

# Stevenson University

## 2009-2010 Advisor Handbook

Dear Advisors,

Academic advising is an important service that is crucial to the success of the university. High quality advising increases student satisfaction, retention rates, academic success and the likelihood of solid career placement. Advising can also create rewarding mentoring relationships that can be a wonderful experience for both advisors and students. Many students continue to stay in touch with their advisors after graduation, and that kind of personal connection is what students at a smaller school like Stevenson value. All full-time faculty members and a few designated staff members serve as advisors for degree seeking Stevenson students. This handbook is designed to support you as an academic advisor with information and techniques that make this process more effective and efficient. The Office of Academic Support Services is always ready to support advisors. It is our goal to help you help students. Please do not hesitate to contact us if you have questions, suggestions, or need assistance.

Best Regards,

Jeff Kelly, Associate Dean of Academic Support Services  
Tom Hopkins, Director of Academic Advising

## Contact Information

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**General Advising Guidelines**

**There are two basic modes for academic advising and both are important:**

- ❖ *“Prescriptive” advising – advisors as assisting experts that help students plan class schedules and other academic activities*
- ❖ *“Holistic” advising – advisors as coaches/mentors for students supporting the maturation process and academic skill building in a broad sense*

**Prescriptive Advising Includes:**

- Assisting the student in selecting a degree program if undecided
- Advising the student in short and long-term planning and course scheduling
- Suggesting academic support services and making other referrals
- Suggesting appropriate out of class activities
- Assisting the student in interpreting and utilizing the degree audit system
- Helping the student develop intelligent, realistic educational objectives

**Holistic Advising Includes:**

- Helping the student recognize and resolve problems involved in his educational experience
- Accepting the student as he or she is and expecting the student to assume the degree of responsibility of which he or she is capable at this stage of development
- Showing a personal interest in each student and in the student's adjustment to university life
- Explain academic regulations and their relationship to the advisee's program
- Assisting the student in interpreting and understanding the meaning of the grades received
- Supporting the student in the process of career architecture and personal goal-setting

## Basic Suggestions for Successful Advising

- **Be thoroughly familiar with the SU Core Curriculum and the details of the program in which you advise**
- **Promptly respond to communications from your advisees**
- **Attend meetings scheduled** by the Director of Academic Advising, and Division Directors or Department Chairs to update faculty on advising issues
- **Understand the degree audit system** which tracks student progress towards degree completion
- **Use WebXpress** to monitor student progress and check off when a student has completed a pre-registration meeting
- **Contact your advisees using email** with reminders and guidelines for pre-meeting preparation
- **Post your teaching schedule and office hours** on your office door
- **Acquaint students with the services and resources on campus:** counseling, Academic Link, Career Services, Student Affairs, etc., and make appropriate referrals to these services

## Sequence of Student-Advisor Meetings

The basic framework of the advisor's yearly calendar is outlined below.

### Typical Yearly Advising Sequence

#### **May-July - New student registration**

Assist with advising new fall semester students

#### **August - Add/Drop Advising**

Advise late registering students and students making changes during the add-drop week at the beginning of the semester

#### **September – Freshman Advising**

Meet new students to get acquainted and address any relevant issues

#### **October - Mid-Term Advising**

Meet with advisees to discuss their midterm grades with consideration of withdrawals if appropriate

#### **October – Spring Term Advising**

Meet students individually to plan second semester course selection for pre-registration (**could happen at the same meeting where mid-term grades are discussed**)

#### **November - Preregistration**

During preregistration week advisors should be available for advisees that need to make adjustments to their Spring semester registration plans

#### **January - Add/Drop Advising**

Advise late registering students and students making changes during the add-drop week at the beginning of the semester; also provide counseling for new students that are starting mid-year

#### **March - Mid-Term Advising**

Meet with freshman advisees to discuss their midterm grades with consideration of withdrawals if appropriate

#### **March – Fall Term Advising**

Meet students individually to plan second semester course selection for pre-registration for both the summer and upcoming fall semesters (**could happen at the same meeting where mid-term grades are discussed**)

#### **April - Preregistration**

During preregistration week advisors should be available for advisees that need to make adjustments to their Spring semester registration plans

## Freshman Advising

All freshman meet with their assigned advisor for a “get acquainted” meeting in mid-to-late September. At this meeting advisors should create a supportive relationship with their advisees and identify any areas of early concern (attendance, out of class work, need for tutoring, etc.) This meeting is also an opportunity for advisors to teach these new students about preparing for the Spring preregistration advising meeting that will happen in October.

## Communicating with Advisees

**Advisors are encouraged to use an email group of their assigned students to communicate** so that one message can easily be sent to all advisees. This is the most efficient way to communicate with the entire group in order to provide information about office phone extension, office hours, calendar reminders, or anything else that needs to be conveyed. During advising weeks advisors should also post office hours on their office door with an appointment sign-up sheet for advisees.

## Academic Probation and Suspension Advising

All students who are placed on academic probation receive a letter which instructs them to contact their assigned advisor. Advisors should learn as much as possible about what caused the difficulties and work closely with the student to develop a plan for success. Often these students benefit by more frequent meetings with the advisor. Students who have two consecutive semesters on probation are suspended from Stevenson but do have the right to request a reinstatement hearing. This request must be made in writing to the

Associate Dean of Academic Support Services. (See Standards for Satisfactory Academic Progress in this handbook for more information.)

## Advising vs. Counseling

**Academic advising differs from personal counseling.** Academic advising includes giving information to the advisee, voicing judgments and opinions, clarifying issues, stimulating intellectual interests, providing a relationship which develops insight into academic and career development, and various other activities. On the other hand, personal counseling addresses more private issues having to do with emotional and physical health. **It is not the job of the faculty advisor to give advice on personal problems, health issues, or other private matters. Please refer students who wish to discuss these types of topics to the university's Personal Counselors in the Wellness Center.**

**With the welfare of the student as his concern, the advisor should make certain that the necessary information is made known to the proper staff members when appropriate.** Proper staff members include the Dean, professors, Registrar, etc. Advisors should remember that students speak to them in confidence and that the specific information learned must be kept confidential. If the advisor judges that this information should be given to someone else, then the permission to reveal this must be obtained from the student. It is a separate matter when the difficulty is behavior that has been observed by the advisor, and is not something revealed by the student. Advisors should decide whether or not to impart this observed information depending upon his or her prudential judgment of the situation. **In cases where there are real or perceived threats of bodily harm to self or others, on or off campus, these threats and any other relevant information must be conveyed immediately to the Associate Dean/Director of the Wellness Center and to the Associate Dean of Academic Support Services.**

## Resources for Advisors

### WebXpress for Advisors

The new "Advisors" section of WebXpress contains a number of functions that are important to advising. *Early in each semester (especially Fall) the lists of advisees may include inactive students (graduated or withdrawn). These students are manually removed from the lists by the Registrar's office staff during the semester.*

- The "**Advisee Information**" function allows advisors to access the advisee's transcript, schedule, test scores and basic profile information.
  - View Student Transcript: Shows the student's transcript including grades, and transferred and preregistered courses
  - View Student Schedule: Shows the student's current course schedule
  - View Student Test Summary: Shows the student's ACT and SAT scores as well as the placements in English and math

