FACULTY ADVISING GUIDE

PREFACE

The Advising Guide has been compiled to meet the following goals

1. To provide current, accurate, and more complete information to advisors;

2. To provide such information in one convenient place;

3. To provide a supplement to the Ferrum College catalog, 8-Semester Plans, and faculty handbook;

4. To provide up-to-date lists of advising resources and referrals for possible advising problems.

The Guide is intended to be an additional reference for advising, along with the College Catalog, 8-Semester Plans, Student and Faculty Handbooks and departmental guides. The Guide should be used as a tool to help address specific advisee needs.

This Advising Guide will be continually updated, expanded and revised. The assistance of advisors and School Deans can make future versions more useful. Suggestions, additions, revisions and changes should be sent to the Director of Academic Progress and Evaluation.

INTRODUCTION

The role of advising in student retention continues to be paramount in retention literature. A major factor in determining whether a student remains enrolled and successful is the extent to which the student feels a personal connection within the college community. According to the Council for the Advancement of Standards in Higher Education, "academic advising is one of the very few institutional functions that connect all students to the institution." (*The Role of Academic Advising, CAS Standards Contextual Statement*, www.cas.edu). Academic advisors have the opportunity to increase meaningful contact with students and to serve as a link to other necessary campus resources from freshmen year to graduation. The advising relationship can be instrumental in helping students make the transition to college and successfully move through each Gateway and persistence in college.

The goal at Ferrum is to have an advising system that encourages students by identifying their needs and helping them accept their responsibilities in the college experience. Through shared responsibility with the advisor, students should move through each Gateway and develop those expectations for success, plans of action, and awareness of academic policies, procedures, and resources.

Ferrum encourages advisors to approach the advising process as developmental, working holistically with students, encouraging them to examine long-term goals and career possibilities, choices of majors and the reasons for them, and appropriate course selections.

The advisor's role is not just course selection. Instead, it is part of the entire advising process. We encourage student to seek advice on all matters related to their college experience, and expect advisors to be familiar with campus resources so that they can direct students to those services as needed.

ADVISING: MISSION STATEMENT

Student advising offers an opportunity for faculty to help students determine a suitable academic path and realize their educational and professional goals. In this partnership, the faculty members have responsibilities to foster the understanding of critical academic decision-making and choices. Students are expected to be proactively, cooperatively, and responsibly engaged in charting their academic paths. Ultimately the student is responsible for setting and meeting goals and published requirements. By emphasizing the importance of student responsibility and planning, student advising will encourage the exploration, discovery, acknowledgment and pursuits of academic options designed to advance the total college experience of students.

EXPECTATIONS FOR ACADEMIC ADVISING

1. Advising is an essential part of the educational process that helps the student develop meaningful educational plans compatible with career and life goals and also engage in choosing a major, planning for graduate school and degree planning.
2. Advising is a powerful process used to improve the quality of students' educational experience through regular checks and balances. Advisors have many tools available to them on the portal: student schedules and transcripts, program evaluation, retention alerts, student educational plans, Eight-Semester Plans and course rotations, and online registration.
3. Advising is directly related to and integrated into other institutional programs including admissions, orientation, registration, instruction, counseling and career planning.
4. Advisors and students will be adequately prepared, informed, and assessed to ensure a successful advising process.
5. A systematic, ongoing evaluation of the overall advising program by both students and advisors will be conducted regularly through analysis of data and survey.
6. The advising process is the responsibility of both the students and the advisors.

RESPONSIBILITIES OF FACULTY ADVISORS

1. Email advisee list each semester of office hours, location, and expectations (deadlines, reading and responding to e-mail).
2. Provide specific and accurate information, including discussing academic policies and guidelines, approve all designated academic transactions (schedule, drop/add, withdrawal, etc.), and review plans and progress toward graduation.
3. Keep abreast of curriculum changes.
4. Establish advising outcomes that include helping students define and develop realistic educational plans, assisting students in planning a program consistent with their interests and abilities and discussing with students what they as advisees are and are not responsible for.
5. Be available to students by scheduling, posting and keeping regular office hours, encouraging meetings with advisees, especially to review mid-semester and semester grades and/or academic alerts, and responding to requests in a timely manner.
6. Inform students of available support services.

