

NEW ADVISOR HANDBOOK



2019-2020

INDIANA UNIVERSITY OF PENNSYLVANIA
ADVISING WORKGROUP
TRAINING ON ADVISING SUBCOMMITTEE

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I. ADVISING AT IUP

A. A Working Definition and Philosophy for Advising

Advising should be considered an exchange of information between advisor and student, not just lists of “Do’s” and “Don’ts.” Faced with the wide range of choices in the university catalog, students often do not know how to choose wisely, and it is your role as an Advisor to guide them. Only through exchanging ideas, questions, (and often understanding and patience) will a student succeed in his or her academic collegiate life.

This exchange between advisor and student should occur, at minimum, once a semester during an academic year. During these two meetings, you will devise semester course schedules for the student. The goals of scheduling are to fulfill major requirements, meet academic capabilities, and foster the student’s personal or vocational interests.

However, in order to be an effective advisor, it is recommended that you be available to discuss academic or personal situations with your advisees at other times than when they are planning to register. Creating a friendly and open atmosphere, while maintaining a standard professional demeanor, will lead to clear and honest interactions. The more clearly you communicate with each other, the more likely students are to understand the outcomes of your meetings.

From a student’s perspective, the advisor not only provides information and interprets university regulations, but may also be a source of assistance in overcoming problems relating to the university. The advisor may also be the first person to hear of personal problems and disruptions in a student’s life. When this occurs, the advisor’s task is to refer the student to an appropriate service that can handle such problems. An advisor is part of a “distant early warning” system and is not expected to be a substitute for professional counseling.

The advising relationship is a two-way street, and active student participation will make your meetings more productive. (If students are not asking the right questions, you may have to ask them yourself.) Remember that advisees believe you to be a source of guidance throughout their academic careers at IUP. When you open the door for clear exchanges of information, you are well on the way to providing sound advice.

B. Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. Passed in 1976, The Buckley Amendment guarantees students specific rights pertaining to disclosure of their education records and rights of access to those records. Students have the right to access all their own official institutional records, including grades, assigned papers, and information that is recorded by the instructor. Students must be granted access to review records within 45 days of the request to the University. However, annotated notes kept by a faculty member in the course of advising or counseling relationship are considered personal property of the advisor and are not subject to the regulations of the Buckley Amendment. The student does not have access to these notes. These notes should be destroyed when they are no longer of use in advising the student.

Another important area to keep in mind concerns the rights of students with disabilities. Section 504 for the Rehabilitation Act of 1973 protects the civil and constitutional rights of people with disabilities. Please visit the [Department for Disability Access and Advising](#) for more information.

C. Expectations of Advising

The [Collective Bargaining Agreement](#) (CBA; Article 4B) includes “conferring with and advising students” as part of the fundamental responsibilities for faculty. Article 12.B.1a indicates that the “quality of student advisement” is part of effective teaching and fulfillment of professional responsibilities. Finally, Article 31 indicates that it is appropriate for other personnel (besides faculty) to provide support to students through help with schedules, problem solving schedule conflicts, implementing advisor’s recommendations, and other duties as long as they are done in collaboration with a faculty member.

i. Tenure and Promotion Materials.

It is important to discuss and demonstrate your efforts in advising when submitting for tenure and promotion. Effective advising leads to quality higher education experiences for students and should be recognized. Below are items to consider addressing in your tenure and/or promotion application. Note: For the promotion application the number of pages for supporting documentation is limited. You can thoroughly discuss advising in your narrative as part of professional duties; however, when selecting evidence to include in supporting documentation, it is recommended that key artifacts, and not all, be used to demonstrate effective advising.

Items to Consider	Description	Possible Supporting Documentation
Advising Philosophy or Model	What advising philosophy or model do you use and why?	Advising syllabus Advising D2L page screenshot
Effective Management	How many advisees do you have each semester? How often do you meet with each advisee? How long are the meetings? How many recommendation letters do you write each semester?	Scheduling app printout (e.g., signup genius) Advising Syllabus Number of Advisees
Student Outcomes	What do your advisees accomplish? Do they graduate? Do they find employment? Do they go on to graduate school? Do they receive scholarships or awards?	Student Awards, Student Fellowships, Job Placement rate, Graduate school admission rate, Retention rates, Persistence rates, Graduation rates, Sample Advisor Emails
Student Feedback	What do your advisees think about your work as an advisor?	Unprompted Student Emails or Cards, Course Evaluations
Peer Feedback	What do your colleagues say about your work with students outside of the classroom?	Department Performance Review Committee Letter(s), Classroom Observation(s), Awards

The [National Survey of Student Engagement](#) (NSSE) - Academic Advising Module.

Pennsylvania State System of Higher Education (PASSHE) schools participate in the NSSE, which surveys freshmen and seniors every two years. Survey questions include items on advising and instruction. A module was recently added that specifically addresses students' experiences with academic advising services at their University. Results are reported for each university and we can compare our results with the other participating PASSHE schools. Items on the Academic Advising module ask students to respond to questions regarding:

- (a) Advisor availability,
- (b) Active listening to concerns and questions by advisor,
- (c) Sharing of important deadlines by advisor,
- (d) Explanations of academic rules and policies by advisor,
- (e) Sharing of academic support options by advisor,
- (f) Sharing useful information about courses by advisor,
- (g) Support from advisor to address academic difficulties,
- (h) Sharing information on special opportunities by advisor,
- (i) Discussions regarding career interests and post-graduation plans with advisor.

As a new IUP advisor, these items may provide additional guidance in regards to the expectations of your advisees.

II. SUGGESTIONS FOR ADVISING MEETINGS



Advising meetings are scheduled at least once each semester. Students often meet with an advisor to get advice on which courses to **register**, discuss **academic concerns**, request assistance with **applications** (e.g., scholarships, graduate school), and/or to seek assistance with **career planning**. It is recommended that advisors meet with students and get to know them before meeting to discuss course registration. However, this is not always feasible. If the first time an advisor and advisee meet is to discuss registration, plan to spend 20-30 minutes in that meeting. The extended time is recommended so that the student doesn't feel rushed and you have time to get to know one another. In general, each faculty member approaches advising differently. Choose the advising approach that is best suited for the student and situation.

It is important to establish your role as an advisor and expectations of advisees. One recommended method for communicating roles and expectations is through an advising syllabus. Faculty can distribute the advising syllabus via email, through d2l, or in hard copy. No matter the distribution method chosen, it is recommended that advisors review the syllabus with their advisees. An example of an advising syllabus is provided in the Resources and Tools section of this handbook.

A. Models of Advising

There are several models of or approaches to advising (e.g., Intrusive/Proactive, Prescriptive, Developmental, Appreciative). Each model has its own pros and cons. You may need to use multiple approaches when working with students. For instance, "high risk" students (e.g., freshman) may need intrusive and prescriptive advising. While "low risk" students (e.g., seniors) may need more developmental advising. Each situation and student should determine the advising approach utilized. Here is a link to more on advising models and approaches (You will need to copy and paste this link.):

<https://www.nacada.ksu.edu/Resources/NACADA-Companion-Resources/Academic-Advising-Approaches.aspx>

B. Preparing for an Advising Meeting

Preparing for an advising meeting is important. It is recommended that you email students prior to and prompt them to prepare for the meeting (e.g., remind them to bring a list of courses they plan to take). It is also recommended to review information on the student (e.g., the student's file, mid-term grades, Degree

Works) prior to the meeting. In the **Resources and Tools** section of this handbook, a checklist to help with advising meeting preparation is provided.

