- Fall Schedule
- Spring Schedule
- Grad Report/Audit
- AP/Transfer Credit Notifications
- Disability Accommodations Letter(s)
- Advising Notes
- Correspondence

The Student Orientation Session:

- Welcome and introduction of students and Peer Mentor
- Introduce yourself
- Explain the First Year Seminar
- Discuss the role of First-Year Seminar Faculty/Advisor as mentor to students
- Distribute & discuss fall academic schedule
- Explain how changes to schedules can be made over the summer with consultation and approval from First-Year Seminar faculty advisor
- Discuss how to maintain contact between advisor and advisee over the summer
- Distribute and discuss Starfish Letter of Introduction assignment
- Introduce your First Year Seminar:
  - Distribute the course description, student learning outcomes, reading list, etc.
  - Distribute any summertime assignments
- Prepare students for fall orientation
- Answer any remaining questions

### The Parent Orientation Session:

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

### *Fall Orientation: 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 (as a result of a change of intended major, for instance)
- Transfer of AP & college credits
- Remind about add/drop deadlines
- Textbook purchasing
- Review orientation schedule

### *Standards of Academic Integrity*

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

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

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

- My assigned advisor was knowledgeable about my personal academic goals
- My assigned advisor was knowledgeable about ways to help me achieve my academic goals
- My assigned advisor was available and accessible
- My assigned advisor cared about me as a person
- My assigned advisor challenged me to get the most out of my college education
- My assigned advisor considered my interests and abilities in working with me
- I came prepared for my meetings with my assigned advisor
- I acted on my advisor’s suggestions
- I understand that advising is a shared responsibility between my advisor and me
- 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/](http://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/](http://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/](http://www.aacu.org/)

# JayWeb Users Guide for Faculty and Advisors



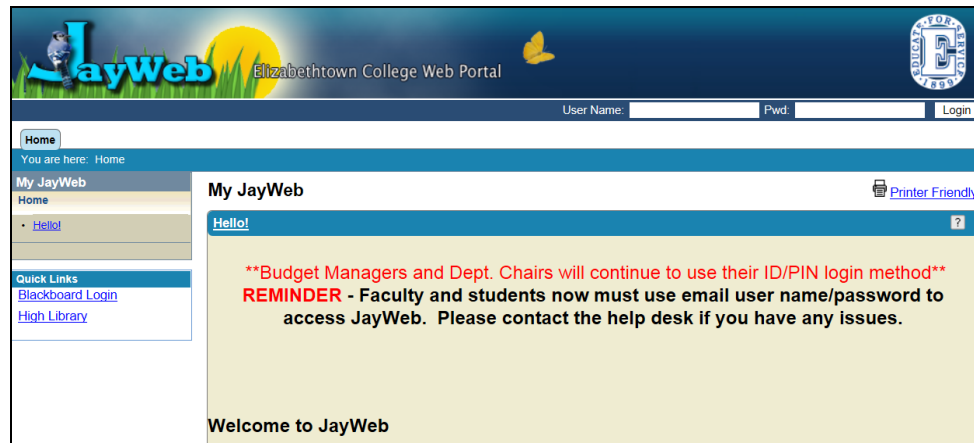
Last Updated: 8/25/2017

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# How to Log into JayWeb

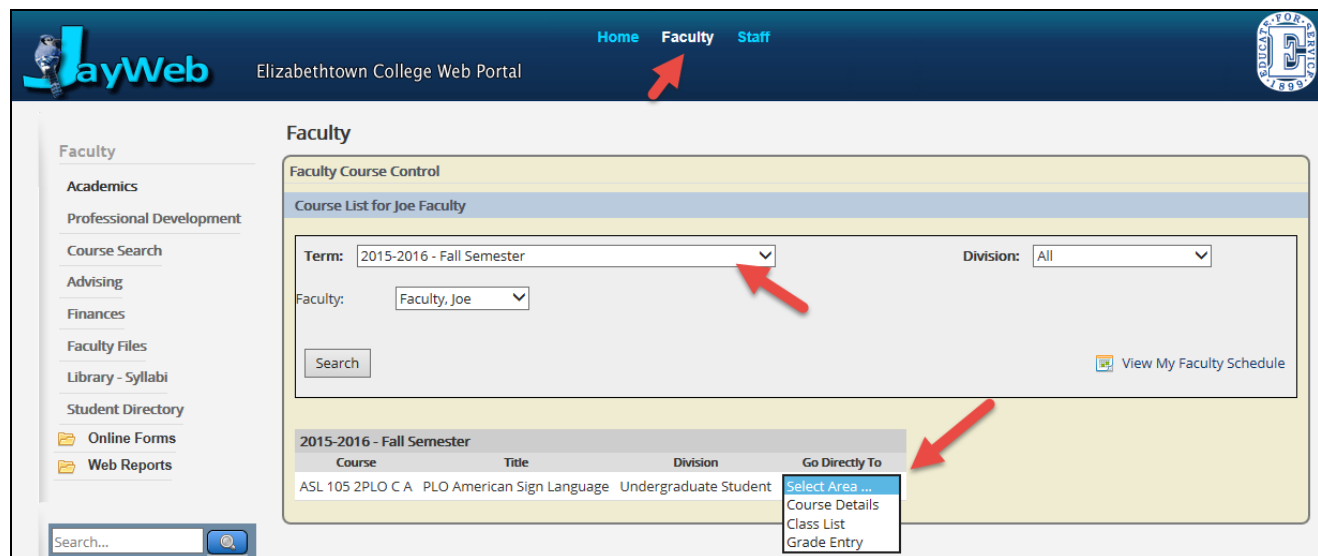
You can enter the full web address - <https://jayweb.etaown.edu> or when you are on campus just type **Jayweb** in your web browser.



When the login page appears enter your user name and your password (same as your Etown email account). If you do not know your email information contact our ITS Help Desk at 717-361-3333.

## Class Roster and Course Information

When you click on the Faculty tab (next to the Home tab) a new page will appear showing the default year and term. The courses you are teaching that semester will appear. If you want a different semester, choose the year and term from the **Term** drop-down menu, then click on the Search button. (It is recommended that you choose years/terms highlighted in grey.) Use the drop-down menu under the heading 'Go Directly To' to see the **Course Details**, your **Class List**, or for **Grade Entry**. If the course is a 100- or 200-level letter graded course you will also see a link to **Early Warnings**.



# Course Details


The **Course Details** page will give you the days and times, location, credits, course description, notes and enrollments for a specific course. This is the same screen that students can view when they look at the course details. If the course information is incorrect, contact Donna Reppert or Debbie Althoff.



If the course is cross-listed with a course in another discipline this information will be listed at the bottom of the page. The course limit, enrollment and waitlist totals are also here.

Note that some courses are set up as Register by Instructor (RBI). Students will not be able to register themselves in these courses. It will be the instructor's or department's responsibility to send a list of the names and ID#s to the Registration & Records Office to register students for RBI classes. More information will be provided prior to registration.


