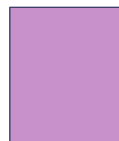


SUGGESTED TOPICS TO COVER IN ADVISING SESSIONS

ORIENTATION ADVISING



Academic Department Requirements Presentation

This presentation is given to students and their families. Suggested topics include:

- Overview of academic requirements
- Major/minors/emphases in your department
- Career information
- Advising information for future semesters
- How to formally apply for admission to your program (if applicable)
- Academic standards
- Tips for success in the major
- Adviser contact information
- Overview of web resources (dept. website, Timetable, course catalog, etc.)
- Connection to and importance of GEP

Advising and Registration

Dismiss family and guests and begin advising. Suggested topics for advising include:

- Explain "big picture" of degree requirements (120 credits total, 31-52 (GEP), major requirements, minor, etc.)
- Review GEP booklet and course catalog. Highlight major requirements and what categories they have available to choose additional courses.
 - The GEP booklet is a listing of 100 and 200 level courses that freshmen are eligible to take. It also includes the Math placement chart and brief course descriptions. Use the GEP booklet for advising instead of the timetable. Students will have a copy.
 - As you go through the GEP booklet, ask students to:
 - 1) Cross out closed courses (you will receive updated class availability list daily)
 - 2) Highlight courses that look interesting or courses required for your program
 - 3) Make note if a course is online or hybrid and ask them to consider their interest in this type of format
- Explain math, English, and foreign language placement test results.
 - English - explain the difference between 101/150/AP/CAAP
 - Foreign Language - explain the retro credit policy
 - Math - review the Math placement score information and consider the following:
 - 1) Math 90: must take their first year
 - 2) Math 105: only works for majors that do not need other Quantitative Literacy course, or for majors that do not require additional math
 - 3) Math 100: prerequisite for any higher level Math (e.g. Psychology and Business majors require Math 100 for their stats requirement) but doesn't count as GEP-QL

- 4) Math 118: NOT an appropriate GEP course for students who do not plan/need to take any more Math (e.g. Math 120 or higher)
- 5) Code 4 or higher: students don't necessarily need to take a math class their first semester, especially if they are uncertain about their major
- Elective courses:
 - Educ 105: Study Skills for any student who may benefit from skill development in test taking, note taking, and time management.
 - Educ 106: Workshops for College Success
 - LRES 101: Information Literacy Skills for College-Level Research
 - Engl 157: Independent Writing
 - Music Ensembles: If they're interested in taking band or choir courses, show them what's available on the music ensemble list in the advising manual.
- Review AP tests and scores (if available).

Making a Schedule

- Have students pull out the green "Advising Worksheet".
- Give them their English placement scores so they know what English class to take.
- Have them write down required courses, and any open GEP courses that look interesting to them using the GEP booklet.
- Review Advising File, which contains high school (and possibly a college) transcript, and ACT results to help students make wise course choices. Also, take into consideration extracurricular activities, number of hours the student plans to work, and any other outside commitments.
- Ask them to indicate if they're expecting AP/CAPP credit for any courses, or if they have college transfer credits.
- Review list of classes they come up with and start making a 1st and 2nd choice schedule at the bottom of the worksheet.

Completing the Registration Form

- Transfer their 1st and 2nd choice schedule from the green "Advising Worksheet" to the blue registration form.
- Please make sure that the "MAJOR" and "ADVISER'S SIGNATURE" are accurate on the registration form. We will confirm this information with the student when the student receives his/her class schedule.
- Identify fall classes (as well as at least 4 alternates). Provide student with 12-16 credits, including both major and GEP courses. Do not list "GEP-Arts", but instead list specific course (Art 181).
- Sign registration form after course selections have been made.
- Do not have the students fill in the courses. They do not know the course numbers or curriculum codes and this causes confusion at registration. Please check for accuracy before signing.
- Provide permission required stamp or signature for permission required or closed courses as needed.
- Provide alternates, especially as course selection gets limited.

- Utilize “schedule restrictions” section only for athletic practice times and commuters when needed.
- Indicate the section numbers on the registration sheet only if the course specifies a section, such as a specific section for majors only or FYS courses. Do not indicate sections for other courses, nor should students spend any time working on class schedules.
- Do not stamp or sign a partially completed or blank registration form. Not only is this NOT advising but it causes major problems when the student attempts to register. This is also a liability issue as it pertains to credits to degree.
- To minimize drop-adding of courses, advise students to enroll in the appropriate number of credits (12-16 credits recommended). NO OVERLOADS.
- Note on registration form if student does not want an online or hybrid course.

Things to Collect from the Student

- Advising File - contains high school and possibly a college transcript, and ACT scores (this material will be stapled to folder). Give everything else in folder back to the student.
- Advising Worksheet
- First-Year Student Profile

Next Steps for Students

- Students keep the completed registration form.
- Direct them to the Office of the Registrar Staff to register for classes:
 - CCC/CPS send students to CCC Building
 - NFAC/TNR/Science send students to TNR West Lobby
 - DUC/CAC send students to Student Services Center (Room 101)
- Encourage students to watch timetable over the summer for seats to open in classes they were considering that are currently closed. Explain waitlist procedures if applicable.

Next Steps for Advisers

- Once you are done with advising, visit the Office of the Registrar Staff where your advisees are registering for classes to answer questions. Do not leave until all of your advisees have registered.
- Review your advisee's schedules after orientation. Contact students if there are noticeable errors in scheduling. Look for:
 - Appropriate # of credits
 - Balanced workload for academic preparation
 - Appropriate courses for major/minor
 - Prerequisite courses
- Keep list of advisees you meet with and update in Student Information System (add your major, delete old major if necessary, add assigned adviser's name). It is imperative this information is kept up-to-date so that SIS reflects an accurate record for each student.