



School of Human Services

Quick Guide to Advising

for

Undergraduate Students

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School of Human Services

Undergraduate Student Quick Guide to Advising

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I. ADVISING OVERVIEW

This handbook was written to familiarize you with the School of Human Services (SHS) advising policies and procedures. It will provide you with information to help you successfully navigate SHS, and to be an active participant in the advising process.

SHS views academic advising as a developmental process where students work in partnership with their academic adviser to clarify career goals and develop an educational plan to help realize those goals. Successful advising occurs when advisors and advisees share the responsibility of this multifaceted ongoing process.

Advising begins at admissions where student files are reviewed and a course of study is recommended. A preliminary evaluation of your experiential learning is a vital component of this recommendation. Adult students bring rich and varied experiences to the program and we want you to capitalize on this experience to save you both time and money. We encourage you to think about what you learned rather than what you did. Information that you provide during the admissions process and to your advisor will help guide your program.

The Admissions Committee reviews your file and makes a recommendation for a four, five or six term program. This recommendation is based on the number of credits transferred, your writing skills as demonstrated in the admissions writing assessment and your potential experiential credit award.

It is crucial that you discuss not only each term's course recommendation with your advisor, but that you understand the sequencing of courses and what is specifically required for graduation.

A. *Academic Advisor's Responsibilities*

- To encourage and mentor your academic and professional development
- To help you identify and assess personal and professional options
- To help you realize the consequences of your decisions

It is expected that your advisor will help you define and develop realistic goals and plan an academic program. The advisor also monitors your progress towards educational and career goals and identifies and suggests the use of appropriate institutional support services.

Specifically, your advisor will review the SHS program, assist with course selection and discuss the following:

- The required core curriculum
- General Education Requirements (GERs)
- The role of experiential learning

B. *Student's Responsibilities*

The ultimate responsibility for making educational decisions rests with you, the student. You are expected to become knowledgeable of SHS policies, procedures and requirements to utilize academic support services, and to accept responsibility for your decisions.

It is expected that you come prepared to discuss experiential learning options and the resulting impact of such learning on your academic plan with your advisor. You are expected to be an active partner in the advising process and to meet with your advisor at least once every term.

C. *Essential Steps for Success*

Since each student brings different skills and knowledge to SHS, you need to take the initiative with your advisor in planning how to meet the graduation requirements.

1. Review your education and training history.
2. Review how you will meet the GER and be prepared to discuss your plans with your advisor
3. Review your formal education (transferable courses).
4. Review licenses, trainings, certificates, interests and hobbies. The knowledge gained from these learning experiences may result in additional credit awards.

II. THE ACADEMIC PROGRAM

A. *Graduation Requirements*

Below is a table that outlines the requirements you must meet to graduate from the Bachelor's Program.

SHS Graduation Requirements	Credits
Residency requirement: The minimum number of credits you must earn by taking Courses at Springfield College.	48
Remaining Credit Requirement: The number of credits you may earn through transfer credits, additional courses taken at Springfield College and the experiential learning process.	72
Total credits needed for Bachelor's of Science Degree	120

B. *SHS Required Courses*

Everyone must take the SHS required courses shown below. You and your advisor should make sure that these courses are included in your program.

SHS Required Courses	Credits
HUSB 301 (Core I) Education, Oppression and Resistance *	4 credits
HUSB 302 (Core II) Global Economy, Culture and Community*	4 credits
HUSB 303 (Core III) Social Transformation and Alternative Visions *	4 credits
HUSB 305 Issues in Research **	3 credits
ADST 330 (Group Project I) Community Development & Change I	4 credits
ADST 331 (Group Project II) Community Development & Change II	4 credits
ADST 332 (Group Project III) Community Development & Change III	4 credits
HUSB 307 Human Services Portfolio Development	3 credits
HUSB 416 Senior Seminar ***	2 credits
TOTAL CREDITS	32

* *Must be taken in sequence*

** *A pre-requisite for Group Project*

*** *A capstone course taken in your last term after your Portfolio*

C. *General Education Requirements (GERs) (42 credits)*

Springfield College emphasizes a humanics philosophy that involves education of the whole person – the spirit, mind and body – for leadership in service to humanity. Students can choose from a variety of courses to meet General Education Requirements and to advance their own interests and knowledge in a particular aspect of human services. The GERs can also be met through transfer credits or the experiential learning process. The GER course categories are shown in the table below. See the SHS catalog for the specific courses that meet these requirements.

<u>General Education Requirement</u>	<u>Credits</u>
Behavioral/Social Sciences.....	3
College Writing.....	6
Computer Applications.....	3
Health/Wellness.....	3
Historical/Cultural Studies.....	3
International Studies.....	3
Literary Studies.....	3
Multicultural Studies.....	3
Natural Sciences.....	3
Physical Activity.....	3
Quantitative Reasoning.....	3
Spiritual/Ethical Dimensions.....	3
Visual/Performing Arts.....	3

D. *The Undergraduate Schedule*

Undergraduate classes are generally held two weekends a month. Each campus has its own specific schedule. Be sure to check the dates and times of the SHS campus you attend. Each class meets for a full day. The instructors are skilled in organizing the day to make their classes engaging.



III. *Frequently Asked Questions about Advising*

1. What is a General Education Requirement (GER)?

Springfield College emphasizes a Humanics philosophy that involves education of the whole person – the spirit, mind and body – for leadership in service to humanity. To fulfill this mission, Springfield College requires that the students have exposure to the following disciplines: mathematics, science, computer science, written communication, literature, health and fitness. Students can choose from a variety of courses to meet GERs and to advance their own interests and knowledge in a particular aspect of human services. The GERs can also be met through transfer credits or the experiential learning process. (See the SHS catalog for a listing of courses that meet these requirements.)

2. What happens when I meet with my advisor?

Be prepared. Advising is the responsibility of both the Advisor and the Advisee. This handbook was written to give you an overview of the SHS program so that you will be more informed for your advising sessions. Ask questions, be proactive and engaged in the advising process. Provide information that will help your advisor be the best advisor possible.

- A. Review transfer credits; all courses of C- or better will transfer unless they are considered to be developmental (usually courses below the -100 level).
- B. Verify the GERs that will be met by transfer credits.
- C. Focus on what you need to be an educated, articulate School of Human Services graduate.
- D. Keep a copy of your advising checksheet. This will guide you through the SHS program. You should have a copy of the advising sheet so that you can take more responsibility for your academic process. This form can be downloaded from the SHS website or your advisor will provide one for you.
- E. Discuss the experiential learning process. Do you have licenses, human service training and certificates to be evaluated? Will you be submitting a Portfolio? When is the appropriate time for you to take the Portfolio class?
- F. Think of your academic advisor as your partner in education. Your advisor is responsible for ensuring that you understand the SHS program and sequencing of courses, and for monitoring your academic progress so that all graduation requirements are met. It is also your responsibility to ask questions and to keep track of your own progress.

3. **How, What, When and Where about Transfer Credits:**

The Registrar reviews transcripts from regionally accredited colleges and universities and posts them to your Springfield College transcripts. When possible, transfer credits are made equivalent to Springfield College courses and carry the same number of credits as the Springfield College course. The Registrar makes the final determination as to what courses transfer and what General Education Requirements are met.

IV. *Things to remember*

- Your advisor is your primary guide on all academic matters. Meet with your advisor each term. Tell your advisor about your academic and professional goals. Always ask your advisor for an updated copy of your academic plan.
- Each person's background and goals are different. Do not choose your courses based on what your friends are doing or what other students are saying. Confer with your advisor.
- Once a year, early in the summer term, apply for financial aid for the following year.
- Every term:
 - Meet with your advisor
 - Fill out and sign the course selection form and the billing form
 - Get your pre-class assignments on the website.
 - Complete the pre-class assignments for the first class.
 - Buy your books
 - Read your mail from SHS
 - Check your email from SHS regularly
 - Put class days (& snow days) on your calendar
- If you ever need to drop a course, be sure to complete the appropriate official paperwork (see your advisor or the student services coordinator or Dean Whitley). Failing to do this will leave you financially liable.