C. Scheduling an Advising Meeting

Clearly communicate your procedures and policies for scheduling an advising appointment. This could be by notifying advisees via email, posting information on your office door or on a website/d2l page, and/or explaining scheduling procedures in an advising syllabus. Using multiple methods of communication will help alleviate any confusion on how to schedule a time with you to meet. Some tools that you can use to assist with scheduling include, but are not limited to: www.signupgenius.com, www.youcanbook.me, www.reservio.com, www.doodle.com, a OneDrive word document, or a Google doc. Some faculty do not use online tools; instead they post a signup sheet on their office door. The advantages of online scheduling are that students can make their appointment remotely, and the scheduling apps typically send reminders to students, plus they allow both faculty and students to cancel/reschedule easily.

D. Registration

Plan to begin meeting with students before registration begins. For those with a large advising load, you may want to start two to three weeks before registration begins. For those with a small advising load, you may only need to begin one week before. The registration dates will be posted on the Registrar's website and on the [academic calendar](#). Students need a pin number to register for Fall and Spring -- the advisor provides this pin number. The pin can be found in MyIUP via the advisee list (Academics tab, Advising Tools box, Advisee List). Once the student registers for courses, they can retrieve their pin number in MyIUP (Academics tab, View Alternate Pin). Providing a student pin number without meeting with them is only recommended in rare circumstances (e.g., student in another country). Note: Students do not need a pin number for Summer or Winter courses.

E. Career Planning

Some students know exactly the career and position they want to pursue after graduation, while others are completely unaware of the options that exist. Getting to know the student is essential if you want to support career planning. Moreover, academic advising and career planning should be intertwined. The courses that faculty advisors recommend should fuel students' professional interests. Students should also be encouraged to use university resources such as

the [Career and Professional Development Center](#). Furthermore, faculty advisors should also take advantage of the expertise and experience of colleagues that have worked or are currently working in the field and encourage students to speak with these individuals.

F. Student Concerns

Freshmen are a “high risk” group and should be monitored closely for potential difficulty with adjusting to college. Even freshmen who are academically prepared for college may struggle. Proactive or intrusive advising is recommended for “high risk” students. Faculty should reach out to these students and not wait for them to seek assistance. Nonetheless, students may also seek advisement on their own because of academic concerns. As a faculty advisor you will be able to view unofficial transcripts (previous academic performance) and midterm grades (current semester grade progress). Faculty advisors can also view entrance exam performance for freshman. During orientation, freshmen receive a placement testing score for [Math \(link here\)](#) and [English \(link here\)](#). The placement results should also appear in the advising folder given to you by the department. An advisor can use the aforementioned information to prepare for advising meetings in order to recommend or prompt students to utilize support resources offered by the university. The ASC ([Academic Success Center](#)) website lists resources available for students at IUP. *Remember to keep student files and documents in a folder, cabinet, or drawer. It is important to protect student privacy and not allow other students in your office to see confidential material.

i. Midterm Grades.

“Midterm” grades are posted early in the semester, to allow for intervention if needed. If a student is at high risk, signs typically show up within the first few weeks of classes. Indicators of problems include failure to attend all classes, skipping assignments, shoddy work, and lack of participation in class or campus activities. The [academic calendar](#) will list the dates for faculty entering the midterm grades and the dates when students can view them. Once students can view, faculty advisors will also be able to view. You may want to schedule “high risk” students for advising meetings after mid-term grades are posted. This will give you an opportunity to prompt students to create a plan for improving performance if needed. Failing grades and withdrawals could potentially impact financial aid eligibility or the ability to return to IUP. Students who are struggling academically should also be encouraged to meet with the [Financial Aid Office](#) and

if considering withdrawing from all courses, meet with the [Office of the Student Advocate](#).

G. Applications

As an advisor you should encourage your students to apply for opportunities, scholarships, awards, and experiences that will benefit their professional growth. Post opportunities for students in public spaces, send email notifications to students, and/or convene group advising meetings where you can review this information. Students may also need guidance on how to approach opportunities or complete applications. The advisor can support their efforts or refer them to another faculty member with more experience in the area. Use the university resources such as the [Career and Professional Development Center](#) as well as your colleagues to support student growth. If they are successful, they will need your support, and more importantly they will need your recommendation.

i. Recommendations and References.

When writing recommendation letters for students or providing a reference for a position, faculty should be aware of [FERPA](#). It is recommended that faculty discuss their knowledge of the student's skills, abilities, and character but not specific grades in a course, which would be part of the student's educational record.

ii. Scholarships.

The cost of attending higher education can impact a student's ability to perform well and persistent in school. Advisors should encourage students to apply for scholarships that are available to them. (**Note:** Remember to adhere to the FERPA guidelines if writing a recommendation letter for an IUP scholarship application.) For IUP, there is a general application for all students to complete. Programs or departments within IUP may request a supplemental application as well. All applications for scholarships distributed by IUP are available online

https://iup.scholarships.ngwebsolutions.com/CMXAdmin/Cmx_Content.aspx?cpld=973 (You made need to copy and paste this link in your browser.)

III. UNDERGRADUATE DEGREE REQUIREMENTS



A. Undergraduate Degrees Offered at IUP

IUP has seven undergraduate colleges:

- ❖ Eberly College of Business and Information Technology
- ❖ College of Education and Educational Technology
- ❖ College of Fine Arts
- ❖ College of Health and Human Services
- ❖ College of Humanities and Social Sciences
- ❖ Kopchick College of Natural Sciences and Mathematics
- ❖ School of Continuing Education

A student may earn a *Bachelor of Arts*, *Bachelor of Science*, *Bachelor of Fine Arts* or a *Bachelor of Science in Education*. Traditionally, a BS has more credits within the major while a BA offers a broader education. Nowadays, the BA/BS distinction seems fluid between majors. Students who are questioning their choice of major to may want to explore other options through the [Major and Career Exploration Center](#).

All undergraduate degrees **require 120 credits** by PA law. The 120 credits include a minimum of 40 credits in Liberal Studies (all on a passing basis) and students must have a 2.0 (“C” grade) cumulative GPA in his/her major and/or minor field. Some programs require more than 120 credits for graduation.

You should ask your department’s Advisor Lead about the specific **degree requirements** and a **suggested semester-by-semester sequence** through each degree offered by your department. [Examples of sequence sheets](#) and checkout sheets from the Physics Department are online.

You Advisor Lead can also tell you about common problems students encounter, and how to help students navigate such events.

Note: Some degrees have a **foreign language requirement**. Such a detail will be in your degree requirements.

IUP also offers [Associate degrees and certificate programs](#). Your department’s Advisor Lead will be able to alert you to these programs and to tell you about common and useful minors for your majors.