**Faculty Course Control - Course Details**  
Faculty Course Control > Course Details


**Course Details**

**Managerial Decision-Making: Excel I (CS 270 CS A)** 

Instructor(s): Waughen, Kristen L  

2015-2016 - Fall Semester, Undergraduate Student	2.00 Credit(s)
Dept: CS	Clock Hours: 0.00
Status: Open (30 out of 30 seats)	Reference Number: 28198

This course has other requirements. [Course Requisites](#) 

**Note:** RBI 


**Course Schedules**

Day & Time	Date(s)	Location
T 10:00 AM-11:40 AM	8/24/2015 - 12/11/2015	Elizabethtown College, Nicarry Hall, 127

**Course Description**

2.00 credits. This class will provide an introductory level exploration of Microsoft Excel. Various functions, worksheet navigation, and uses of Excel will be major components. \*Prerequisites: BA 101, BA 197, EC101, or EC102. Restricted to Accounting, Business Administration, International Business, and Economics majors. Must be taken in the sophomore year. Register by Instructor.

> [Etown Bookstore](#)

 [All courses in the Department, Undergraduate Student Division](#)

**Cross-listed Courses**

Course	Type	Title	Capacity	Enrollment	Waitlisted
CS 270 CS A	Parent	Managerial Decision-Making: Excel I	30	0	0
BA 270 BU A	Child	Managerial Decision-Making: Excel I	30	0	0
<b>Totals:</b>			<b>30</b>	<b>0</b>	<b>0</b>

## Course Requisites

There will be a link to the **Course Requisites** on this page. If the course requires prerequisites they will be listed here. Usually a prerequisite is another course which must be taken first, but it can also be a non-course prerequisite such as a placement score, majors only, acceptance into the program, etc.

A course could require a co-requisite. For example, many of our science courses require a lab in addition to the lecture. A co-requisite ensures that the student registers in all of the course requirements.

Course Schedules - Course Requisites				
Course Search > Course Search > Results > Course Details > Course Requisites				
<b>Requisites for:</b>		ED 345 ED A	Methods for Teaching Reading and	2015-2016 - Fall Semester Undergraduate Student
Conditions	Group	Requisite Type		Requisite
	1	Prerequisite - Course		ED250 - Lang & Lit Dev in EC
And	1	Prerequisite - Course		ED258 - Ed Assessment & Eval
And	1	Prerequisite - Non-Course		Must have Formal Acceptance by Education Dept.
-				
	1	Corequisite - Course		ED325 - Methods Sci & Hlth in EC
And	1	Corequisite - Course		ED335 - Mthd Teach MA in EC
And	1	Corequisite - Course		ED365 - Mthds Teach SS in EC

Students may be prohibited from taking a course. In the example below, a student who successfully completed EN100-Writing & Lang. (or any previous version of EN100) would not be permitted to enroll in EN150-Adv. Writing & Lang since the course material overlaps (see group 1, 2, 3 & 6). The student would also be prevented from enrolling in EN150 if his English placement was EN100. We use a non-course prohibited to mark this (see group 7). You may question why EN150 & EN150C (group 4 & 5) are listed as prohibited courses. These are older versions of the same course. If a student returns after being gone for several years we want to make sure that he doesn't register in a course that he had previously taken when the course used a different ARC (advising requirement code).

Course Schedules - Course Requisites				
Course Search > Course Search > Results > Course Details > Course Requisites				
<b>Requisites for:</b>		EN 150 1PLE C A	PLE Advanced Writing and	2015-2016 - Fall Semester Undergraduate Student
Conditions	Group	Requisite Type		Requisite
	1	Prohibited - Course		EN100 - Hnrs Wrtg& Lang
Or				
	2	Prohibited - Course		EN100C - Wrtg and Lang
Or				
	3	Prohibited - Course		EN100PL - Writing & Lang 03 Core
Or				
	4	Prohibited - Course		EN150 - HnrsAdvWrtg&Lng
Or				
	5	Prohibited - Course		EN150C - Adv Wrtg & Lang
Or				
	6	Prohibited - Course		HEN100 - Hnrs Wrtg & Language
Or				
	7	Prohibited - Non-Course		Eligible for EN100

# Class List

JayWeb has some great new features on the Class List screen.

- A link to **export your class roster** into an Excel spreadsheet. Note: How to include enrolled, waitlisted, and withdrawn students on a class list is demonstrated on the next page of this document.
- A link that allows you to **email the selected students in your course**. To quickly select all of the students to email, check the box next to the 'Email' column heading.
- The **FERPA Restrict** column. A red '!' in this column indicates that the student wants all of his/her information withheld from the directory.  
**Please note** – this does NOT indicate that the student has given us permission to release information to his or her parent/guardian. The link provided at the bottom of the class list will take you to the list of students who have granted parental releases.
- **NEW** – **Class List Enrollment Verifications** after the 6<sup>th</sup> day of the semester and after the 4<sup>th</sup> week of the semester in accordance with Federal Financial Aid regulations.

**Faculty Course Control - Class List**

Set Options

Faculty Course Control > Class List

Course: CS 270 CS A

Course Details 2015-2016 - Fall Semester | Undergraduate Student | CS 270 CS A | Managerial Decision-Making: Excel I

Cross-listed Courses	Faculty	Meets	Dates	Rooms
BA 270 BU A	Waughen, Kristen L	T 10:00 AM-11:40 AM	8/24/2015 -12/11/2015	ETOWN/ N/ 127

Export to Excel

Class List 2015-2016 - Fall Semester | Undergraduate Student | CS 270 CS A | Managerial Decision-Making: Excel I (2 students)

FERPA Restrict	Student	Student ID	Status	Waitlisted Date *	Email	Advisors	Cross-listed Course	Credits	Major	Class	Division
!	Stu, J. Cool	3028220	C - Current		<input type="checkbox"/>	<a href="#">✉</a>		2.00	Social Work	UG	
	Student, New	3072491	C - Current		<input type="checkbox"/>	<a href="#">✉</a>	BA 270 BU A	2.00	Not in a degree program	UG	

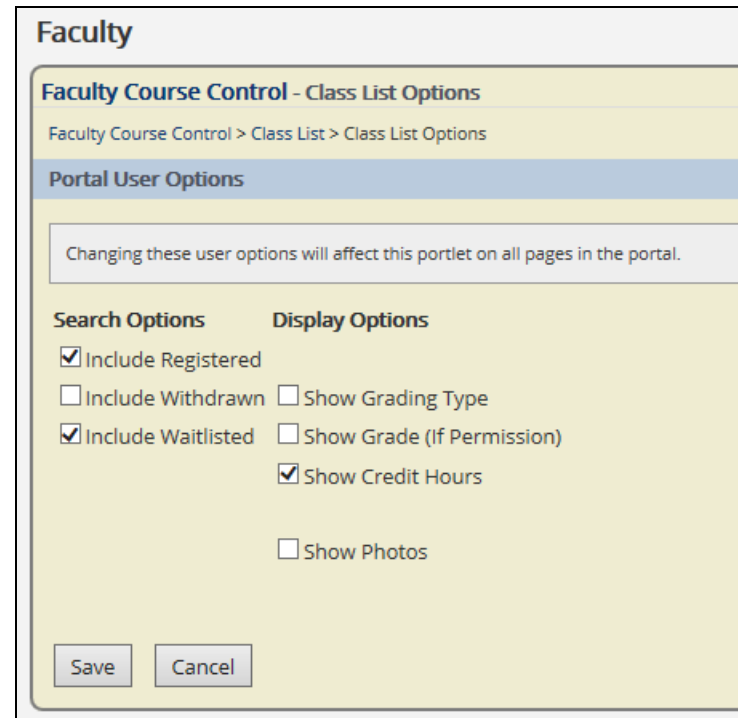
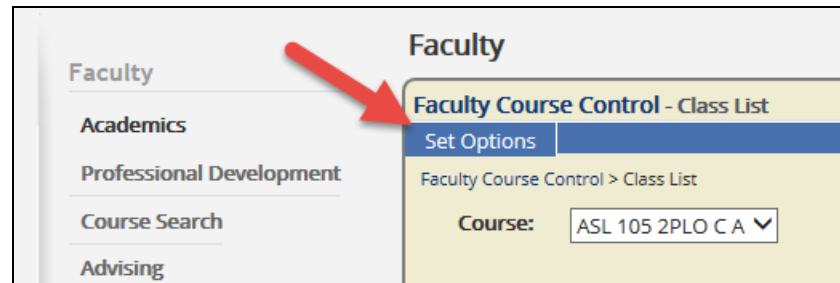
Email Selected Students