- View Student Profile: Shows the student’s email address, phone info, degree program, completion date and advisor information
- Make Comments for Advisee: Allows the advisor to enter comments into the student’s official record. Please date any comments you make, and be aware that these comments can not be altered or deleted after they have been posted. Also be aware that comments are subject to FERPA and that students have a legal right to access them. The comment area is a good place to note any reminders or unusual circumstances such as course substitutions, pending transfer credits, advisor discouraged courses that the student elects to take, must-take courses for future semesters, grade replacement double checks, etc.
- View Comments for Advisee: Allows the advisor to view all posted comments
- View Student Midterm Grades: Allows the advisor to see the student’s midterm grades
- View Student Degree Audit: Allows the advisor to view and print the student’s Degree Audit report
- The “**Advisee Listing**” function will generate a list of advisees that also shows credit counts and GPAs.
- The “**Advisee Registration Check-off**” function is used to acknowledge that an advisor-student preregistration meeting has been completed. Students without a check-off that have fewer than 30 earned credits will not be able to register online.
- **Appointment Summary** is not used at SU
- **Search for Sections** is the basic section query engine available without a password from the WebXpress homepage

## Degree Audit

“Degree Audit” is a report that can be generated by advisors or students through the WebXpress system. It lists all requirements of the selected degree program and shows the student’s completed coursework, their preregistered courses, in-progress courses and remaining requirements. Degree Audit should be completely accurate for students who have only attended Stevenson and have not switched majors while attending, although interpreting the report can be tricky. **For honors students, students who have switched majors, or students who have transferred credits from another institution, Degree Audit should be assessed very carefully with an awareness that changes that are to the student’s advantage may not be reflected in the audit;** these include possible waivers and course substitutions that might be granted by the appropriate department chair or division director. **Degree Audit does not replace academic advising as it does not include any information about prerequisite sequences, elective course choices, etc. All students should consult with their advisor to confirm their understanding of the report printout.**

### \*\*\*Degree Audit Improved Format

Starting in the Fall 2009 semester the degree audit report, as viewed through WebXpress, is presented in an improved format. There are no longer blank lines to show uncompleted requirements – instead look for bright red “(not started)” statements which indicate categories that have not yet been started, or black “1 course needed” reminders within categories that have been started.

### Degree Audit Reminders

General Electives will almost always appear in the Other Courses category of the DA report. (300-level general electives will only appear in 300 credit count section, not in Other Courses). Usually one blank line indicates the need for one course but in some circumstances a second line appears indicating the need for a particular course (ex – extra line to indicate that an ethics course is a specific needed humanity requirement). *Courses that do not meet the minimum grade requirement may temporarily appear to eliminate the course by making the blank line and “one course needed” statement disappear on the degree audit report. These courses are manually changed in the DA within a week or two of the end of the semester.* After this manual change the DA will show that the requirement has not been met and the course that was below the minimum grade will be listed at the bottom of its section on the audit report.

### Sample Programs

**“Sample Programs” display a typical 8-semester sequence of courses that many students follow during their university careers that are provided by department chairs in many majors.** Since many students vary from this plan, and because we want students to understand that they have options about what to take when, these grids no longer appear in the Stevenson catalog. However, Divisions/Departments may choose to continue to provide Sample Programs as a helpful planning aid for students and their advisors. Schedules based on the sample programs do ensure that students have the prerequisites in place as they move from semester to semester. They are also helpful because they give a rough idea of what courses are likely to run in the fall or spring semesters.

### Advising Syllabus

Advisors are encouraged to make use of an advising “syllabus” in the context of working with new advisees. The philosophy of using a syllabus for advising is that it helps create clarity about what both the student and the advisor should expect, and it helps the student realize that they have responsibilities related to advising just as they do in their credit-bearing academic courses. Advising can be thought of as a course in life planning. At Stevenson advisors should focus on helping the student improve his or her vision of the post-college career. As that vision becomes clearer we want the student, with the advisor as an assisting expert, to craft their university academic and social experience so that the career doors that the student is interested in will be open to them. This needs to be an intentional process that includes all aspects of the Career Architecture<sup>SM</sup> system. Using an advising syllabus will help both students and advisors get more from their relationship.

The director of advising has created a generic advising syllabus template, available on the advising webpage, that advisors should feel free to adapt to their particular style and needs.

## Advising Website

The Academic Advising webpage has a wide variety of resources for advisors and students. Here are a few of the resources available: download a copy of this handbook, see course numbering and department changes, view survey results, learn about “Millennial” learners, etc. There are many more types of support and information available on the advising page, which can be found by selecting the “Student Solution Center” link from the “Quicklinks” dropdown menu on the SU homepage.

## **Advising Policies and Procedures**

### Advisor Approval Required for Freshmen

**All students with fewer than 30 completed credits must get an advisor check-off in WebXpress in order to register for classes or make other schedule changes. A Preregistration form signed by an academic advisor is the official record of advisor course approval and should be submitted to the Registrar’s office by the student after registration.** If the assigned advisor is not available these students should contact the Office of Academic Support Services to meet with a general advisor. **Students who have more than 30 completed credits are strongly encouraged to get advisor approval to register or make schedule changes.**

### Advising Required for Some Non-Freshmen

Starting in the fall of 2008 all students without a declared major will be required to have an advisor check-off in WebXpress in order to register for classes. In addition, select majors may choose to institute this requirement for all students in a given program (Human Services does so at this point).

### WebXpress for Scheduling and Registration

Using the “Search for Classes” function students and advisors can see which courses are still open for enrollment, when courses run, where they run and who is teaching. Users should click on the course name for course descriptions, alternate scheduling formats, enrollment restrictions, prerequisite courses, and other relevant information. The official registration method is now online using the university’s WebXpress system. Students should check their WebXpress account functionality and preregister as soon as possible after their assigned time. Students who have questions about how to register using WebXpress should contact the Tech Connection at ext. 3000. Students must also submit a paper Pre-Registration form to the Registrar’s Office within one week of registering

online. This form must be signed by an advisor if a student has fewer than 30 completed credits.

## Schedule Planning Basic Process

There are many ways to build a student schedule but this is a sequence of steps that can be used as a model approach.

1. Student consults the correct Degree Audit report (replaces the degree planner) and, if available from the major, a Sample Program.
2. Student selects classes in the major that would be the next logical courses based on course number and prerequisites for major courses that would be taken in subsequent semesters.
3. Student selects non-major courses that fulfill core curriculum requirements or general elective credits (if needed).
4. Student checks the "Schedule of Classes" publication for that semester, or the "Search for Classes" area of WebXpress, to see what is being offered.
5. Student selects sections for each proposed course and at least one alternate section or course.
6. Student meets with advisor and discusses proposed schedule with consideration of prerequisites, restrictions by major, workload limitations, club/athletic commitments, academic preparedness, Career Architecture, etc.
7. Advisor signs Pre-registration Form, makes any needed comments on the form or in WebXpress, and does the "Advisee registration check-off."
8. Student registers online.

## Typical Pre-registration Advising Sequence

- 1. One or two weeks before pre-registration begins send your advisees an email urging them to plan a schedule and make an advising appointment.**
  - a. Tell them to pre-plan their schedule as much as possible by consulting Degree Audit and sample programs if available. Students should use WebXpress or the Schedule of Classes brochure to assess their class options.
  - b. Tell them to bring their Pre-registration forms, which they can print through WebXpress, to the appointment.
  - c. Have them schedule advising appointments by signing up on a schedule posted on your office door, or by having them contact you directly.
- 2. At the advising appointment do the following:**
  - a. Open the student's Degree Audit report.
  - b. Assess the student's proposed schedule to see that he or she has selected courses for which prerequisites are in place or at least currently being taken. Also assess the schedule for basic common sense issues like:
    - i. Is the course load reasonable given the student's work schedule and academic skill level?