In departments that have graduate degrees, some offer “four plus one” graduate programs. Typically, students register as juniors, and take a limited number of graduate courses in their senior year. These courses will count towards both the masters and the undergraduate degree.

For further exploration, see the complete listing of [Undergraduate Degrees](#) offered at IUP.

B. IUP’s Grading System

Students typically receive any of the following letter grades in courses: A, B, C, D or F. Ds or Fs can jeopardize a student’s academic standing. A D is not always considered a passing grade as some programs may require a C or better in all or select courses. Check program requirements or ask the program coordinator or department chair if you are unsure. There are additional grades that advisors should pay careful attention to: I (Incomplete), N (Nonparticipation Fail), and W (Withdrawal). Note: More information concerning grading and IUP’s grading policy can be found in the [Undergraduate or Graduate Catalog](#).

I or Incomplete Grades. Incomplete grades are only awarded in special situations—please consult the Undergraduate Catalog. If a student does not complete the remaining coursework within 12 months, the I grade will become an F. For these students, it is important to check-in and prompt them to develop a completion plan.

N or Nonparticipation Fail Grades. If a student has not attended or participated in the course, they will receive an N grade. This grade is especially helpful for an advisor. An F suggests that the student made some attempt to complete the course but struggled. An N grade suggests that the student failed without any attempt to attend or complete coursework.

W or Withdrawal. When a student withdraws from a course, they are still financially responsible. However, this may be the best decision if they do not meet the eligibility criteria for an Incomplete, and they are unable to attend the course and/or complete the coursework.

D/F Repeat A student has five opportunities in their undergraduate career to repeat a course to replace a D or an F with a better grade. Watch out for these, because only the last occurrence counts towards the 120-credit total.

C. Changes to Degree Requirements

The University reserves the right to modify degree requirements. However, the general policy has been established that the degree requirements are determined by the academic catalog that is in effect when the student is admitted (or readmitted) to the major.

Exceptions (because there are always exceptions!): Sometimes a course substitution is necessary. Students may request an exception to graduation requirements, and these forms are usually housed in the department office. As advisor, you'll want to keep a scanned copy of the completed, signed form with the student's file, as these forms may need to be submitted with the graduation checkout.

D. Liberal Studies Requirements

i. Definitions

All students who matriculate from IUP are required to complete a certain number of course hours in the area of Liberal Studies. The number of hours required is subject to change by the university and advisors will need to keep on hand different checklists for students based on their date of entering IUP degree programs.

The Liberal Studies program is designed to enable all IUP students to meet the Expected Undergraduate Student Learning Outcomes (EUSLOs), which are intended to produce *informed, empowered, and responsible* graduates from our institution.

Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. **Empowered Learners** are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create changes. **Responsible Learners** are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment.

For more information, see [About Liberal Studies](#).

i. Requirements

40-48 semester hours divided among Learning Skills, Knowledge Areas (Humanities, Fine Arts, Natural Science, Social Science, Dimensions of Wellness), Global and Multicultural Awareness, Liberal Studies Electives and Writing Intensive or Writing Across the Curriculum. For more information see the [Summary of Liberal Studies Requirements](#). Specific courses may be required or recommended by colleges or major departments; see your degree program outline for specifications.

i. Exceptions

In rare cases, exceptions can be requested for liberal studies requirements, by completing a [Petition for an Exception](#).

E. Teacher Education Requirements

Students enrolled in Teacher Education programs have special liberal studies requirements and a [Three-Step Process](#) that they need to complete. As part of the Three-Step Process students must successfully [complete exams](#), coursework, and all professional requirements (e.g., clearances). For the liberal studies requirements, they need two lab science courses with a C grade or better. In all Step 1 coursework, a C grade or better is needed. When students complete the professional requirements, many of these documents will be entered into [Castlebranch](#). There are fees for the student when they set up the Castlebranch account. Note: Most clearances need to be updated every 12 months. An FBI clearance obtained prior to enrollment at IUP cannot be used. Students should consult with the Program Coordinator or the [Education Preparation office personnel](#) if they have questions about clearances.

F. Minors and Certificates

Students declare Minors by completing forms online (usually on the college homepage of the offering department) or in the office of the offering department. A minor advisor may be assigned by that department. If a minor advisor is not assigned, the student should plan to meet with a faculty member in the program to receive advice on course selection. All information concerning minor requirements in your department is provided by your department. Some minors are interdisciplinary and are not housed within a department.

A listing of IUP Undergraduate Academic Minors can be found here:

<https://www.iup.edu/academics/undergraduate-programs/minors/>

G. Second Degree Policy

Student can earn two degrees (*a dual degree*) (150 minimum credits, two diplomas) or a *double major* (120 minimum credits, one diploma). Applications are on college websites, for students who have earned at least 28 credits. For more information please review [Frequently Asked Questions](#) about earning a second degree.

H. Program Changes

To ensure their quality and relevance, academic programs at IUP are subject to review and change by duly appointed and responsible university groups. Because of this, the university recognizes that provisions must be made to prevent hardship to students already enrolled in programs if changes later occur in specific or general program requirements. Students affected by changes in programs, policies, and regulations are therefore given the option of following those requirements that are in effect when the student was first enrolled in the program or those in effect at the time of expected graduation. The student cannot, of course, combine chosen elements of the two. Should a question of rule interpretation arise with respect to changes, the student, the student's advisor, or both should petition the college dean for a decision about which requirements apply.

I. Graduation Application and Checkout Procedures

Students apply for graduation through MyIUP. Check with your department about paper applications to the College Dean's office. You should meet with your advisee the semester before they plan to graduate and conduct a senior checkout to make sure they will have completed all graduation requirements. Common pitfalls include not really earning 120 credits (which can be easily missed with a student who has D/F repeats), students missing a major requirement and not having completed an "exception to graduation requirements" form, missing a Liberal Studies requirement, or the dreaded "F" in their final semester; such students will have to reapply for graduation.

IV. Resources and Tools for Advisors

A. Advising Resources with Links (Table A)

B. Advising Syllabus (Appendix A)

C. Advising Tools (Appendix B)

D. Advisor Resource List (Appendix C)

E. New Advisor Checklist (Appendix D)

F. Where do I...? (Appendix E)

G. Whole Student Advising Script (Appendix F)



Table A. *Advising Resources with Links*

Helpful Resource	Website Link
Academic Calendar	https://www.iup.edu/news-events/calendar/academic/
Academic Success Center	https://www.iup.edu/success/
Add/Drop Dates	https://www.iup.edu/news-events/calendar/academic/
Advising Models and Approaches	https://www.nacada.ksu.edu/Resources/NACADA-Companion-Resources/Academic-Advising-Approaches.aspx (copy and paste this link)
Application for Pre-Approval of Coursework	https://www.iup.edu/registrar/howto/pre-approval-for-coursework-at-another-college-or-university/
Associate Degrees and Certificate Programs at IUP	https://www.iup.edu/academics/undergraduate-programs/certificates-and-associate-degree/
Career and Professional Development Center	https://www.iup.edu/career/
Collective Bargaining Agreement	https://www.iup.edu/humanresources/labor-relations/collective-bargaining-agreements/
Concern and Response Team (CART)	https://www.iup.edu/supportingstudents/
Counseling Center	https://www.iup.edu/counselingcenter/
Course Overload	https://www.iup.edu/registrar/policies/excess-credits/
Course Sequence Sheets and Check Sheets (Examples)	www.iup.edu/physics/undergrad/students/sequence-sheets/
D-F Repeat Policy	https://www.iup.edu/registrar/policies/d-f-repeat/
Degree Works Support	DegreeWorks-Support@iup.edu