\*NOTE: Waitlisted students sharing the same date are listed alphabetically, not by waitlisted time.

FERPA Restrict '!' - Indicates student would like all directory information withheld. This does NOT indicate that the student has given us permission to release information to his/her parent(s).  
Click here for a list of students who have completed the FERPA parental consent

## How to include enrolled, waitlisted, and withdrawn students on a Class List

The Class List page defaults to showing **only currently registered students**, not those waitlisted or withdrawn. You can add these to your class list by changing the options. Under the title Faculty Course Control is a link called 'Set Options'. You can change the Search Options and the Display Options by checking the appropriate box and then clicking the Save button.





## Class Attendance Verification for Title IV Financial Aid

The Office of Financial Aid must determine if a student who receives financial aid is in compliance with [Federal Title IV \(34 CFR 668.22\)](#). Since the instructor is the only individual who can document whether a student is attending class, the College requires each faculty member to assist in the verification of attendance for enrolled students. Because a student could be a financial aid applicant at any point during the academic year, we are **REQUIRED** to collect this information for all students at two points in the semester: (1) on the **5<sup>th</sup> day of the semester** (the conclusion of the ADD period); and (2) after the **4<sup>th</sup> week of the semester** (the last day to drop without permanent record).

### Attendance Classifications

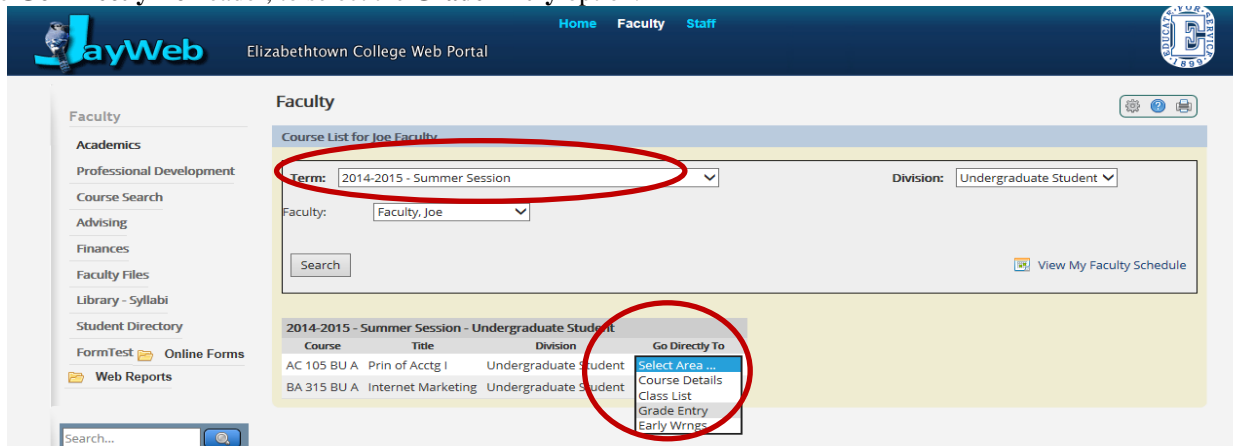
Elizabethtown College will be using the Mid-Term Grading functionality to allow our Faculty to submit an electronic attendance sheet to our office twice each semester. The Office of Registration and Records will send out an announcement email when attendance verification is OPEN. Faculty will be given one week to complete the attendance verification. Upon completion of the week, any student not attending will be contacted by the Office of Registration and Records.

- If a student appears on the list and he/she is ATTENDING** – use the drop down to indicate “Y” for Attending
- If a student appears on the list but is NOT ATTENDING** – use the drop down to indicate “N” for Not Attending
- ATTENDING BUT NOT ON THE CLASS LIST/ROSTER** - If a student is attending your class but does not appear on the class list, Please notify the student that he/she is not officially enrolled in your course. **THE STUDENT SHOULD REPORT TO REGISTRATION AND RECORDS IMMEDIATELY TO RESOLVE THE REGISTRATION ISSUE.**

**WARNING:** No student can be added to a course beyond the 5<sup>th</sup> day of each semester so it is IMPORTANT to take this process seriously in order to avoid implications for financial aid eligibility for our students.

### Attendance Entry

On the **Faculty** tab, select the active **Year/Term** then click on the SEARCH button to list all courses on your schedule for the semester. On the course row, use the drop-down list, under the **Go Directly To** header, to select the **Grade Entry** option.



The screenshot shows the JayWeb Faculty page. The 'Term' dropdown is set to '2014-2015 - Summer Session' and the 'Faculty' dropdown is set to 'Faculty, Joe'. A search button is visible. Below the search area, a table lists courses for the 2014-2015 - Summer Session - Undergraduate Student. The table has columns for Course, Title, and Division. A 'Go Directly To' dropdown menu is open over the table, showing options: 'Select Area ...', 'Course Details', 'Class List', 'Grade Entry', and 'Early Withdrawal'. The 'Grade Entry' option is highlighted.

Course	Title	Division
AC 105 BU A	Prin of Acctg I	Undergraduate Student
BA 315 BU A	Internet Marketing	Undergraduate Student

On the **Grade Entry** page, note the following new **Attending** column heading, with the option to select “Y” for attending or “N” for not attending.

The screenshot shows the 'Faculty Course Control' interface for 'Update Student Grades' for course 'AC 105 BU A Prin of Acctg I'. The 'Attending' column for student 'Stu, J. Cool' is highlighted with a red circle, showing a dropdown menu with 'N' and 'Y' options. The 'Default Grade' field is set to 'Select...' and the 'Set Default Grade' button is visible.

FERPA Restr.	Student	ID	Grad?	Attending	Grading Type	Absences	Clock Hrs	Cross-listed Course	Class	Division
!	Stu, J. Cool	3028220	N	Select...		0	0.00			UG

**NOTE:** Instructors have the option of setting a **Default Grade** for Attendance to attending, “Y”, for all enrolled students. To set the default status to “attending for all enrolled students, select the drop-down list next to the “**Default Grade**” field and select “**Y**” Attending. Next, click the **Set Default Grade** button. All student currently enrolled in the course will now have the default “Y” status for Attending. Please remember to change the status to “N”, not attending, for any student not coming to class. Our office will reach out to the student to be sure they are planning to continue to attend or drop the course.