- ii. Are there too many classes in a row or inconvenient large gaps?
- iii. Has adequate travel time been provided, especially between campuses (at least half an hour)?
- iv. Is the student qualified (prerequisites, restrictions by major, academic level, etc.) to take the classes?
- v. Is the schedule harmonized with work and athletic obligations?
- c. Select at least one back up course choice and list that in the appropriate portion of the Pre-registration form.

**3. In the final phase of the appointment do the following:**

- a. Use pen to fill out and sign the Pre-registration form.
- b. On the Pre-registration Form (or in the WebXpress comment area) note all the courses that you disapprove (if any) and sign at the bottom.
- c. Check off the WebXpress “Advisee registration check-off.”
- d. Remind the student to register online but that he or she will need to submit the Pre-registration form to the Registrar’s Office within a week of registering.

## Dropping and Withdrawing from Classes

Students may add and drop classes without permanent academic record during the first week or so of each semester. After that date students and advisors should carefully consider the consequences of withdrawing from a course. Students who do withdraw from a class will have a “W” on their permanent course transcript. This does not affect grade point average. However there are potentially some negative consequences to taking a “W.” Students who drop below 12 enrolled credits may lose financial aid or impact their eligibility for insurance coverage (for details consult the Registrar’s Office). Some students may endanger athletic eligibility when dropping to part-time status. Also, if the course serves as a prerequisite to other classes future scheduling may be made more difficult. Students and advisors should note that there is a deadline for taking a “W” during each semester. Students who stop attending a class without officially withdrawing before that date will get a “FX” on their transcript. **Students may not drop courses labeled as “DEV” (developmental) unless they have special permission from the Associate Dean of Academic Support Services.**

## Auditing Courses

Students may choose to audit courses, either from the start of the term, or by switching to audit status before the last day to withdraw from classes with a “W” during the semester. Students use the Withdrawal from Class form. Students auditing a course are expected to attend regularly, but do not need to submit work, and will not receive a grade or credit.

## FERPA

**Advisors should not reveal student related information to any party except the student. The Family Educational Rights and Privacy Act (FERPA) protects student privacy by specifying what records can, and can not, be released to any party other**

**than the student. The following information may (and some information not listed) never be released to a third party (including parents) without written consent from the student using the Registrar's release form:**

- Social security number
- Grades and Grade Point Average
- Attendance information

Advisors who receive requests for protected information should refer the student, or the third party, to the Director of Academic Advising. *The comment field in the student's "Advisee Information" record will indicate a FERPA release, if authorized, and will show the date signed. FERPA releases are only valid for one year.*

## WebXpress for Parents

Students can now go online and give selected individuals (usually one or both parents) the right to view some or all of their student information that is available through WebXpress. This enables parents to see relevant financial information but also gives them access to the student's midterm and final grades. When a student selects WebXpress for parents, it is not a full FERPA release and therefore it does not mean that advisors can share restricted information with the parents.

## Advising Workshops and Trainings

To improve and develop greater effectiveness **advisors participate in the university in-service advising training program.** Each year advisors will be brought up to date on advising issues, policies and methods at either, Division/Departmental meetings, or at open workshops which may be mandatory or voluntary.

## Changing Majors

Students wishing to change their major need to obtain the Change of Major form from the Registrar's Office and discuss this change with the Division Director, Department Chair, or Program Coordinator of the new intended major. The student needs to be officially accepted into the new major and the appropriate representative of the major must sign the Change of Major form. Once the form has been completed it should be turned in to the Director of Academic Advising.

## Undecided Students

**If you advise an Undecided (or "Deciding") student, or advise a student who expresses doubt about which major to pursue, please consult the "Guide for Advisors of Undecided Students" section of this handbook.** Students who are Undecided pose special scheduling challenges and need to proceed quickly but thoroughly through the process of self-exploration that leads to confidently selecting a permanent field of study.

## Double Majors

**Stevenson does not have a "double major" system at this time.** Under the current rules students may obtain a second bachelor's degree by completing the requirements of

the second degree and by earning 30 credits that do not count towards the first earned degree. These students earn two separate degrees, not one degree with a double major.

## Minors

Students can now declare and pursue academic minors. The “Declaring a Minor” FAQ instruction sheet is available in the Registrar’s Office. Students who are interested in declaring a minor should obtain the FAQ sheet, discuss their options with their regular advisor, and then discuss pursuing the minor with a representative of the minor program; both of whom must sign the FAQ sheet for the minor to be officially declared. **Students may not declare a minor during their last semester.**

### \*\*\*Assigning Students to Advisors

**The Director of Academic Advising assigns students to advisors** according to student’s declared fields of study based on systems approved by each Division/Department and the Academic Dean. Advisors may check their advisee list at any time through WebXpress. Students wishing to change advisors should contact the Director of Academic Advising, who will usually be able to assign a new advisor. If an advisor believes that he has been wrongly assigned an advisee, he or she should contact the Director of Academic Advising. *Starting in the Fall 2009 semester students in Graduate and Professional Studies (GPS) programs will be assigned by GPS Dean Joyce Becker.*

## The Stevenson Curriculum

Stevenson’s Core Curriculum has been designed to ensure that all students take courses in a broad range of subjects related to the liberal arts, math and science. Some majors specify which electives must be taken in the core, but many majors do not specify individual courses.

### The Core Curriculum

#### SKILLS COURSES

Eng. 151 or *HON 171*

Eng. 152

Eng. Writing Course (200, 300, or 400 level)

(Could fulfill secondary requirement in the major)

**Communications Course\*** (*Communication requirement met by NURS 101*)

(Could fulfill secondary requirement in the major)

**Physical Activity, Life Skill, or Wellness Learning Course (1 credit)**

(Only 1 PE credit can count towards graduation)

### **Computer Literacy Requirement**

(Can be passed with credit by taking the Computer Literacy Assessment test.)  
(For more information contact see the Information Systems webpage)  
(Could fulfill secondary requirement in the major)

### **DISTRIBUTION COURSES**

**Fine Arts (3 credits from one or more of the following: Art, Music, Photography, Theatre or Film (but not Video))** (Could fulfill secondary requirement in the major)

**Social Science (2 courses, 6 credits, from 2 of the following: Anthropology, Economics, Human Services, Geography, Political Science, Psychology, or Sociology)**  
(Could fulfill secondary requirement(s) in the major)

**Mathematics & Science (3 courses, 10 credits, at least one of which must be a lab science and at least one of which must be Mathematics 121 or higher, taken from the following: Mathematics, Biology, Chemistry, Physical Science, or Physics)**  
(Could fulfill secondary requirement(s) in the major)  
*All students on catalog year 2007 or later must pass a four credit math course*

**Humanities (4 courses, 12 credits, taken from at least 3 of the following: History, Literature, Philosophy, or Religion)**  
(Could fulfill secondary requirement(s) in the major)  
(English writing courses at the 200 level or above (for example, essay, fiction, or poetry writing) are not Literature courses)

**Core Electives All courses must be outside of the major but may fulfill secondary program requirements. 2 courses, equaling at least 6 credits. selected from any of the distribution disciplines listed above or from foreign language courses, English writing and language courses, or interdisciplinary courses that include one of the distribution disciplines.**

***(Pass/No Credit Option: Students may choose to take pass/no credit courses outside the major and secondary requirements limited to Core electives, unless otherwise stipulated by the major. Students may take only one pass/no credit option per semester for a total of two courses on the student's transcript.) (Students must earn a 'C' to pass.)***

(Could fulfill secondary requirement(s) in the major)

*Note: Honors seminars that include a distribution discipline and all INDSC courses can be used as Core Electives*

## **Major Requirements and Secondary Requirements**

A Degree Audit report lists the specific courses that are required in order to earn a degree from a particular program. "Major Requirements" are generally courses from the department of the major discipline. "Secondary" requirements are courses that must be taken to earn the degree but are not from the major's central discipline. Many secondary requirements can also be used to fulfill elements of the Core Curriculum.