Department for Disability Access and Advising	https://www.iup.edu/disabilitysupport/
Financial Aid Office	https://iup.edu/financialaid/
Freshman Placement Test (English)	https://www.iup.edu/orientation/pretesting/english/
Freshman Placement Test (Math)	https://www.iup.edu/orientation/pretesting/math/
Grade Appeal	https://www.iup.edu/academicaffairs/for-faculty/academic-integrity/student-grade-appeal/
IUP FERPA Training	https://www.youtube.com/watch?v=UZBcb-wtjVM&feature=youtu.be
Labyrinth Center for Autism Spectrum Support	https://iup.edu/education/centers/labyrinth/
Liberal Studies (About)	https://www.iup.edu/liberal/about/
Liberal Studies (Exceptions)	https://www.iup.edu/liberal/forms/petition-for-exception-to-liberal-studies-requirement/
Liberal Studies (Requirements)	https://www.iup.edu/liberal/faculty-and-staff/resources-for-the-liberal-studies-curriculum/summary-of-liberal-studies-requirements/
Major and Career Exploration	https://www.iup.edu/exploremajors/
National Survey of Student Engagement	https://www.iup.edu/planningandassessment/university-data/nsse/
Office of the Student Advocate	https://www.iup.edu/success/student-advocate/
Registrar's Office Policies	https://www.iup.edu/registrar/policies/
Scheduling Meetings (Resources)	www.signupgenius.com www.reservio.com https://youcanbook.me/ www.doodle.com

Scholarships	https://iup.scholarships.ngwebsolutions.com/CMXAdmin/CMX_Content.aspx?cpId=973 (copy and paste link) https://www.iup.edu/financialaid/types-of-financial-aid/scholarships/iup-scholarships/
Second Degree Policy	https://www.iup.edu/business/students/current/forms/dual-baccalaureate-degree-vs-double-major/
Student Employment	https://www.iup.edu/studentemployment/
Student Rights under FERPA	https://www.iup.edu/registrar/policies/ferpa/ferpa-rights-for-students/
Study Abroad	https://www.iup.edu/educationabroad/
Transfer Credit Evaluation Tool	https://www.iup.edu/admissions/undergraduate/requirements/transfer/credit-evaluation/
Undergraduate Academic Minors	https://www.iup.edu/academics/undergraduate-programs/minors/
Undergraduate Degree Listing	https://www.iup.edu/majors/

A D V I S I N G



Office | email | phone

Office Hours:

Please set up meeting times in advance or stop in during office hours!

What is faculty advising? Students and faculty meet at least once per semester to discuss a student's collegiate progress, professional goals, and general well-being. In the early stages of advising, faculty play a more active role supporting student success by fleshing out student strengths and interests, encouraging academic and personal growth, and facilitating conversations about future career goals. As students progress through their college career and increase their independence and ownership of their academic and professional futures they assume greater responsibility for their curricular and professional development.

I Expect You to:

1. Meet with me each semester
2. Arrive prepared and on time for your advising appointment
3. Identify courses you've already taken for your major and **what you want to take next semester** (or summer/winter)
4. Learn about your curricular requirements and tools that can help you plan and track your academic career (e.g. Undergrad catalog, DegreeWorks, myIUP)
5. Think about future career plans and potential internships

You Can Expect Me to:

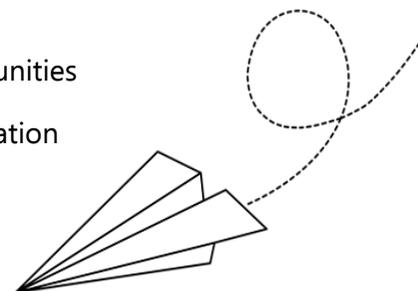
1. Be available during office hours and responsive via email during academic semester
2. Review your file prior to advising appointment and familiarize myself with and utilize key advising tools
3. Assist in tracking and mapping your curricular requirements and provide pin for registration
4. Discuss your career goals, internships, and job opportunities
5. Address your general health and well-being and guide you to community resources when applicable
6. Update your file with relevant meeting notes (academic, career/internship goals and interests)

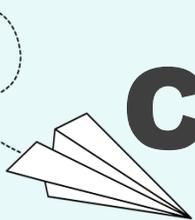
The Outcomes

Curricular: identify courses for upcoming semester registration

Professional: discuss career goals, internship interests, employment opportunities

Health and Well-Being: touch base and provide necessary resource information





Campus Resources

Faculty may identify recommended resources that will support student success.

Dean's Office
Office phone

Office of Transfer Services
G26 Sutton Hall
724-357-2230

Liberal Studies
103 Stabley
724-357-5715

Disability Access and Advising
(D2A2)
216 Pratt Hall
724-357-4067

Writing Center
218 Eicher Hall

Academic Success Center
201-A Stabley

Career and Professional Development Center
302 Pratt Hall

Financial Aid Office
200 Clark Hall
724-357-2218

Military and Veteran's Resource Center
101-2 Pratt Hall

Office of Social Equity and Title IX
B17 Delaney Hall

Concern and Response Team (CART)
Associate Dean

Counselling, Health, and Well-Being
Suites on Maple
724-357-9355

Office of the Bursar
Clark Hall Lobby
724-357-2207

IUP Food Pantry
Pop-up locations

Campus Police
850 Maple St.
724-357-2141

Office of the Bursar: receives grants, loans, and scholarships and applies them; grants and issues refunds

Financial Aid Office: provides information regarding the application of federal and state grants, student loans, parent plus loans, and work study programs

Registration Dates	
Veterans	Mon, October 14
Priority groups	Tue, October 15
Grad students	Wed, October 16
Senior (90+ cr)	Fri, October 18
Junior (60-89 cr)	Mon, October 21
Sophomore (30-59 cr)	Wed, October 23
Freshman (0-29 cr)	Wed, October 16

Sep 3	Last Day to Add/Drop Classes
Oct 7	Last Day to Submit a Pass/Fail Form
Oct 7	Midterm Grades Available
Nov 4	Last Day to Withdraw from a Class
Nov 11	Last Day to Withdraw from All Classes
Dec 13	Last Day of Finals
Dec 20	Final Grades Available

PIN: _____

Recommended Courses:

ADVISING

Name

Office | email | phone

Office Hours:

Email hours:

Please set up meeting times in advance or stop in during office hours!