7. Refer students when academic or personal problems require intervention by other professionals. This can be accomplished through the retention alert process.
8. Notify School Dean before leaving on sabbatical or not advising during any semester so that advisees can be re-assigned.

RESPONSIBILITIES OF STUDENT ADVISEES

1. Clarify their personal values, abilities, interests, and goals.
2. Become familiar with the catalog, 8-Semester Plans, student handbook, and adhere to college policies, procedures and academic requirements.
3. Document schedule change requests via email.
4. Contact advisor for appointments, and be prepared for the advising session.
5. Develop an educational plan, based on the 8-Semester Plans, including a degree plan and monitor progress toward graduation.
6. Follow through on actions decided upon during each advising session.
7. Request reassignment to a different advisor if necessary.
8. Accept final responsibility for all decisions you and your advisor have made.

NEW STUDENT ADVISING

During Panther PAWS, new students entering in the fall semester, both freshman and transfer, receive their schedules, which are created based on online questionnaire responses and placement testing. New students have an opportunity to talk with faculty during PAWS, and are instructed to check Panther Portal for schedule changes and updates. Scheduling for students entering in the spring semester is done by the Director of Academic Progress and Evaluation in consultation with Program Coordinators as necessary, and schedules are distributed during a Welcome Program the day before spring classes begin.

Academic Resources Cetner staff are responsible for entering schedules for incoming freshmen each summer. Freshmen are informed at PAWS that the Gateway faculty member will be their academic advisor.

Upper-class transfer students are scheduled either by program faculty or the Director of Academic Progress and Evaluation, and they meet with faculty during PAWS (or the spring Welcome Program). Since transfer scheduling can be complex, students are advised to keep in touch with the Advising Office and are initially assigned to the Directoras an advisor. During the initial weeks of each semester, the Advising Office works with transfer students to transition to a major advisor.

Advisors work with freshmen through the Gateway Seminar (GWS 101), a two-credit graded semester-long course. This class meets at least twice per week; advisors and freshmen also meet regularly on an individual basis. Freshman are assigned to their Gateway advisor through census date of second semester (4th week of classes). With the assistance of their Gateway advisors, freshmen select or confirm their academic program of study. During the second semester they are transferred to an advisor in their major. Freshman Seminar faculty are directed to submit lists their students with programs to the Advising Office so that these changes can occur in a timely manner.

CHANGE OF ACADEMIC PROGRAM AND ADVISOR PROCEDURES

After the freshman year, students can change their advisor at any time. Students who change their academic program must also change to an advisor in that major field. Students are encouraged to confer with the current advisor to effect the change process. Advisors can submit program or advisor change requests on the portal, or e-mail them to advising@ferrum.edu. Alternatively, advisor and program change request forms are available at the Advising office. It is strongly recommended that students use the Student Planning tool to explore requirements for different majors of interest, and limit official change requests to once per semester. Students who decide to change their academic program after their first year of enrollment must follow the requirements in the current catalog, not the one that was in effect when they began at Ferrum. When changes have been entered by the Advising Office, confirmation e-mails are sent to the student and advisor(s).

ADVISORS LEAVING THE COLLEGE

Before departing, advisors leaving the college, either temporarily or permanently, should assure that their advisees have new advisors. The primary means of helping students move to new or temporary advisors is to encourage students to choose new advisors and complete Advisor Change Requests or e-mail a list to advising@ferrum.edu. Faculty who leave unexpectedly should submit a list of their current advisees to the School Dean of their school so they can reassign students to appropriate advisors within the school.

ACADEMIC RESOURCES FOR STUDENTS

Advisors should refer students, particularly those having academic difficulty, to the following campus resources.

The Peer Assisted Learning Program (PAL Program) is comprised of peer tutors and mentors. PAL tutors must have a 3.0 GPA minimum and have completed the course with a B or better to be referred to the program by faculty. PAL tutors attend at least one class (per section assigned) per week and hold two one hour sessions in the evening, in the ARC, each week. Students who wish to schedule an individual tutoring session may contact the PAL directly by e-mail.

The Mathematics Center is located in the Academic Resources Center, and the Writing Center is in the reference area of the Stanley Library. Both centers are staffed by Ferrum College faculty. This is a drop-in opportunity for students during the posted hours in a first come, first served format. The Writing Center faculty works with students and their papers across all disciplines, so students should not hesitate to bring a paper other than English to receive help. The Mathematics Center is available to help students in all level of mathematics, from MTH 100 to MTH 420.