## **Minimum Grade Requirements**

Advisors should be aware that minimum grade requirements in many programs were adjusted in 2007-2008. The degree audit report states the requirement. Any course that

is below the minimum grade will be listed at the bottom of the corresponding section of the degree audit report but the report will still show a line and “one course needed” since the requirement will remain until the student passes the course with an adequate grade. *Courses that do not meet the minimum grade requirement may temporarily appear to eliminate the course requirement on the degree audit by making the blank line and “one course needed” statement disappear. These courses are manually changed within a week or two of the end of the semester in the DA to show that the requirement was not met.*

## General Electives

In many majors students can complete the requirements of the Core curriculum and the Major and Secondary requirements by earning fewer than 120 credits. “General electives” refers to credits that are needed to reach 120. In some majors no general electives are needed; in other majors 1-8 general elective courses would be needed to reach 120 credits. A general elective is any course except physical education. Students should usually save general electives for a purpose; so that the electives can be used to pursue a minor or to take courses in their junior and senior years that harmonize well with the required upper level courses in the major. *Usually general electives appear in the “other courses” section of the Degree Audit reports but if the general elective is over the 300+ level it will only appear in the section of the report summarizing 300+ level credits.* (See the section of this handbook for advisors of Undecided students for a major-by-major list of estimated needed general elective credits.)

## Upper Level Credits Requirement

All students must earn 30 credits at the 300-level or above to graduate. In some majors students will earn enough 300+ credits by simply fulfilling the required courses. In other majors students must use core courses or general electives to complete 30-credits over the 300-level. Transfer students should be especially aware of this since they sometimes substitute 200-level community university courses for 300-level SU courses. Degree Audit reports list all courses that are 300+ in a summary section towards the end of the report.

## Course Substitutions and Waivers

Transfer students and students who switch majors can ask for a course substitution or waiver from the Division Director or Department Chair. The Director/Chair will assess the merits of the request and may ask the student to provide detailed documentation about the previously taken course. If a waiver is granted, the student will not have to take the required course but no credit is granted. If a substitution is granted, the student will be considered to have completed that requirement. The student should have the Director/Chair sign a “Course Substitution/Waiver” form. This form is only given out to Division Directors and Department Chairs and is not directly available to students. **If the request is granted, the forms should be filed as part of the student’s permanent record in the Registrar’s Office so that the Degree Audit report will reflect the approved changes.**

## Degree Requirements – Bachelor’s Degrees

- ❖ Minimum of 120 credits, must include at least 30 credits of upper level work
- ❖ Completion of the Stevenson Core Curriculum requirements (formerly known as the “General University Requirements”) for the bachelor's degree
- ❖ Completion of the courses required by the curriculum the student has chosen
- ❖ Successfully complete the major courses
- ❖ Cumulative grade point average of 2.00, or the minimum specified by program
- ❖ 30 credits must be earned at Stevenson University
- ❖ Final 30 credits must be taken at Stevenson University (except with written permission from the Associate Dean of Academic Support Services)
- ❖ Comply with the general regulations of the university

Any student who is carrying twelve or more credit/contact hours in a given semester is classified as a full-time student and is charged the full-time tuition rate. The normal student load is from 15 to 18 hours of credit a semester depending upon the curriculum in which a student is registered. **A student may not register for more than 18 hours in any one semester without written permission from the Associate Dean of Academic Support Services. Students taking more than 18 credits will be charged for the extra credit(s) at the part-time tuition rate.**

**In order to obtain a Bachelor of Arts degree**, students must complete the study of two years of a foreign language or complete the equivalent of two years of a foreign language through testing or portfolio work.

## Learning Beyond and Career Advising

### Learning Beyond

“Learning Beyond” is a Stevenson concept that refers to a wide range of experiential learning opportunities available to all SU students. Many students will be obligated to get outside the classroom as part of the standard program of study in their major, other students are in majors where an “LB” experience is not automatic; but all students have ways that this type of experience can be part of their Stevenson education. This section of the Advisor handbook describes a number of different LB formats and opportunities.

### \*\*\*Wooded Way Career Services and Learning Beyond Center

The center for Career Services and Learning Beyond is now located in the Wooded Way building which is on the plaza level at the Owings Mills campus (behind the Outback Steakhouse). Their main number is 443-352-4477.

### \*\*\*Co-Curricular Transcript

A co-curricular transcript is designed to compliment the student’s official academic transcript. It is viewed and updateable through the student menu on WebXpress.

Students are responsible for updating the information (instructions are posted in WebXpress). The co-curricular transcript will highlight and document activities, experiences and learning in which the student participated outside of the classroom. Co-curricular activities teach leadership, communication, and teamwork skills – all skills important to today’s employers. The co-curricular transcript provides an inventory of college experiences which the student can use to document experiential activities and honors. It can be appropriate to provide to a potential employer or for a graduate school application. (Please note: The co-curricular transcript program is beginning in the fall of 2009. Activities, clubs, awards, and other entries prior to the fall semester of 2009 will not be on your co-curricular transcript.)

The co-curricular transcript includes six sections:

- Clubs and Organizations
- Athletics
- Leadership Experiences (athletic teams, clubs, organizations, selection as resident assistant, Green Shirt, Career Ambassador, etc.)
- Professional Development (participation at conferences, seminars or workshops)
- Honors, Awards and Recognition (scholarships, awards, honor societies, and any special recognition)
- Other Learning Beyond experiences (study abroad, “study beyond” (faculty-led trips), non-credit internships, and community service, etc.)

Activities and experiences that are credited will generally not appear on the student’s co-curricular transcript as these will already be on the academic transcript. These include practicums, internships for credit, research if done for credit, field placements, clinical rotations, etc. If you have questions or need more information, please contact the co-curricular coordinator in Career Services, Rebecca Kruse.