**CAUTION:** If a student is attending your class but does not appear on the class list, Please notify the student that he/she is not officially enrolled in your course.

**THE STUDENT SHOULD REPORT TO REGISTRATION AND RECORDS IMMEDIATELY TO RESOLVE THE REGISTRATION ISSUE.**

Once you have verified the attendance status for each student is correct, click on the **SAVE** button. The class attendance has now been submitted to RRO. The “Attending” column is now **LOCKED**. If you made a data-entry error, you will need to contact Registration and Records for assistance.

The screenshot shows the 'Faculty Course Control' interface after the grades have been updated. A blue banner at the top reads 'Grades successfully updated.' Below it, a message states 'The Grading Type for students will only be displayed if it is different than the Course Grading Type.' The table below shows the student 'Stu, J. Cool' with the 'Attending' column now set to 'Y' and a lock icon in the 'Attending' column header.

FERPA Restr.	Student	ID	Grad?	Attending	Final Grade	Grading Type	Absences	Clock Hrs	Cross-listed Course	Class	Division
!	Stu, J. Cool	3028220	N	Y			0	0.00			UG

**REMINDER:** Attendance must be taken twice a semester: (1) on the **5<sup>th</sup> day of the semester** (the conclusion of the ADD period); and (2) after the **4th week of the semester** (the last day to drop without permanent record). Watch for an email from the Registration and Records Office.

## Grade Entry Timelines

All grades are entered online through JayWeb and are **due by 10 a.m. the Tuesday morning following finals week.**

### Entering Failing or Incomplete Grade Guidelines (F, NP, I, II)

The United States Department of Education considers students to have “earned” failing grades if they participated in class beyond the 60% point of the course’s schedule meeting time. For regular semesters, the 60% point is the end of the ninth week of classes. If a student stops attending prior to the 60% point and they do not officially withdraw from the course, the resulting failing grades are considered “unearned.”

To aid in compliance, Elizabethtown College will require faculty to enter a best-estimate “last date of attendance” for any grade of “**F**” they enter during the grade entry submission process at the end of each semester. This date allows the college to compute the portion of each student’s financial aid that must be returned to the federal government. Return of aid is required for any student who stopped attending prior to the 60% point of the semester. These students are considered to be “unofficially withdrawn” from the course.

**For students who completed the semester**, the last date of attendance is normally the date of the final examination. Faculty do not need to enter a last date of attendance during grade entry for these students.

**For students who did not complete the semester**, the last date of attendance can be established by classroom attendance records or through records of student’s participation in activities such as the following: tests, quizzes, assignment submissions, online discussion posts, or any other meaningful interaction with the instructor.

The following guidance is provided in federal regulations:

### Academically Related Activity for Face-to-Face Instruction (FSA 5-59)

Academically related activities include, but are not limited to:

- physically attending a class where there is an opportunity to direct interaction between the instructor and students
- submitting an academic assignment
- taking an exam, an interactive tutorial, or computer-assisted instruction
- attending a study group that is assigned by the instructor/college
- participating in an online discussion about academic matters
- initiating contact with a faculty member/instructor to ask a question about the academic subject studied in the course.

Academically related activities DO NOT include activities where a student may be present but not academically engaged, such as:

- living in institutional housing
- participating in the colleges meal plan
- logging into an online class without active participation
- participating in academic counseling or advisement.

### Academically Related Activity for Distance Education Courses (FSA 5-60)

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity. Academically related activities in a distance education course include, but are not limited to:

- student submission of an academic assignment
- student submission of an exam
- documented student participation in an interactive tutorial or computer-assisted instruction

- a posting by the student showing the student’s participation in an online study group that is assigned by the institution
- a posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matters
- an email from the student for other documentation showing the student initiated contact with the faculty member to ask a question about the academic subject studies in the course.

## Grade Entry and Last Date of Attendance

**Verify the year and term on the Faculty Course Control page before entering grades.** After selecting the **Term** from the drop-down menu (choose one highlighted in grey), click the Search button. Choose **Grade Entry** from the drop-down menu under the ‘Go Directly To’ title.

The screenshot shows the Elizabethtown College Web Portal Faculty Course Control page. The 'Term' dropdown is set to '2017-2018 - Fall Semester' and 'Division' is set to 'All'. A search button is visible. Below the search area, a table lists courses for the 2017-2018 - Fall Semester. The first row is 'AC 101 BU Z Introduction to Accounting Undergraduate Student'. A dropdown menu is open under the 'Go Directly To' column for this row, showing options: 'Select Area ...', 'Select Area ...', 'Course Details', 'Class List', and 'Grade Entry'. Two red arrows on the left point to the search area and the 'Grade Entry' option.

In the example below, AC 101 is a Letter graded course but one student has chosen to change it to Pass/No Pass grading. The only grade options available to enter for this student are P, I, II, or NP, while all letter grade options are available for every other student.

**If you are entering an “F”, “NP”, “I” or “II”, you must enter an estimated last date of attendance along with the grade.** All you need to do is to provide an estimate of the last date of attendance when you enter final grades in JayWeb.

- If the student completed the final exam, the last date of attendance is the final exam date.
- Otherwise, the last date of attendance can be established by classroom attendance records or through records of student’s participation in tests, quizzes, assignment submissions, online discussion posts, or any other meaningful interaction with the instructor.

Student List for: Undergraduate Student 2017-2018 - Fall Semester AC 101 BU Z Introduction to Accounting

Instructors: Joe Faculty

Cross-listed Courses:

Course Grading Type: Letter Graded **Default Grade:** Select... Set Default Grade

If the grading period is open and you have permission to enter grades, the default grade you select will be applied to students that have no grade and that have a grading type that matches the course grading type. Please note that the midterm grading type is not displayed on this screen, but if it is available, it is compared to the course grading type to determine whether or not to apply the selected default grade.

Default Last Date of Attendance: 8/22/2017 Set Default LDoA

The default date you select will be applied to students that have no last date of attendance.

The Grading Type for students will only be displayed if it is different than the Course Grading Type.

FERPA Restr.	Student	ID	Grad?	Final Grade	Grading Type	Last Date of Attendance	Absences	Clock Hrs	Cross-listed Course	Class	Division
!	Stu, Be Cool	3028220	N	<span>Select...</span>		<span>[Yellow Box]</span>	0	0.0 0		Nondegree Student	UG
	Student, Cecilia SCPS	3072495	N	<span>Select...</span>	GS- Pass/N o Pass	<span>[Yellow Box]</span>	0	0.0 0			UG

Save Cancel



**If you are entering an “F”, “NP”, “I” or “II” grade, you must enter the students last date of attendance. Refer to the guidelines under the heading “Entering Failing and Incomplete Guidelines” in this booklet.**

Once you enter the grades you must click the **Save** button at the bottom of the list to save the grades you have entered. You have the option to enter some grades-save them, and then exit and return at another time to enter more. If a last date of attendance is not entered for a required grade code (F, NP, I or II), you will receive the following message:

The Grading Type for students will only be displayed if it is different than the Course Grading Type.