What is faculty advising? Students and faculty meet at least once per semester to discuss a student's collegiate progress, professional goals, and general well-being. In the early stages of advising, faculty play a more active role supporting student success by fleshing out student strengths and interests, encouraging academic and personal growth, and facilitating conversations about future career goals. As students progress through their college career and increase their independence and ownership of their academic and professional futures they assume greater responsibility for their curricular and professional development.

I Expect You to:

1. Meet with me each semester
2. Arrive prepared and on time for your advising appointment
3. Identify courses you've already taken for your major and **what you want to take next semester** (or summer/winter)
4. Learn about your curricular requirements and tools that can help you plan and track your academic career (e.g. Undergrad catalog, DegreeWorks, myIUP)
5. Think about future career plans and potential internships

You Can Expect Me to:

1. Be available during office hours and responsive via email during academic semester
2. Review your file prior to advising appointment and familiarize myself with and utilize key advising tools
3. Assist in tracking and mapping your curricular requirements and provide pin for registration
4. Discuss your career goals, internships, and job opportunities
5. Address your general health and well-being and guide you to community resources when applicable
6. Update your file with relevant meeting notes (academic, career/internship goals and interests)

The Outcomes

Curricular: identify courses for upcoming semester registration

Professional: discuss career goals, internship interests, employment opportunities

Health and Well-Being: touch base and provide necessary resource information

Campus Resources

Faculty may recommend resources that will support student success.

Dean's Office Office phone	Office of Transfer Services G26 Sutton Hall	Liberal Studies 103 Stabley 724-357-5715	Disability Access and Advising (D2A2) 216 Pratt Hall 724-357-4067	Writing Center 218 Eicher Hall
Academic Success Center 201-A Stabley	Career and Professional Development Center 302 Pratt Hall	Financial Aid Office 200 Clark Hall 724-357-2218	Military and Veteran's Resource Center 101-2 Pratt Hall	Office of Social Equity and Title IX B17 Delaney Hall 724-357-3402
Concern and Response Team (CART) Associate Dean	Counselling, Health, and Well-Being Suites on Maple 724-357-9355	Office of the Bursar Clark Hall Lobby 724-357-2207	IUP Food Pantry Pop-up locations	Campus Police 850 Maple St. 724-357-2141

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Advising Tools at IUP...Which to Choose!!!

What the **SSC Advisor Platform** can be used for:

- Create a list of all currently enrolled advisees.
- Run a list of most-at-risk students, list of those ready to graduate, those not making progress toward a degree.
- To create a list of students who need to take a particular course identified as a Success Marker.
- View a specific population of students by a population (transfer students)
- Get a quick snapshot of the student's academic performance
- View a transcript that includes mid-term grades, transfer courses, placement testing scores, and SAT/ACT scores.

What **DegreeWorks** can be used for:

- Perform a degree audit.
- Check courses against graduation requirements.
- Perform "What If" scenarios with student as they explore majors and major requirements.
- See a view of courses taken and those in-progress.

GPA "**What if**" **Calculator** can be used to:

- See the impact of a particular grade on semester GPA and overall GPA.
- Calculate the benefit of a D/F repeat on academic grade.

How to access them???

SSC Advisor Platform – MyIUP – Academics tab – Advising Tools folder – Student Success Collaborative advisor tools

DegreeWorks – MyIUP – Academics tab – Advising Tools folder – Degree Evaluation – DegreeWorks for Faculty

What If Calculator – MyIUP – Academics tab – Advising Tools folder – GPA "what if" Calculator

Appendix C

ADVISING QUICK GUIDE

1. Academic Issues

Are you going to class? (Attendance is the #1 predictor of academic success.)

Have you missed any labs? Why?

Have you emailed/spoken to your professor about the absence?

Have you made up the work?

Have you tried tutoring?

Resources

<https://iup.edu/success/student-resources/>

<https://www.iup.edu/devstudies/academic-support/supplemental-instruction>

<https://www.iup.edu/success/tutoring-schedules/>

2. Financial Issues

How are finances?

Do you have a plan to pay for your education?

Advise scholarship application, visiting financial aid, applying for a campus job.

Contact persons:

Carrie McCunn cmccunn@iup.edu, 724-357-2218 and Mandy Stein,

alstein@iup.edu, 724-357-2218

<https://www.iup.edu/financialaid/>

<https://www.iup.edu/scholarships/>

<https://www.iup.edu/studentemployment>

3. Friends

What do you do in your spare time? Are you making friends? Establishing study partners?

Encourage clubs, church (IUP's climate study showed lack of religious connection was a concern for students), intramurals, tutoring, tutoring others, tell them about Crimson Connect

<https://iup.campuslabs.com/engage/organizations>

<https://www.iup.edu/studentlife>

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Appendix C

4. Housing

What's your roommate like? Do you get along? Any problems?

Advise talking to RA, housing

<https://www.iup.edu/housing/>

5. Health

Are you in good health? Eating/sleeping well? Do you know where the health center is? Have you needed it?

<https://www.iup.edu/healthservice/>

(Suites on Maple East)

<https://www.iup.edu/counselingcenter/>

<https://www.iup.edu/supportingstudents/the-cart-helping-process/>

6. Contacts

Dr. Burkett – Associate Dean of NSM,
dburkett@iup.edu (late add/drop, late withdrawal)

Dr. Bharathan – chair, BIOL,
bharathn@iup.edu

Dr. Kondo – chair, CHEM,
akondo@iup.edu

Dr. Hovan – chair, GEOS,
hovan@iup.edu

Dr. Alarcon – chair,
ACS,falarcon@iup.edu

Dr. Numan – chair, PHYS,
mznuman@iup.edu

Dr. Berman – chair, PSYC,
psberman@iup.edu

7. Other useful sites

Writing Center – 218 Eicher Hall

<https://www.iup.edu/writingcenter/>

Disability Access – 216 Pratt Hall

<https://www.iup.edu/disabilitysupport/>

Labyrinth Center for Autism Spectrum
Support – 110 Stouffer Hall

<https://iup.edu/education/centers/labyrinth/>

Campus Police 724-357-2141

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Campus Police 724-357-2141

Appendix D

New Advisor Checklist (Part A) - Informational: Knowledge of Tools and Resources at IUP

Policies, regulations, procedures, and deadlines	Knows or knows where to find and explain basic institutional policies, regulations, and procedures to student.	<input type="checkbox"/> Can find college policies and procedures <input type="checkbox"/> Can find add/drop policies <input type="checkbox"/> Can find Academic Calendar dates
Major, minor, and certificate program requirements	Knows or knows where to find the requirements for majors and programs for which one has advising responsibility. Seeks information from appropriate faculty and staff for exceptions or unusual course sequencing.	<input type="checkbox"/> Can find and describe major requirements <input type="checkbox"/> Can find and describe course sequences
Liberal Studies Requirements	Understands rationale for Liberal Studies requirements and can explain to student. Knows or knows where to find and can explain Liberal Studies categories and course lists to student.	<input type="checkbox"/> Can find and describe Liberal Studies requirements <input type="checkbox"/> Can find a list of Liberal Studies categories, courses, and descriptions
Courses	Has general knowledge (course descriptions) about courses in majors and programs for which one has advising responsibility. Knows where to find course prerequisites (courses, placement scores, year in school) for courses in programs and can help students plan subsequent semesters.	<input type="checkbox"/> Understands course descriptions of their area of responsibility <input type="checkbox"/> Can find prerequisites <input type="checkbox"/> Can help students plan subsequent semesters
University Resources	Knows or knows where to find referral and contact information about campus offices. Can explain services that is relevant to the student. Can locate office on a campus map.	<input type="checkbox"/> Can find referral information for students <input type="checkbox"/> Can explain services <input type="checkbox"/> Can help student find the referral location on campus map
Course Catalog and Other Publications	Is sufficiently familiar with printed and electronic resources relevant to one's position and can efficiently use them in student conferences.	<input type="checkbox"/> Can find course catalog information online <input type="checkbox"/> Can find important college websites quickly
Advising Technology	Learns and can use basic functions in advising technology (grades, test scores, current registration, transcripts) and other university resources, conduct student conferences, maintain student caseload and files, make referrals, and exchange relevant information with colleagues.	<input type="checkbox"/> Can use email <input type="checkbox"/> Can use MyIUP Advising Tools links
Advising Tools	Can locate and distribute handouts to students as appropriate. Uses office handouts (checklists, advising syllabus) in advising situations.	<input type="checkbox"/> Has advising syllabus for students <input type="checkbox"/> Has D2L advising page
Organizational System	Develops initial system for organizing information in a way that allows advisor to retrieve information efficiently when working with students via phone, email, or in person.	<input type="checkbox"/> Has developed student database for personal notes <input type="checkbox"/> Has created internet shortcuts for frequently used websites
Advisor Advocate Services	Is aware of the Center for Teaching Excellence: Advisor Advocate Services and other campus resources for advisors.	<input type="checkbox"/> Can access and is familiar with available Advisor Advocate Services <input type="checkbox"/> Has completed initial New Advisor Training during New Faculty Orientation

New Advisor Checklist (Part B) - Relational: The Art of Advising

Self-knowledge	Recognizes variety of advising styles among other advisors. Gains insight into personal advising style and own advising voice. May try various approaches to find a good fit for personal style. Identifies and gains insight into personal cultural assumptions.	<input type="checkbox"/> Recognizes advising styles of others <input type="checkbox"/> Recognizes own advising style <input type="checkbox"/> Tries various approaches <input type="checkbox"/> Understands personal cultural assumptions
Welcoming and Supporting Atmosphere	Sets students at ease. Verbal and nonverbal behavior communicates warmth and support. Greets students warmly. Focuses on and shows interest in student as an individual. Uses active listening skills.	<input type="checkbox"/> Sets students at ease <input type="checkbox"/> Greets students warmly <input type="checkbox"/> Uses active listening skills
Student Conferences	Is learning to guide conferences effectively and ensure student questions are addressed while covering topics and information student needs. Stays within time parameters most of the time. Establishes expectations for student to meet (e.g. making and keeping appointments, arrives prepared for appointments).	<input type="checkbox"/> Guides conferences effectively <input type="checkbox"/> Stays within time parameters <input type="checkbox"/> Establish expectations for students
Effective Referrals	Is usually able to match student with appropriate referral and provide standard information to student about referral resource. Seeks information and asks for help to ensure effective match of student and referral.	<input type="checkbox"/> Knows about common referral services on campus <input type="checkbox"/> Has created internet shortcuts to common referral services <input type="checkbox"/> Can match student to appropriate services
Interviewing and Communication Skills	Begins to build a repertoire of questions that will solicit solid information from students. Practices active listening.	<input type="checkbox"/> Has prepared a repertoire of questions <input type="checkbox"/> Practices active listening skills
Decision-making Strategies	Begins to build strategies for helping students make good decisions (i.e., delineating pros and cons).	<input type="checkbox"/> Can help students make good decisions
Documentation of Advising Sessions	Meets minimal office documentation standards. Begins to develop enhancements to documentation.	<input type="checkbox"/> Documents advising sessions appropriately
Difficult Student Situations	Recognizes when expertise is challenged and asks for help with difficult or unusual student situations.	<input type="checkbox"/> Asks for help when needed



THE ADVISOR ADVOCATE

Where Do I...?

The Academic Success Center (ASC@IUP <https://www.iup.edu/success/>) has compiled a chart for advisors that includes the key steps an advisor may need to take to interact with an advisee and the resources that can be used for each step.

Making Contact	
See a list of all currently enrolled advisees	MyIUP
Identify students to proactively contact	SSC
Create a list of students by common themes	SSC
Email individuals or groups of students	IUP Email
Track outreach and responses	Excel
Schedule student appointments	IUP Email or in-person

SSC, DegreeWorks, and the ability to generate email distribution lists are available through MyIUP:
<https://www.iup.edu/myiup/>

For more information on Student Success Collaborative (SSC):
<https://www.iup.edu/success/faculty-advisor-resources/ssc-advisor-platform/>

For access and training on SSC, contact the ASC@IUP office:
724-357-2219

Getting Up to Speed On a Student (The Student Snapshot)	
View general student info (e.g. contact, age, banner ID)	SSC
Check a student's academic standing	SSC & MyIUP
Perform a degree audit and check a students coursework against graduation requirements	DegreeWorks
<ul style="list-style-type: none"> Review a student's predictive risk Review a student's academic record (e.g. grades, GPA, coursework) See if a student is completing critical courses on time (Success Markers) Review a student's academic trends (e.g. GPA, credit accumulation) Review previous advisor-student interactions and notes Review a student's pre-college academic record (e.g. SAT schools, high school GPA, placement test scores) 	SSC
Identify any holds on a student's account	MyIUP

For more information:
CTE Office: 103 Stabley
Director:
Stephanie Taylor-Davis
teaching-excellence@iup.edu

Editor and Designer:
Margaret Olin



THE ADVISOR ADVOCATE

Advising Conversations and Activities

Helping Struggling Students

Connect students to academic and non-academic support resources	ASC@IUPUI website
Calculate a student's GPA or "what if" GPA for future courses	MyIUPUI

Course Selection

Review recommended course based on degree requirements	DegreeWorks
Review recommended courses based on degree milestones/success markers	SSC
Review recommended courses based on predicted difficulty	SSC
Review course and seat availability	MyIUPUI
Check for completion of prerequisite coursework	SSC
Create a potential course schedule	MyIUPUI

Registration

Obtain student registration PINs	MyIUPUI
----------------------------------	---------

Degree Auditing and Multi-Year Academic Planning

Review graduation requirements	UG Catalog
Audit complete coursework for satisfaction of degree re-	DegreeWorks
Create a four-year academic plan	Degree Map

Major Declaration or Change of Major

Review a student's current major and previous major	SSC
Review potential major admissions and graduation cri-	UG Catalog
Explore alignment of potential majors with student	SSC
Explore the impact of potential majors on degree progress through a "what-if" de-	DegreeWorks
Explore career information for majors of interest	SSC
Set reminders for future interactions with students or	SSC