### \*\*\*One-Credit-Option (OCO)

Students can take advantage of a one-credit-option (OCO) by registering for a single credit course that is attached to an existing standard course that is coded with “LB” in the section number (e.g. ENG 210-LB1). The OCO course is listed as a separate one-credit course that references the parent course to which the LB course is attached (e.g. LB 100-01: ENG 210, Service Learning). A OCO course will require that the student do at least 15 hours of “experience” which could be service oriented, cultural, travel-based, or in some other setting. Students will have to do gradable academic work for the extra credit. Only students who register for the main course in one of the LB designated sections can take the OCO course. The two courses are graded separately. One-credit-option service learning courses can only be used as General Electives. ***OCOs are administered by Assistant Professor of Business Communications Leanne Bell.***

\*\*\*Service Learning Courses The mission of the Stevenson Service Learning program is to increase student learning by integrating traditional academic work with community-based service projects supported by partnerships with non-profit organizations. Service learning is one element of the university’s “Learning Beyond”

theme. There are two ways students can do service learning at Stevenson: 1) Students can take courses that are service learning based by design such as HIST 220, MGT 440, PHIL 220 and REL 275. *Service Learning is administered by Assistant Professor of Business Communications Leanne Bell.*

### \*\*\*Study Abroad

The Study Abroad Office assists students in planning international educational experiences for academic credit. These experiences cover summer, semester, and academic year opportunities. Every major is represented by relevant courses and every continent hosts numerous offerings. To begin the application process by filling out a Study Abroad Permission Form and contacting the Study Abroad faculty leader. *Study Abroad is administered by Assistant Professor of Business Romas Laskauskas.*

### Internships

As an important part of the *Career Architecture*<sup>SM</sup> process at Stevenson University, career exploration and preparation are keys to a student's success. This off-campus learning experience is reserved for second, third, and fourth-year students who want to gain essential hands-on learning beyond the classroom prior to graduating. Internships may or may not be paid depending on departmental and employer policy. Students receive credit and a pass/fail grade for their participation, which is minimally 120 hours during a semester. Placement of students is arranged by the University for select areas of study, whereas other areas of study encourage students to self-select opportunities. Students can explore internship opportunities through Mustang Central, an on-line jobs database maintained by *Career HQ*. The *Career HQ* office can also assist students with resume/cover letter writing and interview preparation skills. All internships must be approved by the appropriate Division Director or Department Chair. Students must secure an internship and register for the coordinating course prior to the semester in which they plan to complete the internship. Upon selection and approval of an internship, students will be assigned a faculty advisor who will monitor the experience. At the conclusion of the internship, the student, faculty advisor, and work supervisor evaluate the experience. For more information contact Janet Daley in Career HQ, 443-352-4495.

### Washington Internships

Full-time semester or summer length internships are available in Washington D.C. for all majors. For further information and to begin the internship application process, contact Career HQ.

### Non-Credit Internships

Non-credit internship opportunities exist for all students seeking bachelor's degrees. As an important part of the Career Architecture process at Stevenson University, career exploration and preparation are keys to a student's success. In internship positions, students gain valuable hands-on experience working part time while pursuing degrees. Students are eligible for non-credit internship positions on the basis of their academic achievement, faculty recommendations, and the completion of requirements. Students can

work part time during the academic year, and full time over the summer. Many students receive full-time job offers from their internship employer upon graduation. All non-credit internships are housed on Mustang Central, an online jobs database.

## CDV 205: Career Preparation and Professionalism

The Career Preparation and Professionalism course is one-credit classroom seminar where students identify and outline career goals, organize and write resumes and cover letters, strategize job search techniques, research internship or career opportunities, and practice interviewing skills. Students will focus on developing the professional skills necessary for career success.

## Career Development Advising

All advisors should support the career development process of their advisees. Advisors should utilize the Career Architecture<sup>SM</sup> approach when applicable and in general urge their students to plan for their post-university career throughout their time at Stevenson. In particular, advisors should refer students to Career HQ, assist with exploring graduate school possibilities and urge their students to join relevant clubs and professional organizations. Advisors should visit the Career Services website for more detailed information.

## **Special Courses and Issues**

### Two Campus Schedules

Many classes are now held at the university's Owings Mills campus. Students and advisors should consider travel times and basic convenience when considering the location of classes. All classes that are held at the Owings Mills campus include "OM" in their section code. **Travel time of at least a half an hour is needed to safely travel between the two campuses. Shuttle service is available between the campuses, and schedules are available in the Student Affairs Office. Students who are dependent on the shuttle for transport should leave at least an hour for travel time.**

### Prerequisites

WebXpress will block students from registering for a course when the student has not started or completed the prerequisite courses. If a student is taking a prerequisite at the time of registration WebXpress will allow the student to register for the next course in the sequence. WebXpress does not later check to see which students have not completed the prerequisite course. Some courses or course sections are restricted by major and only students in those majors will be able to register for these sections. Some courses require students to have a class year standing (usually either sophomore or "third year") as a precondition of registration. WebXpress does prevent students who do not have the needed standing from registering a course when that standing has been programmed in as

a formal requirement by the department chair. (*See the Glossary of Terms in this publication for a chart of credit-counts by class year.*)

## English, Math Course Placements

All freshman and many transfer students receive official English and Math “placements” which are based on the student’s SAT score, Stevenson placement test results, and/or assessment of the courses and grades earned during their high school career. Advisors who need to know the assigned English or math placement level for one of their advisees access their WebXpress account under “Advisee info” then “View student test summary” (under the “Score” column). **Students may not take a course that is beyond their assigned level without permission from the Associate Dean of Academic Support Services who will consult with the Division Director or Department Chair of the subject in question. The placement sets the highest difficulty option for first classes in English or math, but the appropriate course based on the student’s major may not match the placement course.** (For example a business student whose placement is Math 125 might choose to take MATH 210 as his or her only university math course because Math 121 is the stated prerequisite.)

## Computer Literacy Assessment Test

All students have the right to take the free no-risk computer literacy assessment test. Those earning a passing score will receive 3 credits for IS 134 which completes the info literacy requirement in most majors. Only students who are skilled in Microsoft Office applications will be able to pass this test. *To find out more about what skills are tested in this assessment, or to schedule a test, see the Information Systems (or Information Technology) departmental webpage.*

## Accelerated Courses for Graduate and Professional Studies Students

Stevenson offers a wide variety of courses online and in accelerated formats such as: every other weekend for 14 weeks, one night a week for 5-7 weeks, etc. Most of these courses are for graduate students or students pursuing degree completion programs in Business Administration, Nursing, Information Systems, or Paralegal Studies, but qualified adult (“non-traditional”) students in other programs are also eligible to take accelerated courses. Eligibility for these courses varies by department. Many of these courses have restrictions on enrollment based on professional work history, GPA, and other factors. All students must be accepted as qualified by the School of Graduate and Professional Studies before enrolling. Contact GPS Associate Dean Pat Ellis at 443-352-4034 for more information.

### \*\*\*Online Courses for Traditional Students

Traditional (non-Graduate and Professional Studies) students are now allowed to enroll in online accelerated courses that run in an 8-week format during the first and second half of each fall or spring semester and during the summer. These classes can be found in WebXpress by using the “8 Week...” terms in the search for sections function. These

classes are best suited to students who have self-discipline, good typing skills and reliable online access. These are accelerated classes so the workload during the 8-week term should be approximately twice as much as a semester long class. Students are often better off taking these classes during the first 8 weeks of a given semester.

## Foreign Language Courses

The University offers French and Spanish courses for students wishing to take a foreign language. Students in a Bachelor of Arts program must complete two courses in a foreign language at the intermediate level. This requirement can be met through extended successful high school learning, or through passing scores on the Achievement Tests, Advanced Placement tests, or other certified tests. Please contact the Registrar's Office if you have questions concerning this requirement. It is anticipated that successful completion of two courses at the intermediate level will give the student proficiency in a language. Having completed these courses, the student should be able to read, write and speak the language with fluency. These courses can fulfill Core Elective requirements if taken at the 200-level or higher. Foreign language courses at the 100-level are always general electives.