Further Information on the PAL Program and the Math and Writing Centers can be accessed from the Academic Resources Center (ARC) website.

8-SEMESTER PLANS

www.ferrum.edu/academics/8-semester-plans
(from the main ferrum.edu website, click on the Academic Menu then 8-Semester Plans – Curricular Maps)

8-Semester Plans - Curricular Maps are provided to help students plan to meet all of Ferrum's graduation requirements in a timely manner. They are maps of the curriculum that is detailed in the Ferrum College Catalog, and they were developed by Program Coordinators based on their knowledge of how students can best meet those requirements. Advisors and students should follow them as closely as possible.

The plans are intended as recommendations or guides only; the sequence of courses for individual students may vary. Students should work carefully with their advisors to ensure the accuracy of their academic plans and consult the Ferrum College Catalog for official degree requirements.

Transfer students with Associates degrees from Virginia Community Colleges should follow the 4-Semester Plans.

RESOURCES AVAILABLE TO ADVISORS ON PANTHER PORTAL FERRUM.EDU

IMPORTANT NOTE: Many of the old menu items/tools for advisors in the old Web Advisor section of the portal have been replaced by the **Student Planning system**.

Instructions for using Student Planning (our registration system from Ellucian) are available on the Advising Resources page (see below), as are helpful tips and highlights in the Advising FAQs.
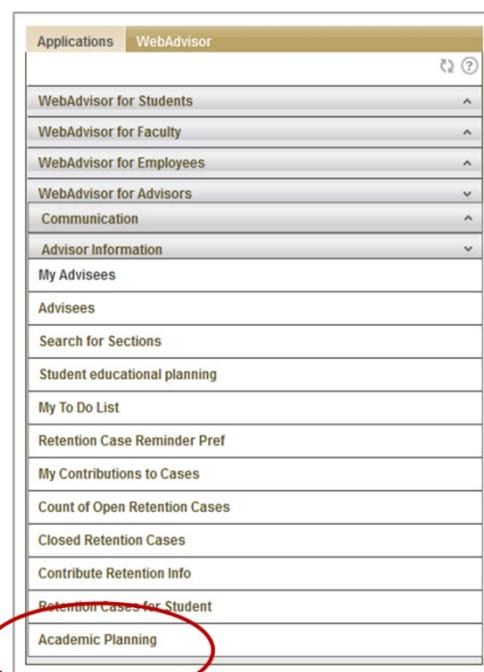
DEGREE AUDIT/PROGRAM EVALUATION: The program evaluation tool in the original WebAdvisor is the best, most accurate, tool for check students' requirements and completion. Access it by choosing My Advisees under Advisor Information instead of going to Academic Planning. You can then choose Evaluate Program from the drop-down menu by each advisee's name.

Advising Resources on FaCET

Faculty Commons for Excellence in Teaching (FaCET) is a one-stop site to support the Ferrum faculty in their teaching excellence.

Advisor FAQs

Student Planning Instructions for Advisors

Eight-Semester Plans

Ferrum College Catalog

Panther Portal (log-in required)
Interactive Forms
      Advisor Change Request
      Academic Program Change Request
   Request to Take Courses Elsewhere
Printable Forms (.pdf format)
      Student Petition to Add a Course (use for full/closed classes), Overload Request, Course Substitution Request

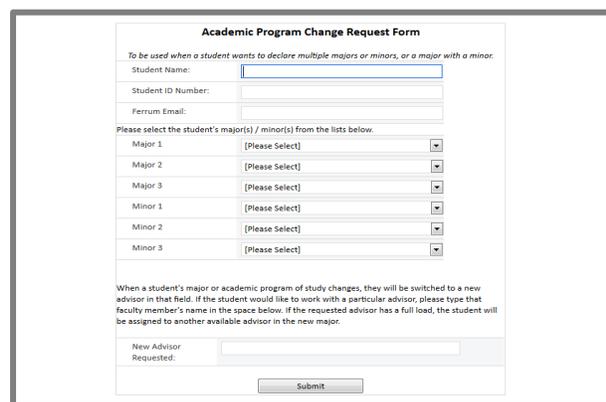*Printable Forms (.pdf format)*
    Advisor Change Request
    Academic Program Change Request