Find the Undergraduate Catalog here:
<https://www.iupui.edu/registrar/catalog/>

Appendix F

“Whole Student” Advising Script

General

1. Open with a general “how are you” chat.
2. Tell me about your favorite class.
What do you like about it?
3. Tell me about your least favorite class (and why).
What can we do to improve your experiences in that class?
4. **Academic Recovery Skills** Are you going to class? (Attendance is the #1 predictor of academic success.)
Have you missed any labs? Why?
Have you emailed/spoken to your professor about the absence?
Have you made up the work?
5. **Finances** How are finances? (or, I see you had a hold on your records. Do you know the source of the hold?)
Advise scholarship application, visiting financial aid, applying for a campus job.
6. **Housing** What’s your roommate like? Do you get along? Any problems?
Problems? advise talking to RA, housing
Do you plan to live on campus next year? What steps have you taken towards housing for next semester?
7. **Friends** What do you do in your spare time? Are you making friends?
Establishing study partners?
Encourage clubs, church (IUP’s climate study showed lack of religious connection was a concern for students), intramurals, tutoring, tutoring others, tell them about Crimson Connect
8. **Health** Are you in good health?
Eating/sleeping well? Do you know where the health center is? Have you needed it?

Resources

- <https://www.iup.edu/devstudies/academic-support/supplemental-instruction/>
<https://www.iup.edu/success/tutoring-schedules/>
- <https://www.iup.edu/financialaid/>
<https://www.iup.edu/scholarships/>
<https://www.iup.edu/studentemployment/>
- NSM Contact persons: Carrie McCunn cmccunn@iup.edu, 724-357-2218 and Mandy Stein, alstein@iup.edu, 724-357-2218
<https://www.iup.edu/housing/>
- <https://iup.campuslabs.com/engage/organizations>
- <https://www.iup.edu/healthservice/> (Suites on Maple East)
<https://www.iup.edu/counselingcenter/>
<https://www.iup.edu/supportingstudents/the-cart-helping-process/>

Appendix F

9. **Happiness** Are you happy with your academic choices? Social choices?
10. **Study Skills** Describe your study habits to me. (Try to tease out CHEG users – it’s really harmful to learning.)
Are you satisfied with your learning? What can you set as a goal to improve?
11. **Academic Advising.** Discuss other interests so that liberal studies courses and electives also help feed their attachment to IUP. Advise them to plan out their next few years to make sure they get the pre-requisites, and to develop independence.
12. **Summer plans:** (shadowing, internships, RESS)
13. **Next semester:** Are you planning to come to IUP next semester? Why? Why not?

<https://www.iup.edu/success/>

<https://www.iup.edu/devstudies/academic-support/college-success-workshops/>

<https://www.iup.edu/career/internships/>
<https://www.iup.edu/research/events/ress/>

V. Frequently Asked Questions

Q: Why do I have to meet with my advisees face-to-face? They're adults and should be responsible for their education. Can't I just post my advisees' pin numbers?

A: IUP prides itself in making sure our students receive both guidance and accurate information as they progress in their Undergraduate studies. Also, as part of our Collective Bargaining Agreement, academic advisement is part of our job expectations and should be considered a very important aspect of your position. Our students appreciate the mentor/mentee relationship that academic advisement brings and value the fact that they have someone to turn to when experiencing difficulties both academic and otherwise. Simply posting your advisees' pin numbers and expecting them to "self-advise" is considered unacceptable at our institution.

Q: My advisee has asked about taking courses at a college close to their home during a break. Is this allowed? If so, what is the procedure?

A: Many IUP students take advantage of taking classes at a local community college or other school during breaks and is a common occurrence. However, before they leave IUP for a break in which they wish to take courses at another institution, they need to 1) check to make sure that the class they wish to take at the other college will transfer to IUP using the Transfer Credit Evaluation Tool <https://www.iup.edu/admissions/undergraduate/requirements/transfer/credit-evaluation/> and 2) fill out the Application for Pre-Approval of Coursework electronic form available on their MyIUP and linked to here:

<https://www.iup.edu/registrar/howto/pre-approval-for-coursework-at-another-college-or-university/>

Please Note: Other limitations are cited at the above link (such as a student's last 30 credits need to be taken at IUP unless the requirement is waived), may pertain to your advisee, and should be reviewed.

Q: My advisee wishes to study abroad. Where can I send them for more information, and what is the process?

A: For more information, visit this page on the IUP website: <https://www.iup.edu/educationabroad/>. Also, once your advisee has chosen a program and courses to take abroad, they will also need to fill out the same Pre-Approval of Coursework form as above in order to ensure that the courses they take while away will transfer to IUP. You will also want to inquire with your department chair to see if there are any other limitations that you need to know about in terms of study abroad requirements as it pertains to your major.

Q: What is a “Writing Intensive” class? My advisee says that they took ENGL 101 and 202 as part of their Liberal Studies requirements that focused on a lot of writing so why should they have to take more?

A: To graduate, a student needs to take two (2) classes that are designated as “Writing Intensive”. One should be in their major coursework, and the other is ideally taken as part of regularly scheduled coursework but could also be a course that also fulfills a free elective. Writing Intensive course sections are designated with a “W” in the Schedule of Classes. Please Note: Writing Intensive classes must be taken through IUP and not through another college.

Q: I have advisees that have changed their majors or transferred in to IUP with classes that don’t “fit” into our regular curriculum. I was told to do Liberal Studies and/or College substitutions to help the student, but don’t have a clue which one to use. HELP!

A: DON’T PANIC! A Liberal Studies substitution is for courses a student took at another institution that are very similar to a LS requirement but for some reason did not transfer as such. The Petition for an Exception for a Liberal Studies Requirement Form to fill out with your advisee is found here: <https://www.iup.edu/liberal/resources-for-students-and-advisors/>

The form must be filled out completely, signed by the advisor and student, then forwarded to your department chair.

If a student has transferred a course to IUP or has carried a course from another major that is designated as an IUP Liberal Studies course (<https://www.iup.edu/liberal/courses/>) but is not required for your major, you should do a College Substitution. This also applies to courses that could reasonably “fit” into your major program, but currently appear as a “free elective” on a student’s Degree Works, but you feel is an appropriate substitution. College Substitution forms are specific to each college so you will want to acquire the form from your department chair or college dean’s office.

Q: My advisee’s Degree Works is inaccurate, and they’re panicking! Why is this occurring, and how can it be corrected?

A: First, the information found in a student’s Degree Works record is based on the catalog year they started within the major. Also, if curriculum development is done internally within a program, but has not gone through the approval process yet, inaccuracies will occur. Sometimes, however, errors do occur. If that’s the case, you will want to email the Degree Works support team that is part of IUP’s Registrar’s Office at DegreeWorks-Support@iup.edu. If a student feels that they were assigned the wrong catalog year or wishes to pursue their degree with the requirements of a different catalog year, your college office has a form that you and your advisee can fill out and forward on for additional approvals.

Q: What courses can be used as a “Free Elective”?

A: Any course that is 100-level or above that does not “duplicate” another course can be used. BEWARE! A few Liberal Studies courses categories are especially problematic including the Health and Wellness 143 courses, the History 196, 197, and 198 courses, and the BTED/IFMG/COSC 101 courses such that if a student takes for example NURS 143 and then KHSS 143 for a free elective, they will only receive credit for one. Furthermore, a course number that starts with a zero such as 083 does not count as a free elective as the student does not receive any academic credit for it.