FERPA Restr.	Student	ID	Grad?	Final Grade	Grading Type	Last Date of Attendance	Absences	Clock Hrs	Cross-listed Course	Class	Division
!	Stu, Be Cool	3028220	N	F			0	0.0 0		Nondegree Student	UG
	Student, Cecilia SCPS	3072495	N	Select...	GS-Pass/N o Pass		0	0.0 0			UG

**Last Date of Attendance is required for all students who are given certain grades. The following students have a grade that requires a Last Date of Attendance but do not currently have one entered: Stu, Be Cool**

Save Cancel

Once all grades are entered correctly, you will receive the following confirmation statement.

Student List for: Undergraduate Student 2017-2018 - Fall Semester AC 101 BU Z

Instructors: Joe Faculty

Cross-listed Courses:

Course Grading Type: Letter Graded

**Grades successfully updated.**

The Grading Type for students will only be displayed if it is different than the Course Grading Type.

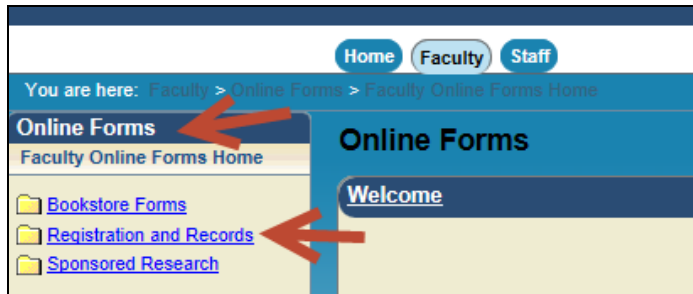
FERPA Restr.	Student	ID	Grad?	Attending	Final Grade	Grading Type	Last Date of Attendance	Absences	Clock Hrs	Cross-listed Course	Class	Division
!	Stu, Be Cool	3028220	N		F		10/1/2017	0	0.00		Nondegree Student	UG
	Student, Cecilia SCPS	3072495	N		P	GS-Pass/No Pass		0	0.00			UG

A few notes:

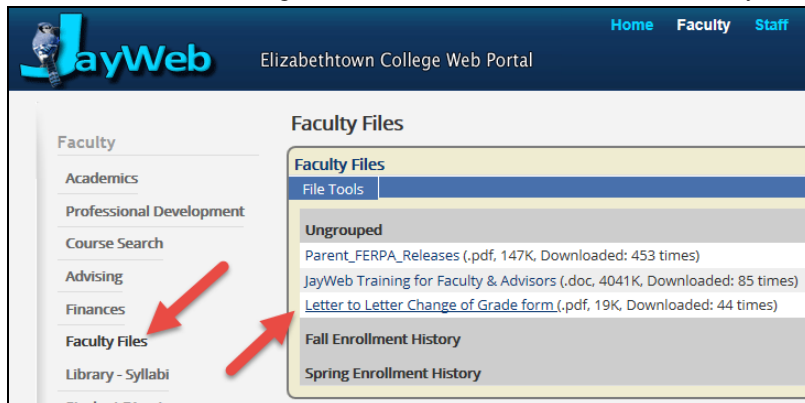
- Etown does not use the grade A+.
- If the student officially withdrew from your class the grade of W will already be entered by the Reg. & Records Office. A W grade will not be a choice in the drop-down menu.
- If you are entering a grade of **I (Incomplete)**, you and the student must complete the Incomplete Grade Contract (available on the Reg. & Records website) and send a copy to the Reg. & Records Office. **In addition, you must enter the last date of attendance for Title IV compliance. Refer to page 9 for more information.**
- A grade of **II (Integrity Incomplete)** was established for situations when you suspect a student has violated Etown's integrity policy and you need more time to investigate or resolve the issue. The "II" grade will be converted behind the scenes to an I grade (Incomplete) so that when a student views his/her grades or requests a

transcript, the course will appear as incomplete (maintaining innocence until proven otherwise) until the integrity issue is resolved and replaced with a new grade. ***In addition, you must enter the last date of attendance for Title IV compliance. Refer to page 9 for more information.***

- **A grade of F (Failing) or NP (Not Passing) is entered, you must enter the last date of attendance for Title IV compliance. Refer to page 9, for more information.**
- If a student is on your Grade Entry list but not in your class, or if the student is attending your class and not on the Grade Entry list, contact Reg. & Records (361-1409) ASAP!
- For Letter graded courses that have been changed to **Pass/No Pass**, **grades of D- or higher are recorded as P (Pass)**; grades of F are recorded as NP (No Pass).
- Once grades have been submitted they cannot be changed on the grade entry page of JayWeb.
- If you submitted a grade of 'I' or 'II,' you can change the student's grade using the Incomplete Change of Grade form. This form is available by clicking on the **Online Forms folder** in the left menu bar, then Registration and Records.



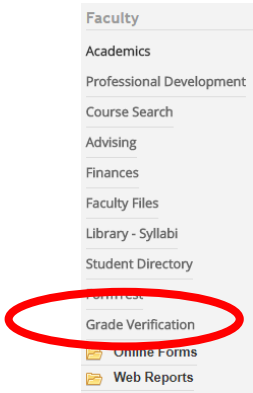
- The Letter to Letter Change of Grade form is available on the 'Faculty Files' page from the left menu bar.



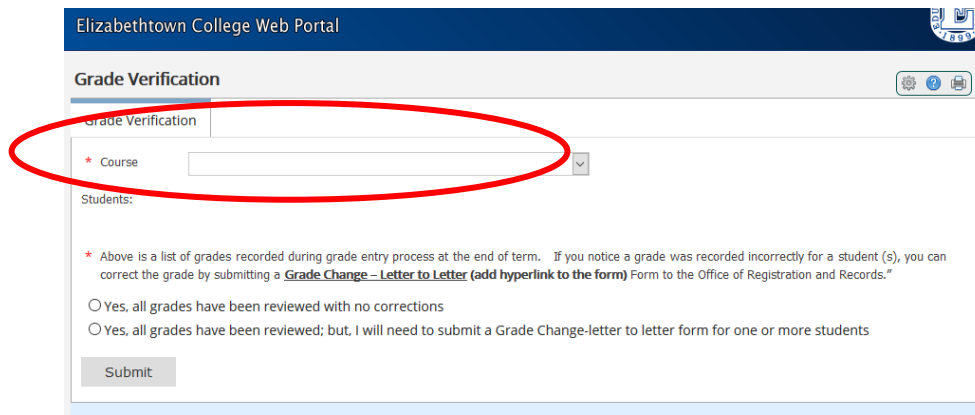
# Online Grade Entry Verification Process for Faculty

Faculty have the ability to validate Grade Entry Verifications through JayWeb.