Use the on-line Advisor Change Request form to send an e-mail to the ARC to request an new advisor for a student.
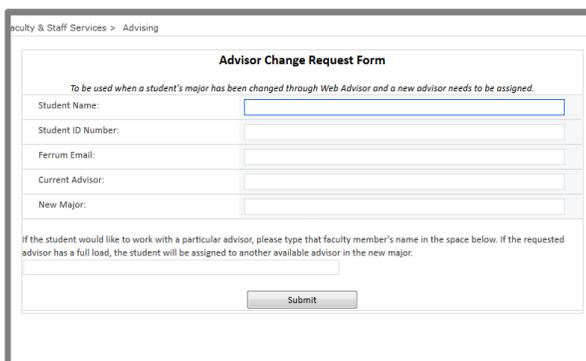
Use the on-line Academic Program Change Request Form to e-mail the ARC to request program changes that involve minors or more than one major.
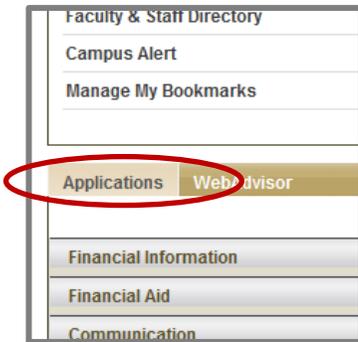
The Advisor Change Request, and the Academic Program Change Request are menu items on the left side of the advising portal page.
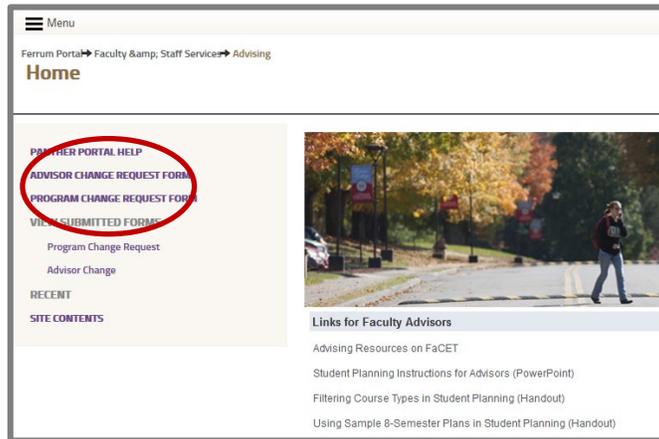
I-Assistant Tools

To access I-Assistant, click on Applications (next to the Web Advisor tab). To access I-Assistant, click on Applications (net to the Web Advisor tab).

Clicking on *Advisor Access*, then *My Advisees* allows advisors to view students' grades, use the gpa calculation tool, and e-mail their entire advising list.

Student Planning for Students

All students can use the Student Planning system on the portal to complete academic plans and register for classes themselves. Advisors must approve planned courses before students can register.

Students have different screens and options than advisors do in this system. If you need more information on what's available to students in Student Planning, instructions for students are available on the Advising Office website.

Academic Planning Instructions for Students

ADVISOR TIPS

1. Advisors should periodically check the academic program, catalog year, and anticipated graduation date for each of their advisees. Any changes that need to be made to these should be e-mailed to advising@ferrum.edu to be entered by the Advising Office.

2. Advisors and students should follow the 8-Semester Plans as much as possible. The 8-Semester Plans – Curricular Maps are provided to help students plan to successfully complete Ferrum College graduation requirements. They are intended as recommendations or guides only; the sequence of courses for individual students may vary. Students should work carefully with their advisors to ensure the accuracy of their academic plans and consult the Ferrum College Catalog for official degree requirements.

3. Prior to each registration period and at the beginning of each semester, advisors should e-mail their advisees to notify them of office hours and availability for approving academic plans, answering scheduling questions, and making schedule changes. An e-mail can be sent to all advisees in I-Assistant, under Advising Access and My Advisees.

4. Students have access to the academic planning tool and can register themselves. Students are asked to meet with advisors and must have their plans and schedules approved prior to their registration date. Registration dates are announced each semester by the Registrar's Office, and are opened according to class year.

5. Registration for over 19 credits in a single semester is considered an overload. The student should be aware that there is an additional charge (subject to change with each Catalog) per credit hour above 19 credits (excluding E-term classes).