## Physical Education Courses

Students who do not participate in an official SU athletic program must take a one-semester Physical Education course. It can be taken any semester but must be completed before graduation. The semester course earns 1 credit. **Only one P.E. credit can be used towards the 120 credits required for graduation.** A variety of classes are offered so that students may select a course of interest to them. Plans to offer Health classes as an option for students not interested in physical education are being made. Adult students in accelerated programs should consult their advisor about this requirement.

**Waiver of Phys Ed Requirement:** Those students with a medical certificate may have the physical education requirement waived. Medical documentation should be submitted to the Associate Dean of Academic Support Services.

**Competitive Sports:** Students who have been involved in team sports and wish to continue to play competitively should meet with the Director of Athletics. **Students who participate in team sports and complete the season will receive one-credit for this involvement.**

## Courses that may be Taken More Than Once

Some courses can be taken more than once. These include ongoing music and theatre courses, or "topics" courses in the English or Education departments that rotate focus areas. Check with the appropriate Division Director for the latest information on these courses. **WebXpress does not allow students to register online for courses they have previously taken. Students who want to retake a course should register for that course in person in the Registrar's Office.**

## Taking Courses at Another University

SU students are not allowed to take summer courses off campus without written permission from the *Director of Academic Advising*. *Certain courses, for example major requirements and writing courses, are required to be taken at SU. Students must submit a “Request to Take Courses at Another University” form to transfer credits to SU.* If you or an advisee has questions about a particular course please contact the Director of Academic Advising.

## University Consortium

The consortium allows SU students to take courses at other area four-year institutions without applying or paying additional tuition beyond their Stevenson costs. Contact Jennifer Simmons in the Registrar’s office for more information.

## Transfer Credit Center

Stevenson now has a useful webpage designed to help prospects, current students and advisors to see what courses from other Maryland and National institutions would be if transferred to SU. To view this site go to the transfer portion of the SU undergraduate Admissions website.

## Transfer Process

SU students who plan to transfer to another school are encouraged to consult with the Director of Academic Advising to prepare for a smooth transition to the new institution. Not all universities require the same courses. Students who plan to transfer from Stevenson should contact the school they intend to transfer to for details and make plans accordingly.

## Student Support Services and Resources

### \*\*\*Office of Academic Support Services

The office of Academic Support Services is located in Academic Center room 220 on the Greenspring campus. Associate Dean of Academic Support Services Jeff Kelly oversees the first-year experience program, the sophomore and transfer students experiences program, academic advising, the Academic Link, the CORE program, developmental studies and disability services. The office also manages other university functions such as the Academic Review Board, grade appeals, requests to take courses at another college, etc. The office manager is Debbie Blake who can be reached at 443-334-2332.

### Director of First-Year Experience

The Director of First-year Experience is a position designed to add extra support for first-year students. Heather Bray who holds this position is available as a resource for advisors who have freshman advisees that can benefit from having another person in their support network. If you advise a freshman who seems to be having trouble adjusting, or

who has a problem that you are unsure about, please contact Heather directly or refer your advisee to her.

### \*\*\*Director of Sophomore and Transfer Experiences

This position is designed to provide extra serve and support for sophomores and transfer student. Kevin Selby is available to support sophomores and transfer students in a wide variety of ways. If you have a sophomore or transfer advisee who could benefit from an additional support person, or who has a problem that you are no sure about, please refer that person to Kevin. Kevin can be especially helpful to students who are undecided about their major.

### \*\*\*Academic Link

The Academic Link is Stevenson's tutoring and academic skills support center located in Knott Hall 201. ***Tutoring is also available Sunday-Friday evenings on the Owings Mills campus.*** Free tutoring is available to all degree seeking Stevenson students. However, it is not always possible to secure a tutor in every subject. Students should contact the Link to request tutoring.

### SmartThinking

SmartThinking is an online tutoring support system that is available to students free of charge by accessing their "MySU" (Blackboard) account. Through this system students can connect with tutors in a live chat environment or through email. For more information check the Stevenson website or call Cheryl Bosse at ext. 4032.

### CORE Program

The Creating Opportunities for Residence Excellence (CORE) program provides academic support for residential students whose cumulative GPA falls below a 2.0. The CORE program provides structure and guidance for students to take ownership over their learning, find their niche on campus, and explore career path options. Each CORE student is assigned a CORE Coach who works with the student to create an academic plan based on her or his needs. Students will be notified if they are required to participate in the CORE program.

### Supplemental Instruction Courses

Certain math, science, accounting (and others added soon) course sections are designated as "S.I.", Supplemental Instruction sections. Those running under this program provide supplemental instruction to students. These supplemental class meetings are taught by a student who did well in the course previously, and who attends the current semester as well. Students who are concerned about their skill level in a particular course might especially benefit from this sort of format. Course sections with an S.I. component are listed as such in the Schedule of Classes publication and on the course detail screen in WebXpress. Contact the Academic Link for specific S.I. times and locations.

### \*\*\*Students Who Need Accommodations

At Stevenson University the Office of Academic Support Services assists all students with documented disabilities. Academic Support Services is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations. ***Disability support is administered by Mr. Kevin Selby who can be reached at 443-334-2335.***

***It is inappropriate for advisors to ask advisees about possible disabilities unless the advisee self-discloses first. If an advisee does self-disclose then the advisor should ask if the student has been working with the Academic Support Services office to get the right to accommodations. If not the advisor should refer the student to that office.***

### \*\*\*Early Alert System

The Early Alert System function is available through the Faculty menu in WebXpress. It allows faculty (or advisors) to inform the office of Academic Support Services about significant academic or personal concerns about a given student. These alerts are distributed to academic support staff members who take action quickly to reach out to the student and provide assistance.

### \*\*\*SU Careline

The SU Careline is available through the student menu in WebXpress. It is a method by which students can ask questions or ask for assistance on a wide range of personal, academic and practical matters. SU Careline postings are distributed to academic support staff members who take action quickly to reach out to the student and provide assistance.

### Physically Challenged Students

The university strives to keep the campus facilities available to all persons with physical limitations. Elevators, automated doors, ramps, and marked parking areas have been provided in all buildings. Students or faculty who need information about adjustments and/or services for students with temporary or permanent physical handicaps should speak with the Associate Dean of Academic Support Services.

### Wellness Center

The SU Wellness Center provides health services and mental health counseling to Stevenson students. These services are confidential. The Wellness Center is located in the Caves building on the Owings Mills campus. For more information contact the Wellness Center at 443-352-4200.

## Special Programs and Options

### \*\*\*BS/MS Option

Stevenson students can take advantage of this option which allows them to take up to 18 graduate level credits while still undergraduate students. They can then apply these credits towards a SU masters degree in Forensic Science, Forensic Studies, Advanced Information Technologies, or in Business and Technology Management. Students in any major may apply. However, students must apply for admission into the BS/MS option before taking graduate courses. ***Students who are considering this option should conserve available general electives and consult with the Student Support Coordinator for Graduate and Professional Studies, Carla Owens, by the end of their sophomore year if possible.***

### ROTC

The Reserve Officer Training Corps is available for credit at Stevenson through a cooperative arrangement with Johns Hopkins University. ROTC combines classroom instruction and practical training. Classroom instruction incorporates a variety of subjects, including the principles of management, leadership development, national defense and military history. ROTC programs vary in credit awarded. To receive Stevenson credits students should register for the appropriate ROTC category listed on WebXpress. For more information contact the Registrar's Office.