1. Log into Jayweb. In the left navigation, select **Grade Verification**.



2. Use the course drop-down to select the first course for verification of grade entry.

A screenshot of the Elizabethtown College Web Portal Grade Verification form. The form title is "Grade Verification". It features a "Course" drop-down menu (circled in red) and a "Students:" section. Below the "Students:" section, there is a paragraph of instructions: "\* Above is a list of grades recorded during grade entry process at the end of term. If you notice a grade was recorded incorrectly for a student (s), you can correct the grade by submitting a [Grade Change - Letter to Letter](#) (add hyperlink to the form) Form to the Office of Registration and Records." There are two radio button options: "Yes, all grades have been reviewed with no corrections" and "Yes, all grades have been reviewed; but, I will need to submit a Grade Change-letter to letter form for one or more students". A "Submit" button is located at the bottom of the form.

3. All enrolled students with the grade currently on record will be listed.





## Grade Verification



Grade Verification

\* Course

Students:

ID	Grade	Name	Email	Class
3028220	P	Joe Student	waydes@etown.edu	ND
3072491	P	New Student	meckc@etown.edu	ND

\* Above is a list of grades recorded during grade entry process at the end of term. If you notice a grade was recorded incorrectly for a student (s), you can correct the grade by submitting a [Grade Change - Letter to Letter](#) (add hyperlink to the form) Form to the Office of Registration and Records."

Yes, all grades have been reviewed with no corrections  
 Yes, all grades have been reviewed; but, I will need to submit a Grade Change-letter to letter form for one or more students

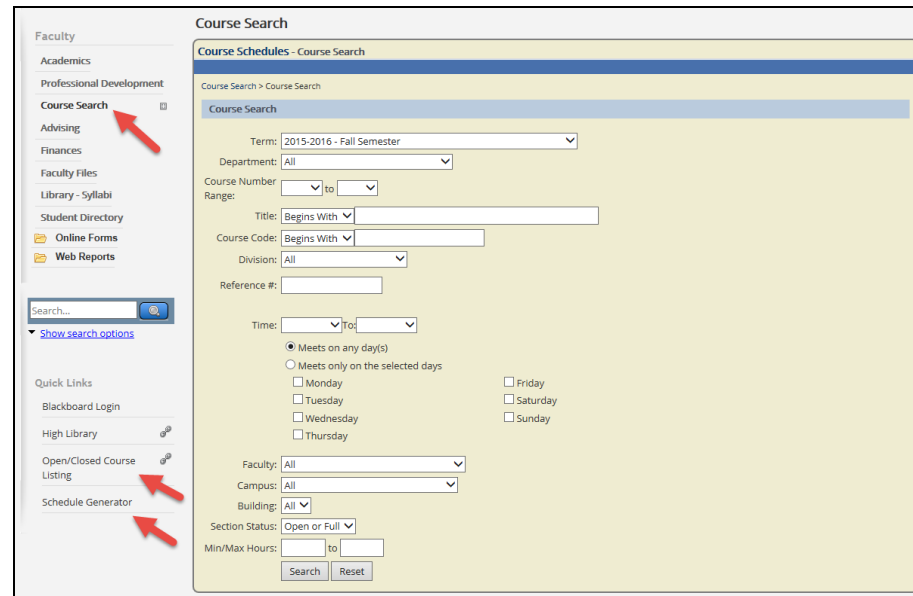
- Select one of the options to confirm grade entry accuracy.
  - Yes, all grades have been reviewed with no corrections
  - Yes, all grades have been reviewed; but, I will need to submit a Grade Change-letter to letter form for one or more students

Then remember to submit your response by clicking on the Submit button.

- Repeat for all courses in the term.

## Course Search

The Course Search link in the left menu gives you the chance to search for courses being taught this semester and in future or past semesters. Use the 'More Search Options' link to add additional criteria. Here you can search for only open courses, courses meeting on specific days or meeting at specific times.

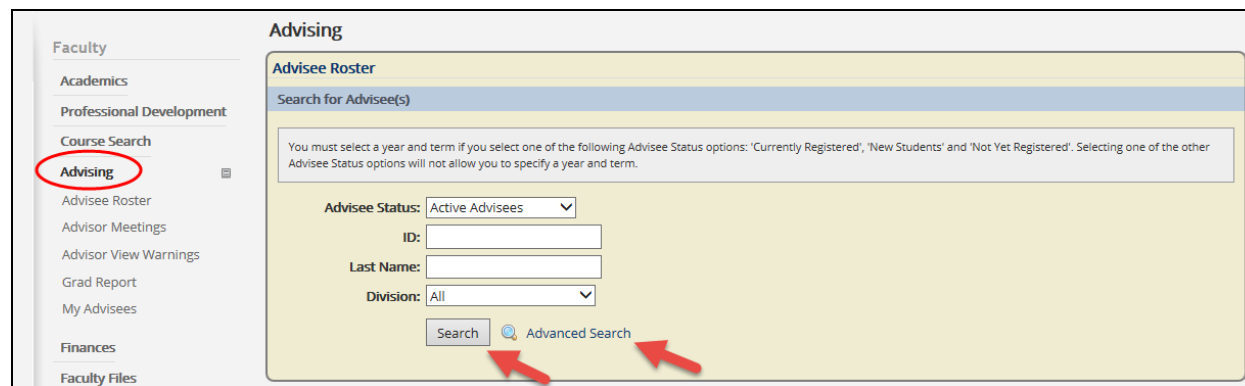


The **Course Listing** of courses which is on the Reg. & Records website is also available from the Quick Links Menu (located on the left side of the screen). This list is updated hourly.

The **Schedule Generator** is a great program which helps students create their schedule. Students pick courses they are interested in taking and then the program provides every possible scheduling option. Once registration has started it can exclude courses that are already full. It's great for science majors who have to create schedules around lecture/lab courses and also works well for students looking for a course like EN100 where there are multiple sections.

## Advising Information

Information pertaining to your advisees is located on the **Advising** link on the left menu bar. For a list of **all Active Advisees**, click the Search button.



The Advanced Search Option allows you to narrow your search for advisees based on the criteria you enter. Under Advisee Status you can choose: All, Active Advisees, Currently Registered, New Students, or Not Yet Registered. You will be required to enter the year & term if you choose Currently Registered, New Students or the Not Yet Registered option.

**Advising**

**Advisee Roster - Advanced Search**

Advisee Roster > Advanced Search

**Advanced Search Criteria**

You must select a year and term if you select one of the following Advisee Status options: 'Currently Registered', 'New Students' and 'Not Yet Registered'. Selecting one of the other Advisee Status options will not allow you to specify a year and term.

Advisee Status: All  
Division: All  
Degree: All  
Major: All  
Minor:   
Concentration:   
City:   
State: All  
ID:   
Last Name: Contains   
First Name: Contains   
Middle Name: Contains

**Name Search Options**

- Use Phonetic Match
- Use Primary Name Source
- Use Alternate Name Source

Search Cancel

NOTE: **If searching for advisees with a specific major the system will only check the student's first major.** Students with a second major of the one you are searching will not be included in your search results. The minor search will check all minors (first, second, third).

## New Email and Download Features

Links are provided which allow you to either email only the advisees you selected using the advanced criteria, email all (active) advisees, or email those you selected using the Email check-box. You can also download your list of advisees into an Excel spreadsheet. The Export to Excel link will place the information on the screen into an Excel spreadsheet.

**Advising**

**Advisee Roster**

Search for Advisee(s)

You must select a year and term if you select one of the following Advisee Status options: 'Currently Registered', 'New Students' and 'Not Yet Registered'. Selecting one of the other Advisee Status options will not allow you to specify a year and term.

Advisee Status: Active Advisees

ID:

Last Name:

Division: All

[Advanced Search](#)

Export to Excel      Email All Advisees Currently Displayed      E-mail Selected Student(s)

**Advisee Roster for: Joe Faculty (2 advisees)**

FERPA Restrict	Email	Name	Student ID	Needs to Register?
<input type="checkbox"/>		Althoff, Debra S	██████████	
<input type="checkbox"/>		Stu, J. Cool	3028220	

A more thorough report of all of your advisees is available on the 'My Advisees' link. First, click on the 'box and arrow' symbol in the right corner. This will create your report in a new full-size page. Then choose either Active or Inactive from the 'Select Status' drop-down menu. Now click 'View Report'.

**Advising**

**My Advisees**

Select Status: Active

1

2

3

Faculty

- Academics
- Professional Development
- Course Search
- Advising**
  - Advisee Roster
  - Advisor Meetings
  - Advisor View Warnings
  - Grad Report
  - My Advisees**

Select Status: Active View Report

1 of 1 100% Find | Next

ID NUM	FIRST NAME	LAST NAME	CLASS	CAREER HRS EARNED	ENTER YR	MAJOR 1	CONC 1	MAJOR 2	CONC 2	MINOR 1	MINOR 2
████████	Debra	Althoff	SR	127.00	1996	BAMGT					
████████	Joe	Student	SO	46.00	2012	SW					
TOTAL:		2									

Any questions or problems, contact Debbie Althoff - ext. 1423 3/17/2015 1:52:30 PM

*Annotations:*  
 - List can be saved to Excel (points to View Report)  
 - Columns with double arrows are sortable (points to CLASS, CAREER HRS EARNED, ENTER YR, MAJOR 1, CONC 1, MAJOR 2, CONC 2, MINOR 1, MINOR 2)  
 - Scroll right for more info (points to right edge)

A report will generate in real time showing your advisee's ID#, name, class, career hours earned, entrance year, major(s), concentration(s), minor(s), career GPA, grad date, campus box, email and advising type. You can export your list into Excel.

## Advisee Information

For specific information on an advisee, click on the student's name. From this screen you can get to an advisee's grade report, unofficial transcript, holds (if applicable), SAT/ACT scores, Placements, high school information, degree audit (grad report), advising meeting, schedule and other important information.

### Advising

Advisee Roster - Advisee Details

Advisee Roster > Advisee Details

**J. Cool Stu**

<b>Classification:</b> Sophomore	<b>Degree:</b> Bachelor of Social Work
<b>Enrolled Date:</b> 8/29/2011	<b>First Major:</b> Social Work
	<b>Second Major:</b> Accounting
	<b>First Minor:</b> Asian Studies
	<b>Second Minor:</b> Human Services

*Annotation:* Concentrations and third majors & minors will not appear here. (points to Second Major/Second Minor)

Code	Type	Begin Date	Expiration
AV	Registration hold	3/18/2015	N/A

Description: Student Must Meet With Advisor

#### Tools and Information

<ul style="list-style-type: none"> <li>Academic History</li> <li>Course History</li> <li>Grade Report</li> <li>Unofficial Transcript</li> </ul>	<ul style="list-style-type: none"> <li>Registration</li> <li>Student Schedule</li> <li>Advanced Course Search</li> </ul>
<ul style="list-style-type: none"> <li>Advisee Meetings</li> <li>Grad Report/Degree Audit</li> </ul>	<p><b>Address</b></p> <p>One Alpha Drive          Elizabethtown, Pennsylvania 17022          UNITED STATES          717-361-1423</p>

*Annotations:*  
 - Placements, high school info, and ACT/SAT scores are under Academic History (points to Academic History)  
 - AP, CLEP, IB, and transfer credits are under Course History (points to Course History)

## Clearing the Advising Hold

Prior to registration for next semester each student must meet with his primary major advisor. To ensure this takes place an advising hold is placed on every student's record and a generic meeting is set up between the primary major advisor and the advisee. All meetings are set-up using the first day of the advising period as the date and all are marked with an incomplete status.

Once you have met with your advisee you can clear his hold by marking the meeting complete. To do this, select the **Advising** link from the menu on the left and then the **Advisor Meetings** link. Click the 'Display Meetings' button to show your meetings. (If no meetings appear, clear the Start Date and End Date and then click Display Meetings.)

The screenshot shows the 'Advising' interface. On the left sidebar, the 'Advising' menu is expanded, and 'Advisor Meetings' is circled in red. A red arrow points to the 'Display Meetings' button. A red callout box contains the text: 'Be sure your date range includes the first day of advising, otherwise you will not see any meeting.' A red arrow points to the 'Details' link in the table row for 'Stu, J. Cool'.

Scheduled Meetings					
	Name	Date/Time	Description	Status	Details
<input type="checkbox"/>	Stu, J. Cool	3/18/2015 12:05:00 PM	Advising Meeting for Registration	Incomplete	<a href="#">Details</a>

Click on the **Details** link corresponding to the student. A new screen will appear. The Status will default to Incomplete. Change this to **Complete** (using the drop-down menu), then click the **Save** button. This will release the student's Advising Hold. Students will be able to view anything typed in the Purpose section, but will not be able to view anything in the Notes section.

**Advisor Meetings - Meeting Details**  
 Advisor Meetings > Meeting Details

**Advisor Meetings For: Joe Faculty**

Name: \*

Date/Time: \*   :

Description:

Status:

Purpose:

Notes:

Save Save and Add Another Reset Cancel

There are no meetings scheduled for a later date for this advisee.

**Students will not be able to register for classes if the status is INCOMPLETE.**

## Advisee's Grad Report

You have access to your advisee's graduation report. The 'Grad Report' will list the student's major(s), minor(s), and core requirements. Select the **Advising** link from the menu on the left and then the **Grad Report** link. Choose the student from the drop-down menu and then click 'Generate Report'. A new screen will appear – click on the Direct Grad Report link to open.

**Advising**

**Grad Report - Report Parameters**  
 PDF Reports > Report Parameters

Enter or select values for each parameter then click submit. Every parameter is required.

Student

Generate Report Cancel

**Advising**

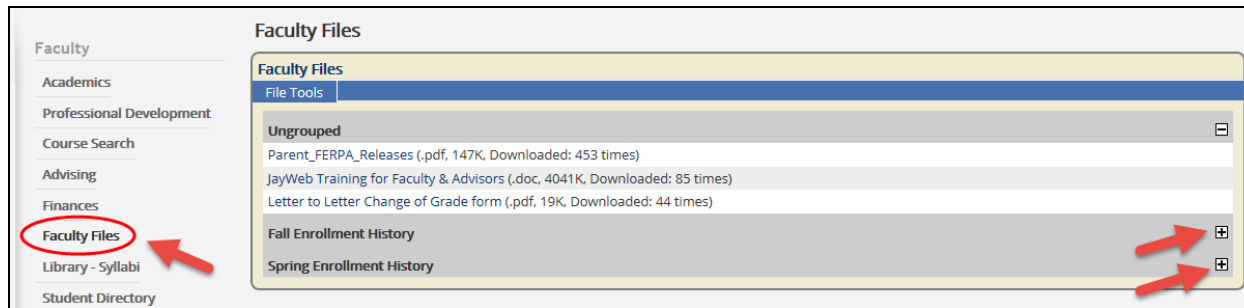
**Grad Report - Report**  
 PDF Reports > Report Parameters > Report

Your report has been generated. To view your report, click the below link.