6. Full-time status requires 12 hours in each regular term. E-term hours must be in addition to the 12 hours in the spring semester. Students that go into overload status due to e-term are not charged overload fees.

7. Add/Drop Period: Students have the first week to add classes. Students have the first four weeks (two weeks for ½ semester courses) to drop classes without penalty. Watch closely before dropping: 1) must stay full-time (at least 12 hours) and 2) pay careful attention that students are taking enough credits to be successful on the satisfactory academic progress chart. If a student drops after the fourth week of classes with a WP/WF grade, and happen to fall below 12 hours – since the course is "graded" they are still considered as full-time status and the financial aid is not impacted. Student may withdraw from a course with a WP/WF until the last day of classes.

8. If a student insists on adding a "closed" course, they can submit a Student Petition to Add a Course. This printable form is available on FaCET or the Registrar's Office portal page, and must be signed by the student, advisor, instructor, and School Dean.

9. Follow the Catalog for the year the student entered or forward. Students cannot pick a major from one catalog and follow the core or minor requirements from a different catalog. Students who change their program of study must meet the requirements in the current year's catalog. This means that students who decide to change their academic program after their first year of enrollment will no longer be able to follow the catalog that was in effect when they began at Ferrum.

10. Any deviations from the catalog (ex. Major course not offered for several years and a replacement becomes necessary) require a written substitution letter. A *Course Subsitution Request* form can be obtained from the Registrar's Office (or downloaded from their portal page), and is initiated by the academic advisor. The Program Coordinator (of the course being substituted), and the School Dean must approve substitutions.

11. Freshmen should not be registered for 300-400 level courses even if there are no prerequisites! A freshman most likely is not prepared and has not had the proper foundation work for the rigor of an upper level course.

12. Math Recommendations: It is important to know a student's major requirements especially when recommending the appropriate Math. Recommended sequences (placement tests determine the beginning level):
    - MTH 105 (if major doesn't require further math)
    - MTH 100 → MTH 111 → MTH 112 → MTH 208 (if major requires Pre-calculus I & II)
    - MTH 100 or 105 → MTH 107 → MTH 208 (if major doesn't require MTH 111,Pre-calculus)
    - MTH 100 → MTH 111 → MTH 112 → MTH 211 or 203 (if major requires Calculus)

13. "C" or higher is required in ENG 102 before progressing to ENG Literature or any Writing Intensive Courses.

14. A science class must have a lab (which adds an additional credit) in order to count for our Foundations/Liberal Arts requirement.

15. Writing Intensive component requires 1) an ADDITIONAL ENG LIT (the first English literature meets core requirements) AND a 300 level WI with a C or higher OR 2) two 300 level WI courses with a C or higher. All WI courses must be taken at Ferrum College and are listed in the catalog. NSM 307, 497, 498 are now all 2 credits each and taking all three courses satisfies both the

Speaking and Writing Intensive Requirements. The Student Planning system does not show WI courses until the semester begins. Students should be advised not to wait until their last semester to take both WI courses.

16. ENG 102, Comp & Research II, is required before COM 201, Public Speaking.

17. The Speaking intensive requirement can be met by completion of COM 201, ENG 433, HUM 333, SPA 302, THA 222, THA 333, THA 346, THA 414 (when offered as Musical Theatre Song & Character Analysis), NSM 307 & 498, or ENG 398 & 498, with a grade of "C" or higher.

18. E-term requirement- All students must pass one E-term prior to Senior year. Registration for an E-term course is during spring registration. Students MUST be registered for 12 hours for the spring semester, excluding the E-term course.   The deadlines for adding/dropping E-term courses are the same as normal spring courses. If a student doesn't drop an E-term course prior to the fourth week of the spring semester, the student will be obligated for any fees associated with the course.

19. Teacher Education Program (minor) requirements: Acceptance into the program, 2.8 GPA in major, 3.0 GPA in Teacher Education Minor, 2.5 GPA overall, and passed all testing requirements. The Teacher Education minor cannot be added to the students academic program until they have been officially accepted into it.

20. Students must earn a total of 30 hours at the 300-400 level – not all majors require 30 hours at the 300-400 level and students have to take additional hours to meet the requirement (ex. Psychology, Sciences). Also make sure students meet the total of 121 required credits.