### \*\*\*Honors Program

The mission of the Stevenson University Honors Program is to provide academically outstanding students with the opportunity to experience a challenging and stimulation curriculum that expands the traditional boundaries of learning. Participation in the program fosters close interaction between professors and other honors students, as well as opportunities to take team-taught dual-discipline courses, pursue independent study, and incorporate special projects into the university experience. ***For further information, contact the Director of the University Honors Program, Dr. Virginia Iannone.***

### Graduate School Advising

Students should consult their advisor and Department Chair or Division Director about preparing for a non-Stevenson graduate program. Students who are interested in a SU masters degree in Forensic Science, Forensic Studies, Advanced Information Technologies, or in Business and Technology Management, should contact the School of Graduate and Professional Studies or the Director of Academic Advising. (Also see BS/MS option above).

# **Guide for Advisors of Undecided Students**

## Basic Guidelines

Advising undecided students is more complex and more involved than advising students that have a clear idea of what they want to do. This section provides information and techniques that will help advisors of undecided students give their advisees the highest level of support possible.

**BASIC MOTTO: “Don’t Rush – Don’t Delay”**

**First and foremost... these students need you!** They need a mentor more than most students. They need support in making what may be one of the most important decision of their lives. Their scheduling choices are made more complex by being undecided, and they need someone to guide them through the sometimes difficult course selection process. Undecided students may be in more danger of dropping out than students who select a major, and quality advising helps the university retain these students. In short, you have the power to make a big positive impact on their lives and on the overall success of the university.

**Freshmen should avoid working a job more than 10 hours per week if they are full-time students.** Succeeding in university is difficult and far more important to their long-term earning power than holding down a job while being a student. If a 15 credit student puts in one and a half hours of out of class work for every hour in class he or she would be devoting over 30 hours per week to university. That doesn’t leave room for more than 10 hours per week for paid work.

**Please reach out to your advisees and proactively communicate with them by email, phone, or through other means.** Sometimes students are undecided because they lack initiative and by reaching out to them advisors can break the student’s pattern of procrastination and avoidance.

**There are two important principles to keep in mind when advising undecided students:**

- 1. Undecided students should not delay going through the process of self-exploration and career planning that is needed to confidently select a major and an intended career field.**
- 2. Undecided students need to carefully select their courses so that they minimize the likelihood of taking courses they won’t need thereby avoiding extending their university program beyond eight full-time semesters.**

## Going Through the Process of Deciding

**First determine what kind of undecided student your advisee is...**

- ❖ The “I have no idea what I want to do” student - needs to be directed to go to Career HQ as soon as possible and should be given a schedule that includes generic courses without prerequisites. (See list below)
- ❖ The “I’m interested in everything” student – should consult Career HQ but should consider the possibility of a major/minor combination, a double major, or Interdisciplinary Studies. If they remain undecided as they build a schedule selecting courses from the list below would also be appropriate.
- ❖ The “I have some idea but I’m not sure” student – should select courses that apply to the range of majors he or she is considering. For instance, if a student is likely to go into some form of business related major (Business Administration, Accounting, Business Communication) then safe courses would include IS 134, MGT 204 or MKT 206.
- ❖ The “I want to do X but mom and/or dad wants me to do Y” student... Do not take a position on which path would be best for the student. Encourage the student to meet with Career HQ, and encourage the student to communicate with his or her family. The student might also consider a double major, or majoring in X or Y and minoring in the other.

**Advisors should convey the following points to their undecided advisees during the first advising meeting...**

- ❖ Undecided students should take the Career HQ Office’s suite of self-exploratory questionnaires during the first few weeks of their freshman year.
- ❖ Undecided students should make an appointment to discuss the results of these questionnaires with a career counselor.
- ❖ Undecided students should actively consult with trusted family, friends, and working professionals about the process of selecting a major and career field.
- ❖ Undecided students should understand that there are some majors (such as Nursing, Biology, Education and Visual Communication Design) that are so tightly planned that students can not be undecided for even one semester without putting themselves behind in the normal 8-semester sequence.

## Undecided Student Scheduling Guidelines

**Advisor Check-off in WebXpress is Required for All Students who do not have a Declared Major:** Online registration will be blocked for any student who does not have a declared major. These students must consult with an advisor prior to registering.

**Degree Audit:** Degree Audit can be useful to students who are exploring a major or who are considering changing their major. The student’s Degree Audit function in WebXpress will allow a user to select an alternate major as a “what-if” scenario and will do an analysis of what courses will fit into the major.

**Generally Safe Course Choices for Undecided Freshmen:**

CM 101, 111 or 115, EC 201 or 202, HSR 101, FLM 108, GEO XXX, HIST 105 or 109, IS 134 (not if interested in nursing, FIFTH or VCART), PSY 101 (if not interested in education), PHIL 101 or 104, POSCI 102, REL XXX, SOC 101

**A typical undecided student’s first or second semester 5-course schedule** would probably be selected from the following elements:

- English by placement/sequence
- *Perhaps* - Math by placement (although majors differ in what math is required)
- Social Science (use only one) (unless interested in Educ. or Paralegal)
- Communications 101
- Information Systems 134
- Humanities course (up to two)
- Physical Education
- Lab Science (probably 2<sup>nd</sup> semester, differs by major)

**Freshman students should have a schedule that is within their “comfort zone.”** They should avoid taking too many demanding courses such as lab sciences, mathematics, or courses with substantial reading assignments and papers. An ideal freshman schedule includes a blend of technical and liberal arts courses.

### \*\*\*General Electives and Deciding Students

Often being undecided means that courses taken to sample a topic, or taken based on a plan that changes, will end up being “general electives” in the major that the student finally selects. Some majors have as many as 8-10 general elective courses that would count towards graduation, some have none. Students and advisors should know that majors with one or zero general electives will be difficult to switch into and finish in 8 full-time semesters if the first semester schedule includes any non-Core courses. ENG 148 is always a general elective.

This is a list of most majors and the estimated minimum number of General Elective credits (not courses) needed in each SU major for students on the 2009-2010 catalog year:

<u>Major</u>	<u>G. E. Credits</u>	<u>Major</u>	<u>G. E. Credits</u>
Accounting	0	Applied Math	12
Biology	0	Biotechnology	0
Business Admin.	12	Business Comm.	12
Bus. Info. Systems	9	Chemistry	6
Comp. Info. Systems	12	Early Childhood Leadership	0
Education (Ear. Ch./El. Ed.)	0	English	15
Film/Vid./Thea.	0	Human Services	6
Interdisciplinary Studies	27	Nursing	0
Paralegal Studies	6	Psychology	12
Public History	21	Visual Comm. Design	0

### Undecided Interested in Nursing Guidelines

**Students who wish to pursue the nursing major should contact Nursing Division Advisor, Karen Murphy-Keddell at 443-334-2906.** Admission to the major is not guaranteed. Students should apply in writing to the department by April 1. Students

must meet the admissions/progression criteria for the Nursing major in order to be accepted into the major. Admission to Nursing is for Fall semester only.