[Direct Grad Report](#)

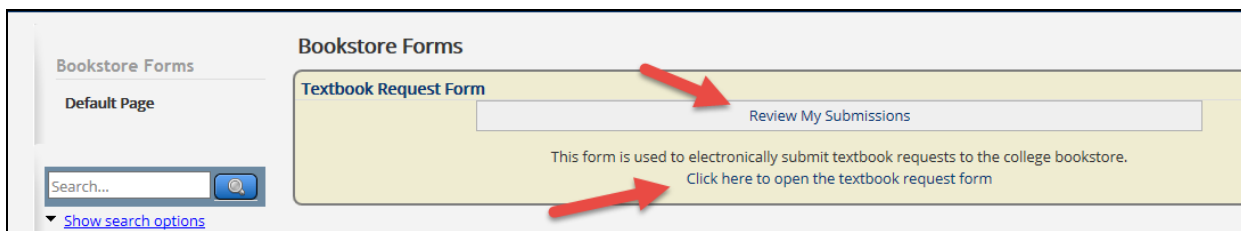
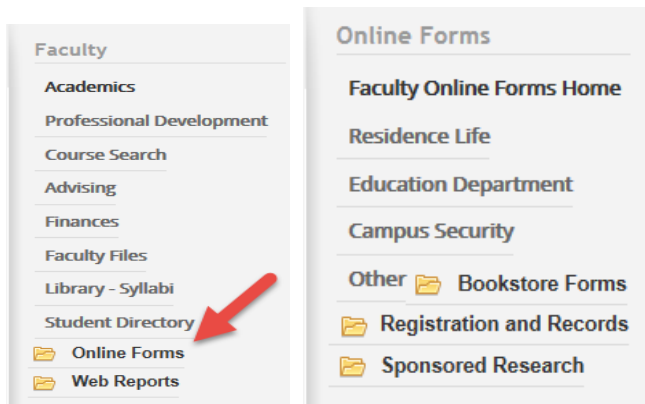
## Faculty Files

The JayWeb Training document, the Parent FERPA releases, and Letter-to-Letter Change of Grade form are available here, along with the Course Enrollment Histories. Click on the '+' to see the reports throughout the years.



## Online Forms

Click on the link to Online Forms to find forms available by various offices. In the '**Bookstore Forms**' folder you will be able to electronically submit your textbook requests to our college store and review previous submissions.



The Registration & Records folder contains a link to '**Downloadable Forms**'. These forms can be printed and submitted. The Incomplete Change of Grade can be submitted electronically.



**Registration and Records**

[Online Forms](#)

**Downloadable Forms**

Search...

[Show search options](#)

**Quick Links**

[Blackboard Login](#)

[High Library](#)

[Open/Closed Course Listing](#)

[Schedule Generator](#)

**Downloadable Forms**

**Handouts**

[File Tools](#)

**Ungrouped**

- [Academic Standing Committee Petition \(.pdf, 19K\)](#)
- [Change of Grade - Letter to Letter \(.pdf, 19K\)](#)
- [Core Verification form \(.pdf, 424K\)](#)
- [Course Repeat Form \(.pdf, 48K\)](#)
- [Course Withdraw form \(.doc, 411K\)](#)
- [Incomplete Grade Contract \(.pdf, 16K\)](#)
- [Independent Study form \(.docx, 254K\)](#)
- [Internship Contract \(.pdf, 26K\)](#)
- [Off-Campus Course Approval form \(.pdf, 489K\)](#)
- [Overload Petition \(.pdf, 428K\)](#)
- [Pre-enrollment Form \(.doc, 81K\)](#)
- [RBI form \(.doc, 87K\)](#)
- [Registration Worksheet \(.pdf, 7K\)](#)
- [Time Conflict Resolution form \(.pdf, 22K\)](#)

The Sponsored Research link will open the form to apply for research opportunities.

**Sponsored Research**

**SCARP**

Search

**Sponsored Research**

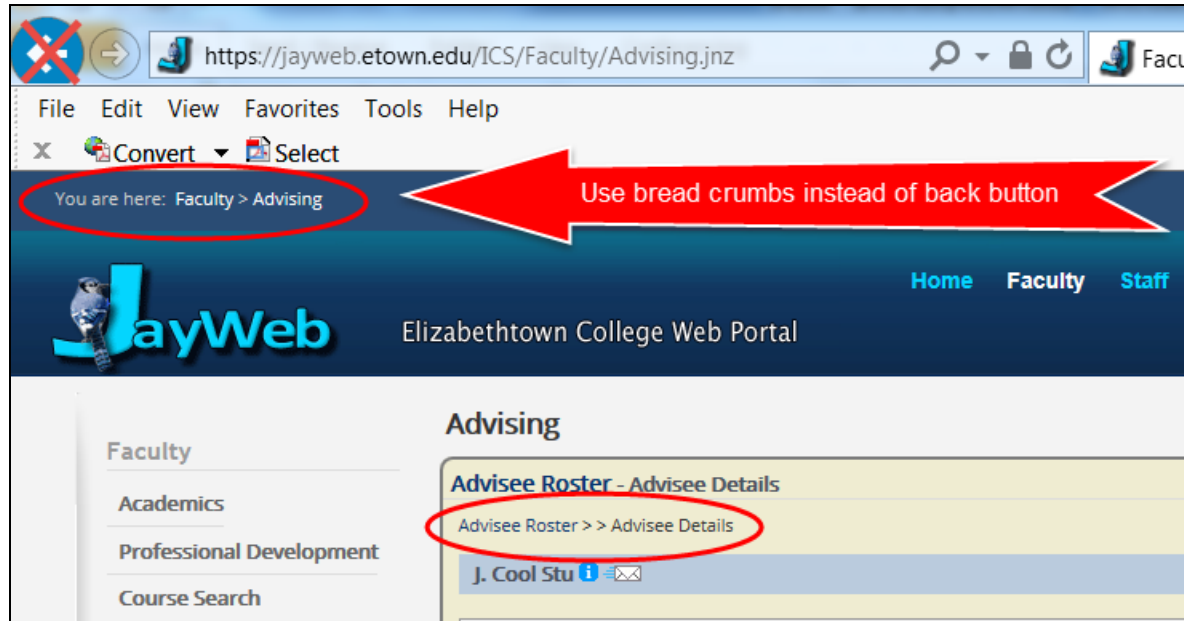
**Application for Summer Scholarship - SCARP**

[Review My Submissions](#)

The application period is now closed

## Use Bread Crumbs instead of Back Button

To protect you and your information the **Back** button in your browser will not always work when you are in JayWeb so it is recommended that you use the '**bread crumb**' feature to return to a previous screen. The bread crumb trail is located next to the 'You are here' just below the Home tab and is often embedded on the page.



*\*Jayweb instructions subject to change.*