

**SPRINGFIELD**  
**COLLEGE**



School of Professional  
and Continuing Studies

**Quick Guide to Advising**  
**for**  
**Undergraduate Students**

**August, 2015**

# Undergraduate Student Quick Guide to Advising

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## **I. ADVISING OVERVIEW**

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

PCS 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. The experiential learning process provides the opportunity for you to accelerate your academic program. 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 review each term's course recommendation with your advisor, and understand the sequencing of courses and requirements.

### **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 (GER's)
- 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 PCS 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 PCS 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's and be prepared to discuss your plans with your advisor
3. Review your formal education (transferable courses).
4. Review licenses, trainings, certifications, interests and hobbies. The knowledge gained from these learning experiences may result in additional credit awards.

## II. THE ACADEMIC PROGRAM

### A. Graduation Requirements

<b>PCS Graduation Requirements</b>	<b>Credits</b>
<b>Residency requirement:</b> The minimum number of credits you must earn by taking courses at Springfield College.	<b>48</b>
<b>Remaining Credit Requirement:</b> The number of credits you may earn through transfer credits, additional courses taken at Springfield College, standardized testing, military credit evaluation and the experiential learning process.	<b>72</b>
Total credits needed for Bachelor of Science Degree	<b>120</b>

### B. SHS Required Courses

<b>PCS Required Courses</b>	<b>Credits</b>
HUSB 301 (Core I) Education, Oppression and Resistance *	3 credits
HUSB 302 (Core II) Global Economy, Culture and Community*	3 credits
HUSB 303 (Core III) Social Transformation and Alternative Visions *	3 credits
HUSB 304 A Critical Overview of Human Services	3 credits
HUSB 305 Issues in Research **	3 credits
HUSB 307 Human Services Portfolio Development***	3 credits
HUSB 330 or ADST 330 or ECED 330 or CJWB 330 or CYDL 330 (Group Project I) Community Development & Change I	4 credits
HUSB 331 or ADST 331 or ECED 331 or CJWB 331 or CYDL 331 (Group Project II) Community Development & Change II	4 credits
HUSB 332 or ADST 332 or ECED 332 or CJWB 332 or CYDL 332 (Group Project III) Community Development & Change III	4 credits
HUSB 416 Senior Seminar ****	2 credits
<b>TOTAL CREDITS</b>	<b>32</b>

\* Must be taken in sequence

\*\* A pre-requisite for Group Project

\*\*\* If HUSB 307 is not taken, any 200 level HUSB elective may be substituted to meet the 32 credit core curriculum requirement

\*\*\*\* A capstone course taken in your last term after your Portfolio is submitted

### C. General Education Requirements (GER's)

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 subject area. The GER's can also be met through transfer credits, standardized testing, military credit evaluation, or the experiential learning process. The GER course categories are shown in the table below. See the PCS catalog for the specific courses that meet these requirements.

<b><u>General Education Requirement</u></b>	<b><u>Credits</u></b>
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 publishes its own schedule indicating the dates and times that the classes meet. Most classes meet 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 GER's and to advance their own interests and knowledge in a particular subject area. The GER's can also be met through transfer credits, standardized testing, evaluation of military credits or the experiential learning process. (See the PCS 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 a brief overview of the PCS program so that you will be prepared 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 GER's that will be met by transfer credits.
- C.** Focus on what you need to be an educated, articulate School of Professional and Continuing Studies graduate.
- D.** Keep a copy of your advising checksheet. This will guide you through the PCS 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 PCS website or your advisor will provide one for you.
- E.** Discuss the experiential learning process. Do you have licenses, human service training and certifications 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 PCS program, 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 transcript. When possible, transfer credits are made equivalent to Springfield College courses. The Registrar makes the final determination as to what courses transfer and what General Education Requirements and concentration requirements are met through those courses.

#### ***4. How and when do I register for courses?***

Students registering for the first, time should register at their home campus person after meeting with their advisor. Billing forms should also be completed at this time. Currently enrolled, matriculated students follow an online registration process. Information regarding online registration will be sent to student SC email accounts.

## **IV. 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 May term) apply for financial aid for the following year.
- Every term:
  - Meet with your advisor
  - Register for classes following the online registration process
  - Get your pre-course assignments on the website.
  - Complete the pre-course assignments for the first class.
  - Buy your books
  - Read your mail from SHS
  - Check your email from SHS regularly
  - Put class days (& make up days) on your calendar
  
- If you need to drop a course or withdraw from the program, be sure to complete the appropriate paperwork. See your advisor or the Assistant Director for Administration for help with this.
  
- Springfield College utilizes the Moodle Learning Management System. Be sure to complete the Moodle Orientation Course as all courses have a mandatory web-enhanced component. It is necessary that you understand how to post your assignments and participate in discussions.
  
- All communication with Springfield College is conducted through your SC email account
  
- Online courses are incorporated into the campus schedule. Students cannot register for more than 2 online courses each term. Online courses do not have pre-course requirements and meet weekly.
  
- If you declare a concentration, additional courses may be required and your academic schedule and graduation date may be affected.

## PCS 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:

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