## **ACADEMIC POLICIES & PROCEDURES**

### Standards for Satisfactory Academic Progress

Credits Attempted	Cumulative GPA
9 – 17	1.5
18 – 29	1.9
30 and above	2.0

When a student's cumulative GPA falls below the minimum standards for satisfactory progress, unless extenuating circumstances exist, he/she will be placed on academic probation. At the end of the semester of probation, the student's record will be reviewed to determine whether progress toward the minimum standards has been made. If the GPA meets the standard, the student is no longer on probation. If progress is not satisfactory and no valid extenuating circumstances exist, the student will be suspended. All students who are suspended have the right to request a hearing to seek readmission for the next semester before the Academic Review Board. For details about this process contact the Associate Dean of Academic Support Services.

**Program Requirements.** Individual majors may require a higher minimum GPA. Students who fail to meet the minimum standards of a particular major may be removed from that field of study and should be referred to the appropriate Division Director for details.

### Incompletes

Students who feel they have grounds to request an incomplete must get approval from the teacher and the Associate Dean of Academic Support Services, Chris Noya. If permission is granted, a Request for Incomplete form must be signed by both the teacher and the Associate Dean of Academic Support Services. The student then has up to 4-weeks to complete the required work. Once completed, the teacher files a Change of Grade form to reflect the final grade earned. Incompletes should not be granted based on increased demands of non-university employment or other normal activities.

### Application for Diploma

A student expecting to graduate in May must file an application for diploma no later than October 15th of the fall semester. If the student anticipates a December graduation, he/she must file for diploma no later than March 15th of the spring semester. This will allow the Registrar's Office time to prepare an evaluation of credits for the student prior to pre-registration in November and April.

# GLOSSARY of TERMS

**Academic probation** Students falling below the minimum standards for academic progress are placed on academic probation. If they do not meet or exceed the standards in their next semester of work, they may be dismissed from the university.

**Add** Enrolling in a new course or section during the add/drop period which usually lasts through the first week of classes. No classes may be added after that time except by special permission.

**Application for Diploma** This form is used to petition the Registrar's Office for an official report on what requirements need to be completed in order to graduate. It should be filed two semesters before expected graduation.

**Audit** Students who audit a course are expected to attend but do not receive a grade. There is no tuition discount for students auditing a course.

**Billable Hours** This is the added total of all credit hours plus the number of non-credit equivalent hours (usually 3 hours per non-credit Developmental course). Full-time status for financial aid, insurance coverage, athletic eligibility, etc. is calculated based on 12 or more billable hours as full-time.

**Career Architecture™** This is Stevenson's approach to preparing students to succeed in careers that fit their skills, personalities and values. The process consists of four stages: Self Discovery, Career Development Foundations, Career Exploration, and Career Preparation.

**Class Year Status (or "Standing")** Some courses require students to have a class year standing (usually either sophomore or "third year"). Class year status is defined by the following credit counts:

Freshman	0-26.5 credits
Sophomore	27-54.5 credits
Junior	55-89.5 credits
Senior	Over 90 credits

**Contact Hours** See "Billable Hours"

**Core Curriculum** Academic requirements applied to all majors that include Skills and Distribution courses. Some secondary requirements in each major may also fulfill elements of the Core Curriculum.

**Core Elective** An element of the Core Curriculum that requires that all students earn 6 credits from courses that fall under definition as stated in the Core Curriculum.

**Co-requisite** Requires that a given course that has not been previously completed by a student must be taken concurrently with another course (ex: students taking HIST 105 must have completed ENG 151 or take it concurrently as a “co-requisite”).

**Credit Hours** The number of academic credits given per course or taken per semester, etc. At least 120 credit hours must be accumulated to graduate. Students taking 12 or more credit hours (or billable/contact hours) in a single semester are considered full-time.

**Degree Audit** A Degree Audit report lists all requirements of the selected degree program and shows the student’s completed coursework, their preregistered courses and remaining requirements. The Degree Audit reports replace the Degree Planners as the main document for tracking student progress.

**Developmental Course** Courses that students take based on placements derived from SAT scores, placement testing, and assessment of their high school academic record. Developmental courses are coded “DEV” and do not earn credit hours although they do count towards full-time status with 3 non-credit billable hours per course.

**Distribution Course** Distribution courses are a major component of the Core Curriculum. They include courses from the Fine Arts, Social Sciences, Math and Science, and from the Humanities.

**Drop** The removal of a student from a course section in which they were previously enrolled **during the add/drop period** which generally lasts the first week of classes of a given semester. After the add/drop period is over courses may not be dropped, instead students must withdraw from a course to be officially removed.

**Full-time** Students taking 12-18 billable/contact hours in a given semester have full-time status.

**General Elective** Any course except physical education which is taken by students in order to reach the 120 credits needed to graduate. The required courses in some majors exceed 120 credits and therefore students in those majors do not need any general electives.

**Incomplete** An official agreement between student – teacher – and university to extend the deadline for submission of material needed to complete the academic obligations of a course. Incompletes must be requested in writing through the Associate Dean of Academic Support Services. Forms are available through the Registrar’s Office.

### **Learning Beyond**

“Learning Beyond” is a Stevenson concept that refers to a wide range of experiential learning opportunities available to all SU students.

**Major Requirements** Courses generally from within the major department that are specifically required for all students in the major.

**Minor** Many SU disciplines now offer an academic minor. The “Declaring a Minor” FAQ instruction sheet is available in the Registrar’s Office.

**Part-time** Students taking 11 or fewer billable hours are considered part-time students.

**Pass/No Credit Option** Students may choose to take pass/no credit courses outside the major and secondary requirements limited to Core Electives, unless otherwise stipulated by the major. Students may take only one pass/no credit option per semester for a total of two courses on the student’s transcript.

**Prerequisite** Courses that must be completed prior to taking a given course.

**Skills Course** A major component of the Core Curriculum that includes writing courses, a communication course, and physical education.

**Sample Program** A grid showing a typical 8-semester scheduling sequence that would assure a student of having prerequisites in place; available from Department Chairs in most majors.

**Secondary Requirements** Courses outside of the major’s department that are required to graduate in a given major. Some secondary requirements may satisfy elements of the Core Curriculum.

**Service Learning** Academic coursework designed to increase student learning by integrating traditional academic work with community-based service projects supported by partnerships with non-profit organizations.

**Substitution** An exception to requirements granted by a Division Director or Department Chair whereby a reasonable equivalent course is allowed to substitute for a specific requirement. Must be documented using the Course Substitution and Waiver form.

**Topics Course** A category of courses that do not change course number but may be taken more than once since the focus “topic” changes from semester to semester (ex: ENG 385, Literary Genres: Special Topics).

**Waiver** An exception to requirements granted by a Division Director or Department Chair whereby a required course is waived based on a documented reasonable student request (ex: students with extensive computer skills getting IS 110 waived). Must be documented using the Course Substitution and Waiver form. A waived course is not awarded any credit.

**Withdrawal (Course)** Process of removing a student from a course after the add/drop period and before the deadline for last day to withdraw (falls about 2/3rds of the way

through the semester). Students who withdraw from a course get a “W” on their transcript which is not calculated into a student’s GPA.

**Withdrawal (University)** All students who do not register for a semester after having attended as degree seeking students, or who wish to leave the university while classes are in session, must file a “Withdrawal from University” form and meet with the Director of Academic Advising.