Q: My student is starting their second year at IUP, but is designated as a Freshman – why?

A: Grade level is determined by academic credits earned. To be considered a Sophomore, the student needs to have earned 30 credits. Remedies to catch up on credits could be suggesting a summer or winter course, or if the student feels they can handle an increased course load, and they have a 2.5 GPA or higher, an 18 credit hour semester.

Q: What does an asterisk (*) mean when it appears in place of a letter grade on a transcript?

A: An asterisk means that the instructor of record for that course has not entered in a letter grade yet even though the grade submission deadline has passed. You will want to instruct your advisee to reach out to that instructor for an explanation.

Q: My advisee believes they received an inaccurate or bogus grade from an instructor. What should I advise them to do?

A: If the student has not contacted the instructor in this regard, that is the first thing they should do. If the instructor is resistant to working with the student to rectify the situation, and the student feels that they wrongly received the grade, students can look into filing a grade appeal. It is important that student knows that there is a limited amount of time they have to file a grade appeal (60 calendar days after the start of the next semester). Policies and forms can be found at the following web page: <https://www.iup.edu/academicaffairs/faculty/academic-integrity/student-grade-appeal/>

Q: What is a course override?

A: Departments make decisions as to how many seats to open for each course in order to regulate enrollment. Course overrides may be granted to students by a

department if all the seats available are filled, but they know that more students can be included in the course. Course overrides are handled differently depending on the college, and you should inquire with your department chair how they are handled. Furthermore, as an advisor, you may be able to grant overrides for classes within your own department or program, but NOT another program.

Q: When I look up a student's record on Degree Works or their Advisee Profile, it indicates that the student has "holds" on their account. What does this mean, and what can the student do about it?

A: Holds are assigned by various university entities to indicate that a matter has not been rectified in relation to an unpaid bill, financial aid issue, parking fine, etc. To find out the nature of the hold, the student can visit the Alert section of their MyIUP to find out the details. It is important that the student takes care of the issue in a timely manner as it can prevent them from registering for courses.

Q: My advisee is asking about their financial aid? Where do I send them to find out details about their situation?

A: Since each student's situation is different in regards to their financial aid package, they should visit the Financial Aid Office in Clark Hall and ask for assistance from a financial aid counselor. Clark Hall is also the "go to" place for many student-centered concerns including the Registrar's and Bursar's Office.

Q: My advisee indicated that they are having trouble in the classroom and feel they may need special accommodations; where should I direct them for this type of assistance?

A: The Department of Disability Access and Advising (D2A2) located in Pratt Hall can help! Their web page is <https://www.iup.edu/disabilitysupport/>

Q: My advisee came to my office very distraught and emotional. Since I am not a trained counselor, what should I do?

A: IUP has many resources available to help if you feel unable. You can refer your advisee or if they are especially upset, walk with them to the IUP Counseling Center during regular office hours. According to the IUP Counseling Center's website, **"In case of an emergency, dial 911, go to the Indiana Regional Medical Center, contact University Police at 724-357-2141, or call the Armstrong-Indiana Crisis Hotline at 1-877-333-2470"** (<https://www.iup.edu/counselingcenter/>)

IUP also has a Concern and Response Team (or CART) that can help as well. Their web page has more information for a variety of concerns you may have as an advisor and where to get help: <https://www.iup.edu/supportingstudents/>

Q: Do parents have access to their child's records at any time?

A: To check whether a student has given their permission for their parents to have access to their grades, go to MyIUP/Academics/Student Information/Student Record Release Authorization. This will tell you whether or not a student has granted permission for their parents to view their grades, financial aid information, etc. If permission has not been granted by the student, faculty are prohibited from discussing these issues if an anguished parent is to contact the advisor.

Q: If I am a student's advisor, may I communicate with a course instructor about the student's performance in class? Does the inverse apply? May I communicate with a student's advisor about class performance in which I am the instructor?

A: Yes, one exception that permits disclosure of educational record(s) without consent is to "school officials" with legitimate educational interests who need to review records to fulfill his/her professional responsibilities. School officials are those employed by the university in an administrative, supervisory, academic or research, or support-staff position.

Q: Can students change information contained in educational records?

A: If a student believes information contained in educational is inaccurate or misleading, students may submit a written request to amend the record(s).

Q: Where can I go for more information regarding student rights?

A: Please contact the Assistant Dean for your college or the Registrar's Office. Additional information may be also be found at:

<https://www.iup.edu/registrar/policies/ferpa/ferpa-rights-for-students/>

Q. What are other course policies that I should be aware of?

A: Other important policies include:

Drop/Add. Students can drop or add courses without financial penalty for a limited time. This time is referred to as the “drop/add” period. The academic calendar lists these dates. <https://www.iup.edu/news-events/calendar/academic/>

Course Repeat. Students can repeat a completed course where they received a D or F grade. There is a limit to the number of times a single course can be repeated. There is also a limit to the number of D or F repeats that can be completed <https://www.iup.edu/registrar/policies/d-f-repeat/>. For special circumstances or when a student has reached the D or F repeat limit, it recommended that faculty advisors consult with the Dean's Associate for their college.

Course Overload. Students that want to register for 18 or more credits need special approval <https://www.iup.edu/registrar/policies/excess-credits/>. Your college will have a course overload form. Typically, students need a certain GPA, advisor approval, and approval from the Dean's office.

Q. Where can I go if I need help?!

Please see your department **Advisor Lead** for any questions or concerns you may have regarding advising.

Advising Leads	
College	DEPT: Faculty
HSS	ANTH: Ben Ford
HSS	ECON: Chris Jeffords, Brandon Vick
HSS	ENGL: Chauna Craig, Heather Powers, Todd Thompson
HSS	FNLG: Jason Killam, Dawn Smith-Sherwood, Vicente Gomiz Izquierdo
HSS	GERP: Gail Sechrist, Calivn Masilela
HSS	HIST: Elizabeth Ricketts, Christine Baker
HSS	JRNL: Michele Papakie, Randy Jesick
HSS	PHIL: Brad Rives
HSS	PLSC: Gwen Torges, Aleea Perry
HSS	RLST: Alison Downey
HSS	SOC: Melissa Swauger, Michele Sandhoff
CEC	EDSP: Timothy Runge, Lynanne Black
CEC	COMM: Jim Lenze, B. Gail Wilson
CEC	CSD: Kaylee Wynkoop, Annah Hill
CEC	Professional Studies: Laurie Nicholson, Shirley Johnson
CFA	THTR/DAN: Holly Boda-Sutton
NSM	CHEM: Anne Kondo, Wendy Elcesser
HHS	HDFID: Janet Blood
HHS	NURS: Joyce Shanty
HHS	FDNT: Jodie Seybold
HHS	HPED: Jim Racchini
HHS	SAFE: Jan Wachter
HHS	HOSP: Jeff Santicola
HHS	CRIM: John Lewis