SHS SPRINGFIELD COLLEGE ACADEMIC ADVISING EVALUATION

Your evaluation of the advising system at Springfield College is critical. Your feedback will help us to improve advising services, understand your needs and identify outstanding advisors. All questions are optional. Your evaluation will be completely anonymous. Comments and summary information will be shared with departments and advisors. If you've changed majors or advisors, please evaluate the advisor with whom you are most familiar.

Advisor's Name: _____ **Date:** _____

Concentration: _____ **Anticipated Grad Date:** _____

Number of times you've seen your advisor this year for advising-related concerns: _____

Part I: SELF-ASSESSMENT OF YOU AS AN ADVISEE

Please circle the number which best describes your agreement with each statement about yourself, from (5) STRONGLY AGREE to (1) STRONGLY DISAGREE. Circle NA if the statement is not applicable or if you don't have enough information to respond to it.

	Strongly agree				Strongly disagree	Not Applicable
1. I take responsibility for monitoring my own academic progress.	5	4	3	2	1	NA
2. I seek out my advisor when I need his or her assistance.	5	4	3	2	1	NA
3. I am prepared for my appointments with my advisor.	5	4	3	2	1	NA
4. I keep my appointments with my advisor.	5	4	3	2	1	NA
5. I follow through with suggestions from my advisor.	5	4	3	2	1	NA
6. I report back to my advisor about how things are going.	5	4	3	2	1	NA
7. I am familiar with the college's policies and requirements.	5	4	3	2	1	NA
8. I consult with my advisor and make well-informed decisions about my course schedule or changes.	5	4	3	2	1	NA
9. I consider my advisor's suggestions but my decision about courses or schedule are my own.	5	4	3	2	1	NA
10. I talk with my advisor about my choice of concentration.	5	4	3	2	1	NA
11. I am satisfied with my performance as an advisee.	5	4	3	2	1	NA

Part II: ASSESSMENT OF YOUR ACADEMIC ADVISOR

Please circle the number which best describes your agreement with each statement about your academic advisor, from (5) STRONGLY AGREE to (1) STRONGLY DISAGREE. Circle NA if the statement is not applicable or you don't have enough information to respond to it.

	Strongly agree					Strongly disagree	Not Applicable
1. My advisor communicates personal interest in me.	5	4	3	2	1	NA	
2. My advisor keeps appointments with me.	5	4	3	2	1	NA	
3. My advisor allows sufficient time to meet with me.	5	4	3	2	1	NA	
4. My advisor understand SHS policies and requirements.	5	4	3	2	1	NA	
5. My advisor listens to what I say.	5	4	3	2	1	NA	
6. My advisor communicates well with me.	5	4	3	2	1	NA	
7. My advisor helps me monitor my academic progress.	5	4	3	2	1	NA	
8. My advisor helps me make my own decisions and/or goals.	5	4	3	2	1	NA	
9. My advisor refers me to appropriate sources for help and/or information.	5	4	3	2	1	NA	
10. My advisor helps me to identify appropriate courses to fulfill GER's.	5	4	3	2	1	NA	
11. My advisor helps me to identify courses for my major.	5	4	3	2	1	NA	
12. My advisor helps me understand how courses or academic choices connect to career or life decisions.	5	4	3	2	1	NA	
13. I feel comfortable talking with my advisor about academic issues.	5	4	3	2	1	NA	
14. I feel comfortable talking with my advisor about personal issues.	5	4	3	2	1	NA	

ADDITIONAL COMMENTS ABOUT YOUR ADVISOR OR THE ADVISING PROCESS:
