

Advising and Student Support Services Program Council (ASSPC)
Report to Committee on Academic Programs (CAP)
May 20th, 2014 (for academic year 2013-14)

I. Introduction: In academic year 2013-2014 the ASSC was charged with reviewing the “Recommended College-wide Advising Goals and Practices” document submitted by the ASSPC in 2013 and revising the document to convert the goals into policies. Below are the official charge and the revised document (Section II). In addition, the ASSPC had ongoing discussions on how to improve faculty, staff, and student knowledge and understanding of the Liberal Learning requirements at TCNJ, including a session with Robert Anderson prior to his retirement, and had an initial meeting with Mosen Auryan to discuss future college-wide assessment of Academic Advising. A brief report on our progress in these two areas is below (Section III).

II. Charge from CAP: “CAP commends ASSPC for the extensive work it did on drafting a document on advisement. CAP is returning the document to Steering with the recommendation that ASSPC be asked to reframe their work into a statement of policy. This would include changing the “goals” into policy statements and omitting the extensive list of practices. While the latter are informative and exemplary practices, they are procedures and not policy. The recommended practices and appendices could be presented in a separate document which would be useful to the campus community when testimony is sought. CAP further recommends that an advisement policy should be preceded by the clear explanation of advisement (found under “Overarching goal”) though recommends that this be renamed to fit a policy statement.”

Summary: The ASSPC has reviewed and revised the document and now presents the TCNJ College-wide Academic Advising Policies and Practices document for review by CAP. The Policy document and the associated appendices follow after this brief report.

III: Additional work:

A. During our Advising Assessment in 2011, faculty and students reported a lack of knowledge and understanding of liberal learning requirements at TCNJ. Hence, the ASSPC had ongoing discussions on how to enhance understanding, including a discussion with Robert Anderson prior to his retirement. Next year we plan to invite Kit Murphy to a meeting to discuss this issue further. In the meantime, we have two recommendations that could help disseminate information about liberal learning that we would like CAP to consider (or perhaps to pass along to Steering):

- i. We suggest that tutorials on liberal learning be made available in PAWS and/or CANVAS. There are currently tutorials available on the Liberal Learning website and on the SOHS website that could be posted and/or new modules could be created and posted: <http://firstreg.pages.tcnj.edu/liberal-learning/>
<http://hss.pages.tcnj.edu/advising-resources/>

ii. We would like to suggest to Records and Registration that a one-page summary feature be created in PAWS that includes program-specific course sequence and liberal learning requirements (similar to the program planners that were phased out several years ago).

B. One of our proposed recommended policies is that academic advising be assessed on a college-wide and school-wide level. We had a lengthy discussion during one of our meetings with Mosen Auryan and will continue our discussions on mechanisms of assessment in the next academic year.

Respectfully submitted by the ASSPC members (2013/2014):

Tracy Kress, Chair

Margaret Leigey, Vice-Chair

Lisa Angeloni

Adam Bonanno, student

Ashley Borders

Ivonne Cruz

Kathryn Elliott

Don Hirsh

Monica Jacobe

Deb Kelly

Kathryn Piccardo, student

Martha Stella, ex officio

TCNJ College-wide Advising Policies and Practices

TCNJ Definition of Academic Advising: Academic advising facilitates the student's development as a whole person, addressing academic, professional, and personal goals. Meeting the goals of advising is a shared responsibility between the advisor and student.

We recommend that TCNJ advising policy and practices align with the standard definition of Academic Advising, taken from *David S. Crockett, Ed. (1987). Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Services. Iowa City, Iowa. ACT Corporation:*

“Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through courses and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.”

Policy and Practices	Responsible Party	Other related recommended practices (not required)
1. College will maintain an online directory of campus advising and support services (for list, see attached Appendix 1) and Schools will have a link to this directory on their advising webpage.	Provost will designate the responsible party.	•
2. College will implement a one-year training program for new advisors led by <i>faculty and staff</i> , with 3-5 sessions for advisors during their first year of advising (ideally their second year at the college) tailored to the needs of specific programs. Training program will include discussion of/information about liberal learning requirements and students with special academic circumstances (poorly performing, loss in family, etc.) and transfer students.	Provost will designate the responsible party.	• Online Advising Refresher Course completed by advisors annually after the initial training program (topics include but not limited to, liberal learning requirements, PAWS, CANVAS, new resources, and a link to the directory of campus advising and support services).
3. Departments will maintain a department website for advising with links to liberal learning resources and publish an undergraduate bulletin/newsletter (for example, see	Dean's will designate responsible party in each department.	• Department Chair devotes a portion of one department meeting/semester to discuss advising/registration. • Departments should assign a