21. Internships require a 2.0 Major and Cumulative GPA and traditionally Junior status. The student should review the internship process information in the Internship Handbook. Students should initiate the internship request with their Academic Advisor. After approval from the Program Coordinator and School Dean, the student will meet with the Faculty Internship Supervisor to discuss details. The Faculty Internship Supervisor will enter the Internship Learning Contract elements of: hours to be worked, credits, placement, goals, objectives, evaluation tools and attach a syllabus. The student will obtain the needed signatures on the Learning Contract and will be enrolled in the internship course once the signed document is returned. Please note: **A student must not be permitted to complete an internship during the summer and register for the course during a different term to avoid fees.

22. Students seeking to transfer coursework back to Ferrum should send official transcripts to the Registrar's Office if they have already taken classes elsewhere. If they are planning on taking future coursework, such as summer school or online courses, they need to complete a *Request to Take Courses Elsewhere* with the Registrar's Office (can be submitted on the portal). The Registrar's Office will verify the equivalency of transfer coursework prior to the student taking courses at another institution.

23. Ferrum accepts College Level Examinations (CLEP) with a score of 50 or higher, Advanced Placement (AP) scores of a 3 or higher, and International Baccalaureate (IB) credit with a score of 5 or higher. AP and IB Credit is awarded based on the ACE recommendations.

24. Students must complete their last semester of academic work at Ferrum College, with the exception that they may transfer back up to nine credits. A student cannot participate in graduation exercises if they are lacking more than one class. Exceptions to this must be requested of the Academic Standards Committee by e-mailing academicstandards@ferrum.edu.

25. Students and advisors should be familiar with the Standards of Academic Progress (see below). If a student is repeating a "D" or higher, do not count those hours twice. My Progress in Student Planning does this in the overall gpa requirement, while the Program Evaluations (on the old Web Advisor menu) is accurate.

Quantitative Measure:

After completing a total number of semesters	1	2	3	4	5	6	7	8	9	10
With at least this cumulative G.P.A.	1.40	1.60	1.80	2.0	2.00	2.00	2.00	2.00	2.00	2.00

Qualitative Measure:
    All students must complete 67% of all registered coursework by the end of the semester. Withdrawn and transfer credits will count as attempted coursework. Part-time students who have not passed at least half of the hours attempted in any single semester will be placed on academic suspension.

26. Students on academic Warning or Probation must be registered in a CSK class the semester they are on academic Warning or Probation. Credit for CSK classes does not count toward graduation. Students may not drop this CSK course.

27. Students desiring to appeal an Academic Suspension may do so by following the directions in their letter of suspension. The link will be available to any student with an "S" suspension status prior to the appeal deadline.

28. Advising questions should be directed to the appropriate School Dean or Program Coordinator or to Betsy Smith, bsmith@ferrum.edu, 540-365-4270.

29. If you have error messages when using the portal or Student Planning, please cut/paste your message and submit a Help Desk Support Request from the portal.

IMPORTANT LINKS FOR ADVISORS

FaCET
Student Planning Instructions for Advisors
Advisor FAQs
Ferrum College Catalog
Eight-Semester Plans
Academic Resources Center
Advising Office
    Advising Portal Page *log-in required*
Registrar's Office
    Registrar Portal Page *log-in required*
Career Services
Student Affairs
Faculty & Staff Directory

Faculty advisors are encouraged to use the link on *I-Assistant* called *Student Success/Express Concern for a Student* to notify appropriate staff of students of concern or those who may benefit from campus resources.

SCHOOL DEANS

- School of Arts and Humanities
  Dean: Dr. David Howell; dhowell@ferrum.edu, Office: Britt Hall 201, ext. 4413

- School of Natural Sciences and Mathematics
  Dean: Dr. Jinnie Garrett; jmgarrett@ferrum.edu, Office: Garber Hall 224, ext. 4542

- School of Social Sciences
  Dean: Dr. Kevin Reilly; kpreilly@ferrum.edu, Office: Roberts Hall 15, ext. 4407

ACADEMIC PROGRAM COORDINATORS

An updated list of Academic Program Coordinators is available on FaCET.

Academic Resources Center
Office of Advising • Lower Level, Stanley Library Room 109 • 540-365-4270 • advising@ferrum.edu