Appendix 2) and/or advising syllabus (for example, see Appendix 3) with formal, up –to –date information regarding advising (to be updated each semester at least 3 weeks prior to registration). Departments will ensure that departmental website and bulletin/newsletter are in synch with information in PAWs (updated annually in January).	Provost and Deans will designate the appropriate parties.	Department Advising Liaison to serve as a point person/ advising resource to faculty in the department. His/her responsibilities will vary by department but could include communicating changes in policy, answering questions about students with special academic circumstances, leading discussion at department meeting devoted to advising. • Advisors will be reminded of directory of campus advising and support services (Appendix 1).
4. Department Chair will send an outreach letter to <i>first year and internal and external transfer</i> students introducing them to the departmental advising resources and indicating the name of the assigned advisor. Contact should occur in June for students beginning fall term or in January for students beginning in the spring term. For an example, see Appendix 4.	Department Chair is the responsible party.	• Advisors send a welcome/introductory letter prior to beginning of the semester. • Department hosts an organized event (“meet and greet”, etc.) within the first month of the fall semester where students can meet with their advisor.
5. Students will be provided with a copy of the college-wide Advising Guiding Principles (to be determined but for examples see Appendix 5) and will sign an electronic Advising Contract.	Provost will designate responsible party.	• School provides supplemental recommended advising practices tailored to each schools specific needs, provided they do not contradict the core college-wide document (i.e. an advising syllabus; for an example see Appendix 3). • School or Departmental implementation of a system/mechanism for students to report level of satisfaction with advising.
6. Department/School will run an orientation course for <i>first year and internal and external transfer</i> students once a year (099 course or equivalent). This course should include discussions on program-specific advising and	Dean will designate responsible party.	• Students entering TCNJ in the spring semester should be permitted to take the orientation course in the subsequent fall semester.

liberal learning.		
7. Advisor and student(s) will meet at least once per semester, either individually or as a group, <i>prior to registration</i> and keep up-to-date records consistent with the TCNJ Advising Guiding Principles (for example see Appendix 6).	Advisor and Student are the responsible parties.	• Use of academic hold flags • Regular review by advisor and student of the Academic Requirements page in PAWS and PAWS “notes” section prior to registration. • Student is responsible for checking that transfer and AP credits have posted in record in PAWS. • Student generates a 4-year plan to bring to each advising session (incorporating abroad semester, etc.). • Students place potential courses into their shopping cart prior to advising meeting.
8. The College and Schools will assess the success of advising.	Provost will designate the responsible party.	• Departments conduct assessment on a regular basis (as defined by the department; see attached sample, Appendix 7) and use the results to improve advising.

ASSPC Recommended Advising Policies
2014

APPENDICES:

- APPENDIX 1: Directory of Campus Advising and Support Services – page 2
- APPENDIX 2: Sample Registration Newsletters – page 4
- APPENDIX 3: Sample advising “syllabus” – page 14
- APPENDIX 4: Sample welcome letter – page 18
- APPENDIX 5: Sample Advising Guiding Principles – page 20
- APPENDIX 6: Sample up-to-date record-keeping format – page 24
- APPENDIX 7: Sample Departmental Advising Assessment document – page 26

APPENDIX 1: Directory of Campus Advising and Support Services

ACADEMIC ADVISING RESOURCES

Department	Contact Name	Campus Address	Phone	E-Mail	Office Hours	Website
Academic Affairs- Liberal Learning	Christopher (Kit) Murphy, Associate Provost for Curriculum and Liberal Learning	Green Hall 109	609-771-2409	murphych@tcnj.edu		http://liberallearning.pages.tcnj.edu/
Bonner Center Civic & Comm. Engagement	Paula Figueroa-Vega, Director	Holman Hall 377	609-771-2548	bonner@tcnj.edu	9:00am to 5:00pm	http://bonner.pages.tcnj.edu/
CAPS (Counseling & Psychological Services)	Marc Celentana, Director	Eickhoff Hall-107	609-771-2247	caps@tcnj.edu	8:30 - 4:30 pm	http://caps.pages.tcnj.edu/
Career Center	Debra Kelly, Director	Roscoe West 102	609-771-2161	career@tcnj.edu	8:30 am to 6:00pm-Mon toThu /Fri 8:30	http://career.pages.tcnj.edu/
Center for Student Success	Ivonne Cruz, Director	Roscoe West 131	609-771-3452	cas@tcnj.edu	8:30 am to 4:30 pm	http://cas.pages.tcnj.edu/
Center for Excellence in Teaching and Learning	Helene Anthony, Director	Education Building-311	609-637-5172	anthonyh@tcnj.edu		http://cetl.pages.tcnj.edu/
Center for Global Engagement	Jon Stauff, Director	Green Hall - 111	609-771-2596	goglobal@tcnj.edu	8:30 am to 4:30 pm	http://goglobal@tcnj.edu/
Dean of Students (Students of Concern)	Magda Manetas, Dean of Students	Student Center - Rm. 214	609-771-2455	sa@tcnj.edu		http://eofs.pages.tcnj.edu/
EOE (Educational Opportunity Fund)	Tiffani Warren, Assoc. Director	Roscoe West - 130	609-771-2280	eopf@tcnj.edu	8:30 am to 4:30 pm	
Office of Disability Support Services	Dr. Robert Cunningham, Licensed Professional Counselor	Holman 307 (??)	6090771-2571	odss@tcnj.edu		
Residential Education & Housing	Sean Stallings, Executive Director	Eickhoff Hall-114	609-771-2301	housing@tcnj.edu		http://housing.pages.tcnj.edu/
School of Arts & Communication	Dr. James Day, Assistant Dean	Music Building 254	609-771-2278	day@tcnj.edu		http://artscomm.pages.tcnj.edu/
School of Business	Erica Kalinowski, Coordinator of Student Services	Business Bldg. 114	609-771-2882	ekalinow@tcnj.edu		https://business.pages.tcnj.edu/
School of Education	Delsia Fleming, Assistant Dean	Education Bldg. 102	609-771-3024	dfleming@tcnj.edu		http://education.pages.tcnj.edu/
School of Engineering	Martha Stella, Assistant Dean	Armstrong Hall 165	609-771-3375	stella@tcnj.edu		http://engineering.pages.tcnj.edu/
School of Humanities & Social Science	Dr. Rosa Zagari-Marmzoli, Asst. Dean	Social Science Bldg. 303	609-771-2954	zagari@tcnj.edu		http://hss.pages.tcnj.edu/
School of Nursing, Health & Exer. Sci	Antonino M. Scarpati, Asst. Dean	Loser Hall 206	609-771-2447	scarpati@tcnj.edu		http://nursinghpages.tcnj.edu/
School of Science	Patricia VanHise, Assistant Dean	Science Complex- P105	629-771-3427	vanhise@tcnj.edu		http://science.pages.tcnj.edu/
Student Health Services	Janice Vermeychuk, Director	Eickhoff 107	609-771-2483	health@tcnj.edu		http://health.pages.tcnj.edu/
Records and Registration	Frank Cooper, Executive Director	Green 112	609-771-2141	fcooper@tcnj.edu	8:30-4:30 evening and on-line options	http://recreg.pages.tcnj.edu/
The Tutoring Center HSS	Diane Gruenberg	Roscoe West 101	609-771-3325	dgruen@tcnj.edu		http://tutoringcenter.pages.tcnj.edu/
The Tutoring Center Math & Science	Dr Rita King	Roscoe West 101	609-771-2896	kingrm@tcnj.edu		
Student Financial Assistance	Wili Casaine, Executive Director	Green 101	609-771-2602	osfa@tcnj.edu		http://financialaid.pages.tcnj.edu/

Other Relevant Websites

TCNJ Advising Resources
<http://liberallearning.pages.tcnj.edu/>
 TCNJ Liberal Learning
<http://hawshelp.pages.tcnj.edu/>
 TCNJ PAWS Help
<http://hss.pages.tcnj.edu/advising-resources/>
 SOHS Advising Resources
<http://science.pages.tcnj.edu/academic-information/academic-advising/>
 SOS Advising Resources
<http://engineering.pages.tcnj.edu/files/2012/03/2013-2014-TCNJ-School-of-Engineering-Advising-Guide.pdf>

APPENDIX 2: Sample Registration Newsletters

1. Humanities and Social Science: Open Option
2. Biology
3. SPED

Humanities and Social Science Open Option Students

FROM: Rosa Zagari-Marinzoli

DATE: March 11, 2013

RE: Important Advising Information for Fall 2013 Registration

The Registration Cycle for FALL 2013 is April 2-April 12. The office of Records and Registration has already placed advisory holds for all HSS Open Option students. This means that unless you meet with me, you will not be able to register. **Do keep in mind that I can ONLY lift advising holds.**

I will post sign-up sheets outside my office, SB 332, on Wednesday, March 20 and I will start advising on Friday, March 22.

Important: You must come prepared or I will ask you to reschedule. You **MUST** bring a copy of your updated Open Option 4 Year Planner, a copy of your populated shopping cart and an updated copy of the HSS Advising Syllabus.

How do you prepare for your Advising Appointment?

You are strongly encouraged to review the PAWS system and take the PAWS Student Center Tutorial, if you have not yet done so: <http://www.tcnj.edu/~it/paws/students.html>.

- **Check your Unofficial Transcript and/or the Transfer Credit Report** to make sure that all your AP and college credit courses are posted correctly
- **Review the HSS FAQ on Advising:**
<http://hss.pages.tcnj.edu/advising-resources/advising-faq-for-hss-faculty-and-students/#differing>
- Print an updated copy of the Advising Syllabus that you can find here:
<http://hss.pages.tcnj.edu/advising-resources/>
- **Run a “What if Report”** to see how the courses you have taken thus far apply to your prospective major/majors and/or minors
- **Review the Fall 2013 Advising Material:** Prior to your one-on-one advising session, you **MUST** review the advising material for the major/majors you are exploring:
<http://hss.pages.tcnj.edu/advising-resources/>
- **Meet with the Peer Mentor/s** from the major/majors you are exploring **Prior** to your one-on-one advising session. Check names, contact info, office hours, times and locations, on the flyers that are posted on the bulletin board outside my office or on the bulletin board of their respective home departments
- **SHOPPING CART: Prepare one or more tentative schedules by using the “SHOPPING CART”** feature. Then bring a printed copy of your shopping cart with you. Make sure you check PAWS prior to your meeting to verify that the courses you want are still open
- **Bring an Updated copy of the 4 Year Sequence.** If you misplaced the one I distributed at Orientation, or in past advising sessions, you can find blank copies on the Open Option website or on your HSS 99 course on SOCS, under Resources. You must complete it **BEFORE** the meeting.
- Check out the Liberal Learning Approved Courses List to review courses you may want to take to fulfill your Liberal Learning requirements:
<http://www.tcnj.edu/~liberal/courses/index.html>

• **Biology Registration Newsletter: For Fall Semester 2010**

REGISTRATION PERIOD:

April 6th – April 16th

I. Registration NEWS and UPDATES:

- A. Before meeting with your advisor be sure to view your Academic Requirements on PAWS and make sure that there are no errors.
- B. **PLEASE NOTE:** For all students registering for Independent Research (BIO 493 and/or BIO 494):
 - a. You must register for Independent Research EVERY semester (not just once in the fall)
 - b. You must do so by filling out the “Independent Study” form (available in Biology office)
 - c. You must hand deliver that form to Records and Registration, AND
 - d. You must do so by the end of the add/drop period of a given semester
- C. **All biology majors** – information on courses:
 - a. **Two courses** will be offered in the fall under the Topics in Biology heading. *Community Ecology* (A and A01) offered by Dr. Pecor, which requires BIO 221 (Ecology) as a pre-requisite, and *Plant Biotechnology and Genetic Engineering* (B and B01), offered by Dr. Thornton which requires BIO 231 (Genetics) as a pre-requisite. Descriptions of these course are listed in “Notes to Individual Courses” section below.
 - b. Please note that the organismal biology option requirement is *in addition to* the four biology option requirements listed on the Program Planner. Therefore, all BIOA students must take a total of FIVE biology options, at least one of which must be an organismal biology option.
- D. **All biology majors** – additional information
 - a. NO LABORATORY COURSES IN CHEMISTRY OR PHYSICS CAN ACCOMMODATE MORE THAN 24 STUDENTS. Therefore, do not ask to be signed into one of those courses over the cap. However, if you wish to take a chemistry or physics course that is full, you can go to the main office of chemistry or physics, and put your name on a wait list. This information will help them decide whether they are able to open additional sections.
 - b. For biology courses that are zero-capped on PAWS, a wait list will be maintained in the biology main office. *Note:* priority will be given to students on the wait list who could not register for *any* other biology course during their assigned registration window.
 - c. For any other biology course you are hoping to register for but cannot, please first speak to the professor teaching the course, or to Dr. O’Connell if the instructor is STAFF.

- d. For any biology major interested in traveling abroad, be sure to contact the Office of Global Programs, and speak to your advisor, LONG before you wish to travel abroad.

Remember: it is ultimately each student's responsibility to monitor his or her progress toward graduation!!!!!!

II. See your advisor: *NOTE:* an academic service indicator (a registration hold) has been placed on all biology majors and you must meet with your advisor to have it removed. ***Bring the following with you when you meet with your advisor:***

- Fall 2010 class choices – be sure to create tentative schedules, which you can now do in PAWS through the shopping cart feature.
 - Your Plan Summary Chart, available on the School of Science web page: http://www.tcnj.edu/~science/degree_programs/index.html
 - Questions about your coursework and future plans.
- B. Advisor assignments – are available on PAWS. There is also an updated list in the Main Office of the Biology Department (If you wish to change advisors see Dr. O'Connell).
- ECBI and ELBI majors are to meet with Dr. Klug. *ELBI and ECBI majors must meet with both their biology and education advisors in order to complete registration.*
 - Students registering for Independent Research (BIO 493 or BIO 494) must do so in person at Records and Registration after filling out the appropriate form, with appropriate signatures.
 - For those interested in Biology Departmental Honors see Dr. Morrison, BI 227.
 - Students registering for Internship (BIO 399) are to see Dr. Klug, BI 239.

III. When to register

- A. Course Registration is based on EARNED CREDIT HOURS, posted on the R&R web page. Transfer students should check under 'Transfer Credit' to verify that official transcripts have been received by the college.

IV. What to register for

- A. Biology major courses offered **Fall 2010** (*courses fulfill the organismal requirement)

BIO 185	Themes in Biology
BIO 211	Biology of the Eukaryotic Cell
BIO 221	Ecology and Field Biology
BIO 231	Genetics
BIO 312*	Microbiology
BIO 343*	Entomology
BIO 399	Biology Internship
BIO 444	Molecular Immunology
BIO 450	Advanced Cell Biology

BIO 470A	Topics in Biology – Community Ecology
BIO 470B	Topics in Biology – Plant Biotechnology and Genetic
Engineering	
BIO 480	Neurobiology
BIO 493	Independent Research
BIO 49801	Biological Seminar – Topics in Neuroscience
02	Biological Seminar – TBA
03	Biological Seminar – TBA

B. A subset of the biology options *likely* (not guaranteed) to be taught in **Spring 2011**

BIO 311	Laboratory Techniques in Biotechnology
BIO 332*	Vertebrate Biology
BIO 342*	Biology of the Invertebrates
BIO 352	Biometry
BIO 370	Oceanography
BIO 411*	Animal Physiology
BIO 444	Molecular Immunology
BIO 461	Evolution
BIO 470*	Avian Biology
BIO 470	Genomics and Bioinformatics
BIO 470	Advanced Genetics
BIO 470	Regulation of Gene Expression

V. Notes on select courses:

Be sure to refer to the Undergraduate Bulletin (<http://www.tcnj.edu/~bulletin>) for descriptions of all courses taught in Biology.

- A. *BIO 301 Human Anatomy and Physiology I* – **note: This course does not serve as a biology option for BIOA majors.**

This is the Human Anatomy and Physiology course recommended for students wishing to pursue Physical or Occupational Therapy and for those who are BIOT, ELBI and ECBI. BIO 301 is not recommended for medical school preparation.

- B. *BIO 399 Biology Internship (1 to 2 courses) (Dr. Klug)*** see note below.*

Internship involves application of intellectual and laboratory research skills acquired in course work to an investigative laboratory or field research project at a site off campus (pharmaceutical or biotechnology companies, colleges and universities, field stations, NJ Forensic Lab, etc.) Emphasis is on an efficiently conducted research project and effective oral and written communication skills. Internships may be paid or unpaid. Those students who perform research during the summer will be granted 1-2 course credits in the ensuing fall and spring semesters. An oral presentation is required as well as a paper written in the form of a scientific research publication.

Students who have obtained a research position and wish to pursue an internship for credit should email Dr. Klug (klugstev@tcnj.edu) to set up a meeting to discuss the project and any further questions. Prerequisites: Sophomore status as of May, a 2.5 cumulative GPA, and approval of the project by Dr. Klug.

*****NOTE: you may have 1 to 2 courses of either BIO 399 or BIO 493 count toward biology options. Any credit beyond two courses will count as elective credit toward graduation.**

C. *BIO 470A, Topics in Biology – Community Ecology*
Prerequisites: Bio 185 (Themes) and BIO 221 (Ecology)

An ecological community can be defined as a group of organisms inhabiting a specific location at a specific point in time. Community ecologists work to describe the composition of communities in qualitative and quantitative ways, describe the direct and indirect interactions among organisms within communities, and describe how communities change across space and time. In this class, we will study each of these areas of community ecology, approaching the material from both theoretical and empirical perspectives.

BIO 470B, Topics in Biology – Plant Biotechnology and Genetic Engineering
Prerequisites: Bio 185 (Themes) and BIO 231 (Genetics)

This course will be a research-based course exploring the experimental techniques required to genetically modify plants in order to better understand their growth and development. Students will examine agricultural applications of plant biotechnology methods and discuss the controversies of those applications. In the lab, students will generate transgenic plants in order to test the role of specific proteins in regulating plant growth.

D. *BIO 493 (or 494, for college-wide honors) Independent Research ***see note below BIO 399.*

This course involves laboratory or field research under the direction of a faculty member at TCNJ and can be taken for 1 course unit/semester (a two semester project is recommended). Typically juniors and seniors enroll in Independent Research, though sophomores may inquire with individual faculty about starting on a research project. Interested students should *contact individual faculty members* with whom they are interested in working in order to determine whose lab they will work in. There are three requirements for enrolling in Independent Study:

- Overall GPA of 2.5 or better
- Form (available in Biology Main Office) filled out with faculty mentor, with one copy filed with Records and Registration and second with the main office in Biology, *no later than the end of the first week of the fall semester.*
- Poster presentation and research paper at the end of the research

VII. ALERTS

- A. EXIT CUMULATIVE GPA IN SCIENCE: In order to graduate, you must have an overall GPA of 2.0 or better; a 2.0 cumulative GPA in all sciences (you may include only 2 units of research related courses in this calculation); and a cumulative GPA of C- or better in all core courses (BIO 185, Themes in Biology; BIO 211, Eukaryotic Cell Biology; BIO 221, Ecology and Field Biology; BIO 231, Genetics; and BIO 498 Biological Seminar).
- B. All graduating seniors are encouraged to visit Career Service to begin work on a resume and to open a permanent credentials file. Seniors seeking employment will need these materials immediately.
- C. OVERLOAD- You may carry up to 18 credits without special permission. A 3.3 cumulative GPA, sophomore status or above and *permission from your advisor* (i.e., meet with them first!) and from Dr. O'Connell are required to carry 19-20 credits.

The last day to register for Fall 2010 is the end of the first week of classes of Fall 2010

The final responsibility for the success of your advisement rests with you!

DEPARTMENT OF SPECIAL EDUCATION, LANGUAGE, AND LITERACY
FIVE-YEAR PROGRAM IN SPECIAL EDUCATION
Fall, 2013 Registration for SEDA Majors

Registration, for the Fall, 2013 semester will be held from April 2 to April 12. All students should come to group registration sessions (see below) with a projected . A Special schedule, alternate courses planned, and a copy of your Unofficial Transcript Education Audit Sheet will be available for current and future planning. Be sure to check the list of **approved courses** for any Liberal Learning (LL) requirements. As a reminder, certain program and correlate courses will fulfill specific Liberal Learning requirements. As such they become free electives. These courses are as follows:

RAL 225 for LL Literary Requirement
SPE 203 for LL Social Science Requirement
US History course for LL History Requirement
MAT 105/106 for LL Math Requirement

*** Since students will be waived from taking the required State Health Test, upon graduation, if they have taken a course in Biology or Health, it is suggested that SCI 104 – Inquiries in the Life Sciences (or another biology course) be taken to fulfill the Liberal Learning Science requirement.**

Remember that you must take a Visual and Performing Arts (VPA) course (Under LL Arts and Humanities) to meet Elementary Education Certification Requirements. Also, you must cover Civic Responsibility Requirements (i.e. Community Engaged Learning, Gender, and Global Perspectives; the Race and Ethnicity requirement has been waived for students in the special education five-year program). These Civic Responsibility requirements may be covered through Courses (including program and elective courses) or via sustained experiences. Consider trying to meet some of these requirements through your VPA and US History Liberal Learning courses. Also check to determine if your FSP Seminar (i.e. Freshman Seminar) covers any of these requirements.

If your second major is: Then: Biology	Take MAT 105 or MAT 106 as a Biology correlate
English	Instead of taking RAL 225, you must take LIT 310
History	Your history major should already cover the US History required correlate.
Math or MST	Math -You will need to take MAT 127 instead of taking MAT 105; MST – You will need to take MAT 105 or MAT 200 (see MST advisor)
Sociology	In addition to taking MAT 105, you will need to take STA 115 or STA 215 as a Sociology correlate.
Spanish	
Psychology	SPE 203 will count as a Psychology option (for PSY 220)

All students should report at the beginning of the appropriate advising session. Most students will have a schedule of 16-20 semester hours, or 4-5 Units. In order to graduate on time, most students must take five

(5) courses, for three semesters, during the 2nd, 3rd, or 4th years (preferably the 2nd or 3rd year). Taking off-campus courses is an alternative to scheduling 5 courses. Since PAWS will not permit you to register for more than 18 credits (4.5 units), there will be a form available at the advising sessions for students who wish to take 5 courses during the Fall semester – Dr. Cohen will arrange for you to have permission to take 5 courses, provided you have the required 3.3 GPA.

Fourth Year students must take the courses SPE 490 and SPED 664 (students must have an Overall GPA of 3.0 to be able to take this graduate course. Fourth Year students should also take two courses in your other major, any Liberal Learning courses not yet taken, or electives.

Third Year students must take RAL 220 and SPED 214; these are co-requisite courses and must be taken together. Third Year students, in most cases, will be taking two courses in your second major and an Elective or a Liberal Learning course not yet taken. Many Third Year students will be taking five courses.

Second Year students must take SPE 324 and, if possible, MST 202 and MTT 202; the same section of the latter two courses must be taken (e.g. MST 202-03 and MTT 202-03). This is a change from previous years when the MST/MTT courses were taken in the Spring; some transfer students will take the MST/MTT courses in the Spring, 2014 semester. Some Second Year students will be taking five courses each semester.

Internal Transfer students should make an appointment to see Dr. Cohen. Currently enrolled External or Internal Transfer students who are “on track” with a given class (e.g. Third Year) should come to the registration session for that cohort.

Rising Second Year Students

Advisor: Dr. Rotter (with Dr. Cohen)

Wednesday, March 20, 12:00 – 1:30 p.m. in EDUC 209

During the Fall, 2013 semester, students SHOULD (in most cases) take (in order of priority):

SPE 324 – Teach. Students with Severe Disabilities + 4th hr. Project

MST 202 – Science Health and the Environment **and**

MTT 202 – Teaching Mathematics (take same section of each course)

One Second Major course

MAT 105 or 106 (if not already taken) – prerequisite for MTT 202

SLP 102, SPE 203, SLP 102 (if not already taken)

Rising Third Year Students

Advisor: Dr. Anthony (with Dr. Cohen)

Wednesday, March 20, 1:30 – 3:00 p.m. in EDUC 209

During the Fall, 2014 semester, all students MUST take the following courses (in order of priority):

RAL 220 – Literacy Strategies, Assessment and Instruction-SPED

SPE 214 – Exploring Classroom Communities

The above two courses must be taken together this semester

Two Second Major courses

Any remaining Liberal Learning courses, RAL 225 or Electives

Rising Fourth Year Students

Advisor: Dr. Petroff (with Dr. Cohen)

Wednesday, March 20, 3:00 – 4:30 p.m. in EDUC 209

During the Fall, 2012 semester, students MUST take the following courses (in order of priority):

SPE 490 - Inclusive Practices

SPED 515 - Multicul. Soc. Stud. Instr. For Stud. With Disabil.

Two Second Major courses, or Electives, or RAL 225, or Liberal Learning or Elective Courses not yet taken.

Rising Graduate Students

Current 4th Year Students will meet with Dr. Rotter, during her SPED 522 class, to determine their Special Education Option. Fourth Year students will automatically be registered for SPED 664 for Summer '13 and the appropriate graduate courses for the Fall '13 semester, depending upon the Strand they have selected.

Registration Hold Flags may be placed on students not attending registration sessions.

APPENDIX 3: Sample Advising “Syllabus”

THE COLLEGE OF NEW JERSEY
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
ADVISING SYLLABUS TEMPLATE

This syllabus was prepared by Dr. Julie Hughes and Dr. Rosa Zagari-Marinzoli on the basis of a model from Joyce Stern, Grinnell College, with her permission.

How do you prepare for your Advising Appointment?

To facilitate and expedite matters, come to the appointment *prepared*.

- You are strongly encouraged to review the PAWS system and take the PAWS Student Center Tutorial, if you have not yet done so: <http://www.tcnj.edu/~it/paws/students.html>.
- Check your unofficial transcript and/or the Transfer Credit link to make sure that all your AP and college credit courses are correctly posted.
- Check out the “What if Scenario” feature in PAWS (Academic Records/My Course History/Academics/What if Scenario) if you want to see how the courses you have taken thus far apply to your prospective major. If you are in a major and are thinking of adding a second major, or an Interdisciplinary Concentration or Minor, you are strongly encouraged to run a What If Report and obtain the requirements for all intended programs prior to meeting with your advisor.
- Prepare one or more tentative schedule by using the “SHOPPING CART” feature. Then bring a printed copy of your shopping cart with you. Make sure you check PAWS prior to your one-on-one advising appointment to verify that the courses you want are still open.
- Check out the Liberal Learning Approved Courses List to review courses you may want to take to fulfill your Liberal Learning requirements.
(<http://www.tcnj.edu/~liberal/courses/index.html>)

For the First Year

By the first registration in August:

- ☐ Know how to read and use the course schedule and academics features of PAWS, such as your Academic Requirements Report, Transfer Credit Report to view your SAT scores, AP test scores and placement test scores.
- ☐ Register for a good liberal arts program of study
- ☐ Register for courses in a manner that keeps open several different possible majors
- ☐ Know the drop/add days and how to drop or add a course
- ☐ Know the basic requirements for graduation
- ☐ Identify one or two places to engage on campus outside the classroom

By pre-registration in the fall for spring semester of your first year:

- ☐ Be a more sophisticated user of PAWS, including the **Academic Requirements Report** feature, the **What-if Report and Summary Sheets for your program of study**. Consider courses that will constitute a good liberal arts program of study that keeps open several different possible majors
- ☐ Consider what skills you want to develop further while at TCNJ and work those into your next set of courses
- ☐ Write a (very tentative!) four-year plan, so you are aware of how a choice of major affects other course choices and how a TCNJ major maps out over eight semesters. Take advantage of the “My Planner” feature on PAWS.
- ☐ Consider a semester of off-campus study as part of your plan and determine how you might fit that into your four-year plan.
- ☐ Be able to articulate what your next summer could look like. What experiences do you want to have? Do you want to do an internship? If you can’t afford an unpaid internship, what can you do to gain experience that builds on your interests
- ☐ Know how to look up your grades through PAWS

By pre-registration in the spring for fall semester of 2nd year:

- ☐ Each semester get to know at least one faculty or staff member well. You should cultivate these relationships. You’ll learn a lot from them, and they may eventually serve as references for you.
- ☐ Consider areas to explore that will help you continue to solidify a choice of major.
- ☐ Consider what skills you want to develop further while at TCNJ and work those into your next set of courses
- ☐ Re-write your four-year plan
- ☐ Consider a semester of off-campus study as part of your plan and determine how you might fit that into your four-year plan
- ☐ Realize that things will change during your sophomore year; academics, social life, extracurricular involvements can be very different. Students often don’t realize how fast and profoundly things will change. For example, academic rigor will increase, so get a firm grasp now of good study habits. Significant decisions will soon be upon you, too: choosing a major, forming an academic plan, study abroad, internships; all of these take a significant amount of time.
- ☐ Begin earnest conversations about choosing a major (and other “big” questions), if you are an Open Option student. Students frequently make the leap from a particular major choice to “What will I do for the rest of my life?”, but may not share their fear openly. Any choice of major allows plenty of opportunities upon graduation, but you should explore those by talking with me, other faculty, and getting assistance at the Office of Career Center. Visit the Office of Career Center a few times. This can include learning about shadowing

opportunities, volunteer experiences, jobs and/or internships next summer. Write or update your resume, and learn how to research opportunities. Then apply!

For the Second Year:

- ☐ Consider areas of study to explore that will help you to solidify a choice of major. (change? See note above)
- ☐ Consider what skills you want to develop further while at TCNJ and work those into your next set of courses
- ☐ Plan for off-campus study, if this interests you. Attend an informational meeting and research specific programs; apply by the mid-year deadline. The application process is involved and requires that you plan for a major in advance, so allow enough time.
- ☐ Re-write your four-year plan while consulting with me
- ☐ Think about the particular elements that you might want to include in a four-year plan, such as increasingly advanced work in an area that may lead to a senior thesis
- ☐ Work with the staff at the Office of Career Center and/or faculty in your major department to plan for an internship or research experience this summer

For the Third Year:

- ☐ Examine the coherence of your studies (both with and without your major courses) and make adjustments that will both challenge you and help you meet your goals
- ☐ Create a partnership with a staff member at the Office of Career Center. Revise your resume and learn to network
- ☐ Pursue next steps in your career exploration such as an internship or focused work experience
- ☐ Determine when you will take the GRE, LSAT, or MCAT if you think you may be headed to graduate or professional school

For the Fourth Year:

- ☐ (Re)imagine your life after you leave TCNJ. Explore with whom you can talk, besides your adviser, to help you to plan concretely for this transition
- ☐ Enhance your partnership with the staff at the Office of Career Services to revise your resume specifically, to network, and to pursue next career steps
- ☐ Schedule to take the GRE, LSAT, or MCAT if you are headed to graduate or professional school

APPENDIX 3: Sample Advising "Syllabus"

APPENDIX 4: Sample Welcome Letter

Dear _____,

Welcome to The College of New Jersey, and to the ____ Department. I will be your academic advisor, and I look forward to meeting you when you arrive on campus in the fall. In the meantime, you will have the opportunity to visit the campus as a TCNJ student in June, when you will meet a representative from your department, be welcomed into the TCNJ community, and be guided through the process of registering for courses. Be sure to bring any questions or concerns you have to that event.

Please feel free to e-mail me over the summer if you have any questions I can help you out with. And do be sure to check your TCNJ e-mail regularly, because this is one of the primary modes of communication many faculty use with students, outside of appointments and class time. In addition, be sure to check out the three websites I have listed below, for information on your department, the liberal learning program, and advising.

Have a wonderful summer, and see you in the fall!

Take care,

www.tcnj.edu/~department

www.tcnj.edu/~liberal

www.tcnj.edu/~advising

APPENDIX 5: Sample Advising Guiding Principles

1. School of Humanities & Social Sciences
2. School of Science

School of Humanities & Social Sciences

Advising Policy

Effective Fall 2011

Because advising is critical to students' educational success in the School of Humanities and Social Sciences, we embrace the following principles and strategies to promote good advising in our programs and departments.

Advising is an educational interaction between students (advisees) and faculty members (advisors) in which both have responsibilities to one another. As a School, our community agrees on the following list of responsibilities for the two partners in this relationship:

The responsibilities of faculty advisors are:

1. To help students plan their programs of study;
2. To listen to students' academic concerns and needs;
3. To be available to students and to take an active interest in their welfare;
4. To refer students to appropriate resources elsewhere on the campus or beyond for guidance on academic and career matters;
5. To help students make informed choices, negotiate difficulties, and take ownership of their education by learning from the consequences of their actions and choices.

The responsibilities of students (advisees) are:

1. To develop a program plan with liberal arts breadth and depth that may change over time as they discover new interests and passions but still leads to graduation in a timely manner;
2. To participate actively in planning their education, setting and meeting goals;
3. To prepare for advising appointments as instructed by their faculty advisors;
4. To develop resourcefulness by seeking, identifying and appropriately using resources, beyond their faculty advisor, for guidance on academic and career matters; and
5. To develop self-ownership of their education by learning to make fully informed choices and take responsibility for their decisions.

School of Science

Academic Advising Policy

Approved May 2013

(Adapted from the School of Humanities and Social Science Advising Policy)

Guiding Principles

1. Standard definition of Academic Advising, taken from *David S. Crockett, Ed. (1987). Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Services. Iowa City, Iowa. ACT Corporation:*

“Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through courses and career planning and academic progress review, and an agent of referral to other campus agencies as necessary. ”

1. Academic advising is important. It is a critical part of student development, and it is a responsibility of all faculty members and students.
2. In addition to their relationship with an assigned faculty academic advisor, students frequently receive advising and mentoring from faculty and staff members in other informal and formal ways. For example, faculty and staff members develop personal relationships with individual students as research mentors, club advisors, instructors, and ad hoc mentors.
3. Academic advising is an educational interaction between students (advisees) and faculty members (advisors) in which both have responsibility to one another. As a School, our community agrees on the following list of responsibilities for the two partners in this relationship:

The responsibilities of student advisees are:

1. To develop a program plan with depth and liberal arts breadth that may change over time as they discover new interests and passions but still leads to graduation in a timely manner;
2. To participate actively in planning their own education, setting and meeting goals;
3. To take responsibility for understanding the policies and academic requirements of their program and The College;

4. To schedule and prepare for regular academic advising appointments as instructed by their faculty advisors;
5. To consult with their academic advisor before making any academic decisions such as dropping a class, adding a minor or changing majors;
6. To develop resourcefulness by seeking, identifying and appropriately using resources, beyond their faculty advisor, for guidance on academic and career matters; and
7. To develop self-ownership of their education by learning to make fully informed choices and take responsibility for their decisions.

The responsibilities of faculty advisors are:

1. To help students plan their programs of study;
2. To listen to students' academic concerns and needs;
3. To be available to students and to take an active interest in their welfare;
4. To be knowledgeable and familiar with the curricular requirements for both their home department as well as TCNJ's liberal learning program;
5. When appropriate, to refer students to additional resources elsewhere on the campus or beyond for guidance on academic and career matters;
6. To help students make informed choices, negotiate difficulties, and take ownership of their education by learning from the consequences of their actions and choices; and
7. To keep records of advising; various methods are acceptable, including the comments section of each student's PAWS record which is visible to the student.

Recognizing the importance of academic advising in the academic and professional development of our students, both academic advisors and students should be familiar with advising resources and tools, including program requirements for the major and for liberal learning, patterns of course availability, and the online tools in PAWS. This includes regular use of the Academic Requirements module. Additionally, in order to ensure progress toward degree completion, students should respond promptly to communication from faculty advisors and from degree audit officers from Records and Registration.

APPENDIX 6: Sample up-to-date record-keeping format

Name _____

Entering class of _____

ID# _____

Notes by semester:

Fall

Spring

Fall

Spring

Fall

Spring

Fall

Spring

General Notes:

Outside interests:

Concerns:

Career plans:

Other:

APPENDIX 7: Sample Departmental Advising Assessment document
(from the School of Engineering)

**SCHOOL OF ENGINEERING
THE COLLEGE OF NEW JERSEY
ADVISING SURVEY**

Please do not complete this form if you have already completed this survey in another class.

In an attempt to assure quality academic advising in the School of Engineering, your help is requested with the following questions:

Major: BIO CIV CO EE EM ME TechSt MST (circle one)

YEAR: FR SO JR SR **DATE:** Spring 2008 (circle one)

Indicate the number of credits for which you are currently registered: _____

Are you employed? Yes ___ No ___ If yes, on average how many hours do you work each week? _____

Are you satisfied with the rate at which you are progressing toward a degree? Yes ___ No ___

Do you have access to e-mail, Internet? Yes ___ No ___

Indicate your overall satisfaction with the following attributes of academic advising by circling the most appropriate score (circle NA for those that are not applicable or if you have no opinion):

Attributes of Academic Advising Your Overall Satisfaction

1 = not satisfied 5 = very satisfied

1. Help in choosing a major 1 2 3 4 5 NA
2. Help with registration 1 2 3 4 5 NA
3. Assist with career and/or educational planning 1 2 3 4 5 NA
4. Provide advice about career experience opportunities 1 2 3 4 5 NA
5. Provide advice about permanent career employment 1 2 3 4 5 NA
6. Provide advice about graduate school opportunities 1 2 3 4 5 NA
7. Provide information about the profession 1 2 3 4 5 NA
8. Describe how studies relate to future career employment 1 2 3 4 5 NA
9. Provide information about degree requirements 1 2 3 4 5 NA
10. Approve substitutions of equivalent courses to meet graduation requirements 1 2 3 4 5 NA
11. Refer to help for personal matters or academic skill development 1 2 3 4 5 NA
12. Be available when needed (or within a reasonable time) 1 2 3 4 5 NA

Of the 12 Attributes listed above, which 4 are most important to you? _____

Which of the following statements is most factual:

___ My advisor focuses on enforcing college requirements

___ My advisor focuses on helping me meet college requirements

___ My advisor focuses on helping me initiate a career and/or get an education

Comments:
