

Goshen College Advising Handbook For Faculty

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GOSHEN COLLEGE ADVISING POLICIES

Goshen College has a well-established history of student advising as one of the organized means of assisting college students with educational, vocational and personal development. The Associate Dean coordinates the program together with personnel in the Student Life Division, the Registrar, department chairs, and professional program directors. See the *Faculty Handbook* 4.6 page 94 (<http://www.goshen.edu/gcdocs/hr/HdbkTeachingFac.pdf>).

VI. STUDENT ADVISING

The associate academic dean is in charge of the student advising program, with assistance from the Registrar, Student Life department, academic department chairs, and professional program directors. Each year, advisers receive an updated *Advising Resources* manual containing the schedule, FAQs, policies and procedures. The associate dean and Registrar provide periodic adviser training workshops for new advisers, regular information meetings at the start of Advising days each semester, and occasional additional resources for faculty advisers.

A. Colloquium

Each fall, first-year students enroll in a colloquium class, in which the professor serves as the faculty adviser to a group of 15-22 students. The mission of colloquium is to help first-year students make successful academic, social and spiritual transitions to Goshen College. A secondary goal is to match gifts and interests of first-year students with a college major.

B. Collegiate Studies

Students who are not ready to choose a major are housed in the collegiate studies department, which provides generalist advisers, and a second semester vocational choices course taught by the career services director to assist them as they move toward a choice of major.

C. Departmental Advising

When students declare a major or a minor through the Registrar's office, they are assigned a faculty adviser. Most full-time teaching faculty members who have completed one year of teaching serve as academic advisers. Formal academic advising occurs in 30-minute appointments near the end of fall and spring semesters. Informal advising occurs at the beginning of each semester, during the faculty member's regular weekly office hours and on any other occasion, when either the student or the professor takes the initiative to meet.

Each degree-seeking student has an individual advising file, begun by the admissions office. The Registrar's office serves as a clearinghouse when a student transfers from one adviser to another. Faculty advisers maintain a file for each of their advisees. Some academic information is also stored electronically on secure files maintained by the Registrar. Online advising tools are available to faculty through GC Online II, "Personal, academic and financial information."

The objective of the academic advising program is to develop caring relationships in which the faculty adviser assists students in

- defining their strengths
- identifying helpful resources, and
- planning and carrying out a college program consonant with life, vocational and educational goals.

After each formal advising session in November or March/April, the adviser lifts an electronic "hold," allowing the student to drop or add courses for future terms through a web-based registration system. Teaching faculty often provide important mentoring immediately after class sessions. They should be aware of the resources available in the Student Life department (counseling, career services, academic support center and campus minister) and freely make referrals if they do not have the time or training to assist the student.

GOSHEN COLLEGE STUDENT ADVISING SCHEDULE

FALL SEMESTER ADVISING

School Start up Advising: Confirmation/Changes for fall schedule, Placement Testing

First Monday of semester

8:00 a.m. Adviser Information Meeting

9:00-11:00 a.m. Advising appointments for transfer and readmission students (Registrar will contact you about schedule appointments and distribute new advising folders).

1:00-4:00 p.m. Office hours for advising of pre-registered students

Second Monday of semester, 5:00 p.m. Deadline for Drop/Add and Grading Plan Changes. Courses dropped between 2nd and 8th Monday will appear on the record as “W” (withdrawn). Those dropped after the 8th Monday will appear as an “F” or “NC.” Post clear office hours during first week of classes to advise students considering schedule or grading plan changes.

End of Semester Advising (several weeks in November): Confirmation/Change of spring, May and Summer schedule

By early November, advisers should post a schedule on their office doors for students to sign up for appointments during Advising Days. Encourage newly assigned first-year students to meet with an email invitation.

SPRING SEMESTER ADVISING

School Start up Advising: Confirmation/Changes for spring, May, and summer schedule, Placement Testing

Check-In Day (Tuesday before classes begin):

9:00-11:00 a.m. Advising appointments for transfer and readmission students (Registrar will contact you about schedule appointments and distribute new advising folders).

1:00-4:00 p.m. Office hours for advising of pre-registered students

Second Tuesday of semester, 5:00 p.m. Deadline for Drop/Add and Grading Plan Changes. Courses dropped between 2nd and 8th Tuesday will appear on the record as “W” (withdrawn). Those dropped after the 8th Tuesday will appear as an “F” or “NC.” Post clear office hours during first week of classes to advise students considering schedule or grading plan changes.

End of Semester Advising (several weeks late March/early April): Confirmation/Change May/summer term schedule; pre-register for following year.

Early March: Advisers will receive a list of all students currently assigned to them, together with folders for any newly assigned. Check the supply of folders currently held. Contact Carolyn Leatherman (7517 or carolreg) to locate missing folders. Return any folders still held for students who are not on the current list.

By mid March, advisers should post a schedule on their office doors for students to sign up for appointments during Advising Days. Send advisees email invitation and instructions for preparing schedule prior to advising appointment.

Pre-Registration Appointments, Students select courses for fall, spring, and May term of next year. Once schedule is approved by adviser and student, faculty member lifts the hold through GCOOnline. Beginning with seniors, each class is given a date after which they can register online. Encourage students to consult you about changes they make. On-line registration is not available after May term without the Registrar’s assistance.

SUMMER ADVISING

At the conclusion of the May term, advisers should Place folders in a file location which is accessible (during the summer) to department colleagues or to a department secretary. If departing for SST, sabbatical, etc., all folders should be returned for allocation to other advisers. If possible, make these arrangements within departments and report to the Registrar’s Office.

Departments should volunteer to assist with 3 summer registration for incoming students in May, June, and July.

ADVISING PROCEDURES

First-Year Students: During the summer, students pre-register for classes on campus or by telephone or email from admission counselors, the Registrar/associate Registrar, or a faculty adviser who discusses the students' vocational and college plans and assists in course selections for the fall semester.

1. During Orientation days, the fall schedule is confirmed with the colloquium adviser, who has been provided with an advising folder for each student. Students take placement tests. Schedule changes are made depending on test results.
2. Spring and May registration may be finalized before Sept. 30 or during November advising days.
3. In late October or early November the colloquium teachers will discuss selection of a major with each student.
 - a. If the student is ready to declare a major, the colloquium teacher will indicate the student's choice on a form supplied by the Registrar's Office. The Registrar will assign the student to a departmental adviser and begin a Plan of Study/Student Aims for use in the November advising appointment.
 - b. If the student is not ready to declare a major, the student will be assigned to a generalist adviser in Collegiate Studies until he or she is ready to declare a major. Students may choose to stay with a colloquium adviser at the adviser's discretion. Students may declare a major or minor at any point by informing the Registrar.

Transfer and Readmitted Students: For transfer and readmitted students the Registrar/associate Registrar or a faculty adviser will assist in selecting courses for the year.

1. Those who are ready to declare a major will be assigned a departmental adviser on the basis of the information provided by the summer adviser or by the admissions counselor and a Plan of Study/Student Aims will be initiated in the Registrar's office. The Registrar's Office will schedule a departmental adviser appointment for each student during the opening days of each semester.
2. Those who are not ready to declare a major will be assigned a generalist adviser in Collegiate Studies and then reassigned a departmental adviser at the appropriate time. The Registrar's Office will schedule a generalist adviser appointment for each student during the opening days of the semester. Students may declare a major or minor at any point by informing the Registrar.

Declaration of Major (and processing the Plan of Study/Student Aims): A student declares a major in the Registrar's office and is assigned to a departmental adviser at the same time. Students may request a specific adviser but an effort will be made to distribute advisees evenly among advisers.

1. A student's Plan of Study is a list of all requirements for graduation, including Gen. Ed., major/minor, and endorsements. Prior to fall 2007, the Registrar's Office initiated the Plan of Study form, which was forwarded to each adviser (major/minor) to record the exact requirements for that particular student.
 - a. The Plan of Study should be completed mutually by the student and adviser at the first appointment. This becomes a primary point of reference at all subsequent advising sessions.
 - b. The completed and signed Plan of Study should be returned immediately to the Registrar's office. All students who entered GC prior to the fall of 2007 should have a completed Plan of Study on file with the Registrar's office and a copy in their advising folders. If a student's advising folder has a blank Plan of Study form in it, please consult the Registrar on the appropriate steps. All students also have a course history, transcript, and advising worksheet available through GC Online (See Advising Resources below).
 - c. For students entering in the fall of 2007, online documents will replace the plan of study.
2. Advisers can make subsequent changes in the plan after consultation with their departments.
 - a. Any substitutions or changes in requirements must be made by completing the form entitled, "Major/Minor Course Substitution Form" available in the Registrar's office or on the Registrar's website (http://www.goshen.edu/gcdocs/Registrar/Course_Substitution_Form.pdf).
 - b. Gen. Ed. substitutions should be made in consultation with the home department for the course and the Associate Dean. Petition forms are available from the Registrar or the Registrar's website (<http://www.goshen.edu/gened/petition.php>).
3. The "Decider" student who is ready to declare or change a major should:
 - a. Discuss the decision with the current adviser;
 - b. Take the folder to the Registrar's Office for assignment to a new, departmental adviser; (The Registrar's Office will then initiate a Plan of Study/Student Aims);
 - c. Immediately arrange an appointment with the new adviser in order to complete the Plan of Study and plan registration changes.

ADVISING OBJECTIVES

The primary objective for the advising program is to assist students 1) in developing competencies in life and educational planning, 2) in goal setting, 3) in identifying means for achieving the goals, and 4) in evaluating progress. The Goshen College mission, Five Core Values and related Learning Outcomes provide the context for this task.

ADVISER ROLES AND RESPONSIBILITIES

1. Inform students of the nature of the adviser/advisee relationship.
2. Help students define their strengths and develop realistic education and career plans.
3. Monitor progress toward educational goals.
4. Help students see connections between academic programs and occupation/career.
5. Interpret and provide rationale for policies, procedures, and requirements.
6. Approve all educational transactions (e.g., course selection, drop/add, SST requests, withdrawals, change of major, course substitutions, waivers, graduation requirements).
7. Maintain an advising file, recording each contact for each advisee.
8. Develop a caring relationship with advisees.
9. Inform students of special services available to them for remediation, academic assistance, and other needs.
10. Refer students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.

STUDENT ADVISING ROLES AND RESPONSIBILITIES

1. Declare major and minor in Registrar's office to initiate a plan of study.
2. Provide the Registrar with appropriate background information (high school or other college transcripts).
3. Complete appropriate placement tests as defined by the Academic Catalog.
4. Clarify personal values, abilities, interests and goals.
5. Schedule and keep advising appointments with all major and minor advisers during Advising Days. Interdisciplinary majors are encouraged to select an adviser from one of the three departments as their primary adviser and to consult regularly advisers from other departments. Take initiative to set additional appointments as needed.
6. Become knowledgeable and adhere to institutional policies, procedures, deadlines, and requirements.
7. Prepare for advising sessions and bring appropriate resources and materials (e.g., Course Offering Schedule, *GC Catalog*, Plan of Study, proposed course schedule, etc.).
8. Follow through on actions identified during each advising session.
9. Utilize campus resources, such as the Academic Support Center, the Writing Center, Career Services, etc.
10. Request re-assignment of a different adviser or declare a change in major or minor from Registrar's office.
11. Consult with appropriate departments and adviser on any program changes or course substitutions. Complete and submit appropriate paperwork.
12. Accept final responsibility for all decisions.

PLANNING AN ADVISING SESSION

1. **Be informed** about department requirements and expectations, as well as Gen. Ed. requirements. Consult your department colleagues, professors of specific courses, and the Registrar with questions. As you utilize the *Academic Catalog* and online advising tools, please report errors and discrepancies to the Registrar.
2. **Communicate advising expectations** by sending advisees departmental information and suggestions, posting appointment times, and encouraging them to see other major or minor advisers.
3. Help new advisees consider a **four-year plan**, even though the plan may change. Help students understand course offering cycles and academic expectations. We are in the process of shifting from the hard copy **Plan of Study** to online advising tools. The Registrar's office will assign multiple "**aims**" (Gen. Ed., majors, minors, etc.) when a student declares a major or minor with the Registrar's office. Program requirements and the Advising Worksheet (up-to-date check list) can be generated and are accessible to both adviser and students through GC Online/Jenzabar (see Advising Resources below).
4. Use the completed **Plan of Study and Advising Worksheet** to interpret both Gen. Ed. and departmental requirements to students. Assist them at each advising session to monitor progress toward meeting all program and degree requirements.
5. Advisers may make **course substitutions** in the major or minor in consultation with the department chair and Registrar. It is crucial to report these substitutions, using a form found on the Registrar's website in order for the Registrar's office to make appropriate changes in the system. (http://www.goshen.edu/gcdocs/Registrar/Course_Substitution_Form.pdf).
6. Review **Gen. Education opportunities and requirements**. Encourage students to take appropriate placement tests and interpret scores. Contact the Academic Support Center with questions. Students should prepare Gen. Ed. petitions in conjunction with the home department for the requirement and the adviser before submitting the petition to the Registrar's office. (<http://www.goshen.edu/gened/petition.php>)
7. Help students consider and finalize **SST plans** by language, location, or semester. Ask student to submit an SST Enrollment form (http://www.goshen.edu/gcdocs/Registrar/SST_Enrollment_Form.pdf). Find ways to assist them with adjustment to campus when they return.
8. Encourage students interested in **off-campus programs** to consult the Director of International Education and Financial Aid about opportunities and guidelines.
9. Every spring, help students **plan a course schedule** for the coming year. Expect students to come to advising appointments with a proposed schedule of classes. If a student is not prepared for the appointment, clarify the task and ask them to schedule another appointment after they are adequately prepared. After adviser and student agree on an appropriate course schedule (consider putting the schedule in writing and keeping a copy in the advising folder), the adviser must list the advising hold through GC Online. Do not lift the adviser hold without meeting with an advisee and confirming a student's intended schedule in writing, unless you have made alternate arrangements (with a student on SST, for example). The adviser hold is an important incentive for students to schedule and prepare for advising. Students should inform the adviser if they make changes when they register online.
10. At the beginning of each semester, be available to assist students with **schedule changes** (drop/add), noting deadlines and requirements.
11. **Discuss and evaluate students' strengths and areas for improvement**, overall campus involvement, academic opportunities (Academic Symposium, Maple Scholars, Inquiry programs, etc), and vocational plans. When a student is on Academic Probation, encourage the student consult with the Director of the Academic Support Center about resources and options. **Make appropriate referrals** to the counseling office or other college resources when appropriate.
12. In the Senior year, use the Registrar's Graduation Check memos or online information (GC Online, Jenzabar, Personal/Academic/Financial Information, Advising, Student Aim, Student Progress) for a careful verification that degree requirements will be met as planned. Intentionally address each graduation deficit identified.
13. Inform students of vocational options related to their major or program and provide information on graduate schools and employment, especially in relationship to senior seminar or similar courses. Direct students to utilize Career Services and participate in workshops offered every semester, such as resume building and interview preparation.

RESOURCES FOR ADVISING

1. ***Goshen College Academic Catalog.*** Hard copy available from the Registrar's office and online. Contains information and regulations on all of the following. The catalog serves as an academic contract between students and all academic services.
 - a. Mission, Core Values, Outcomes
 - b. Student Life—Activities, Policies, and Services
 - c. Admission Guidelines
 - d. Overview of Gen. Ed. curriculum, International education program, collegiate studies, DAES, and special programs.
 - e. Requirements, four-year plan recommendations, and course descriptions for all majors and minors.
 - f. Academic requirements and procedures
 - g. Financial Aid Guidelines
 - h. Expenses
 - i. List of all faculty, teaching and administrative
 - j. Facts and Figures
 - k. Campus Map
 - l. Academic Calendar

2. ***Registrar's Website:*** Provides links to many documents and guidelines, as well as online copies of forms, transcript requests, and privacy rights (FERPA)
 - a. Academic Catalog and Course Offering Schedule (.pdf)
 - b. SST Unit information (.pdf)
 - c. Schedules for Advising, Registration, Drop/Add, Exams
 - d. Testing Information: CLEP, AP, Placement and competency

3. ***Advising Handbook for Faculty,*** prepared by the Registrar and Associate Dean. Offers schedule, guidelines, overview of resources, responsibilities. The *Faculty Handbook* provides additional explanation of the academic adviser's role (<http://www.goshen.edu/policy/>).

4. ***Online Advising Tools.*** On-line resources that support student plan of study; indicate requirements for Gen. Ed., majors and minors; and indicate student completion of requirements. From the campus home page, click on GC Online, then, after logging on, go to "GC Online II/Jenzabar Web Service" and open "Personal, Academic, Financial Information." The "Advising" tab at the top of the page takes you to advising resources. For additional guidance in using these online resources, contact the Registrar (7515).
 - a. **Advisees** option provides a list of advisees. Note that you can view active and inactive advisees. Beside each advisee's name is a drop-down menu providing information about Student Aims (indicates Gen. Ed., Major, Minor, and Elective requirements), an Advising worksheet of current progress, Student Course History, Meeting Notes, and current student schedule.
 - b. **Meeting Notes** option offers you and your advisee an online record of advising conversations, questions, schedule you've agreed upon, recommendation. Note that these can be read, but not modified, by your advisee.
 - c. **Requirements** option offers you a drop-down menu of every major and minor, Gen. Ed. (broken down by year). The same information can be accessed through individual advisee drop-down menu.
 - d. **Lift Adviser Hold** is available from the GC Online main menu and is required before a student can register online. Do not lift the adviser hold without meeting with an advisee and confirming a student's intended schedule in writing, unless you have made alternate arrangements (with a student on SST, for example). The adviser hold is an important incentive for students to schedule and prepare for advising.
 - e. **View Advisee Transcript** provides you with an alternate view of student course history. This copy cannot serve as a transcript for any purpose other than advising information.

5. ***Advisee's Academic Folder.*** If missing, call the Registrar's Office (7517). The folder should contain the following items:
 - a. Records from high schools and other colleges attended, and of work completed at Goshen College.
 - b. A copy of the approved Plan of Study for students who have officially declared a major (prior to 2007 online Student Aims and Advising Worksheet).

- c. Copies of official correspondence about the student's academic program at Goshen.
 - d. Notes from the advising process (such as a four-year plan, SST plans, etc.).
 - e. **For Seniors:** The Registrar's evaluation of degree requirements -- sent in November and February.
6. **Course Offering Schedule** for the current year. In December a tentative schedule for the next year may be available. A hard copy Course Offering schedule is printed in March for spring pre-registration. An updated schedule is printed again in August and December. Note other access to course information. The schedule is also available on-line through the Registrar's website (<http://www.goshen.edu/Registrar>).
- a. *Goshen College Catalog* and department web pages give fuller descriptions and guidelines for courses in the course offering schedule.
 - b. GC Online offers live enrollment information, such as seats available and number on waitlists, After logging on to GC Online, go to "GC Online II/Jenzabar Web Service" and open "Personal, Academic, Financial Information."
 - i. The "Course Search" link at the top left takes you to course offering information. Select Fall, Spring, May or Summer term to search, click "Change," then search by department, day or time for particular course information in that term. Note that cross-listed courses have accurate enrollment numbers only in the "home" department of the course. Check the cross-listed course for additional enrollment information.
 - ii. The "Faculty Roster" allows you to see courses offerings by faculty member.
7. **Various advising forms** available in the Registrar's office and through the Registrar's website (<http://www.goshen.edu/Registrar/Forms>).
- a. Advising Course Substitution Form
 - b. Course Selection Form
 - c. GC GPA Calculator
 - d. Leave of Absence Form
 - e. Petition for General Education Program Change
 - f. Plan of Study- General
 - g. SST Enrollment Form

FREQUENTLY ASKED QUESTIONS (FAQs)

GENERAL EDUCATION QUESTIONS

1. **Can the same course count for both my major and General Education requirements?** Yes, courses may count toward a major or minor and General Education at the discretion of each major, with several exceptions: alternate SST courses count toward the Gen. Ed. international ed. requirement only. They cannot double count in the major or minor. Note that Engl 110 Literature and Writing and Bibl 100/200 Knowing/Reading the Bible do not count in the major.
2. **How can students petition to substitute a course in General Education?** Students should consult the home department of the requirement about whether the proposed substitution fits their department goals for Gen. Ed. The student should then work with the adviser to frame a clear plan. Students are responsible to acquire the needed signatures and submit the form to the Registrar. The Registrar and Associate Dean evaluate the petition. Petition forms are available through the Registrar's website (<http://www.goshen.edu/gened/petition.php>).
3. **What are good reasons to request an exception to Gen. Ed. requirements?** General Education is intended to complement the major and stretch students in many directions; it is the essence of a liberal arts education. Advisers should help students understand the values and purpose of General Education and its place in a Christian liberal arts college, especially as the Gen. Ed. curriculum supports the GC mission, Five Core Values and related outcomes (see the *Academic Catalog*). Advisers should help students evaluate their request in this context.
 - a. Good reasons for a Gen. Ed. exception: (1) Schedule restrictions because of transferring from another school, conflicts in majors, or course offerings, (2) Unique background experience or knowledge in a specific area.
 - b. Poor reasons: (1) Convenience, (2) Personal preference, (3) Late decision to change or add another major or minor, (4) High school study of the subject, (5) Desire to take more courses in the major field.
4. **Is colloquium required for first-year students who first enroll in January?** No. Special orientation activities will be in place for them, but no colloquium.
5. **Can other students register for courses that are marked "colloquium"?** No. These sections are for first-time first-year students only (unless specified by the department).

SST QUESTIONS

6. **Does summer SST carry additional costs?** Yes, since students are completing three full semesters (43 hours), rather than two and a May term (or 34 hours), in one calendar year. Tuition, room and board costs for summer SST are explained in the *Academic Catalog*.
 - a. Some units also contain **additional surcharges** to cover higher transportation costs.
 - b. **Changes may affect student financial aid packages.** Since individual cases vary considerably, students should check with the financial aid office to determine how much greater the cost for summer SST will be for them.
7. **How do I register or change registration for SST?** SST Enrollment Forms must be completed and submitted to the Registrar's office. Forms are in the International Education and Registrar's office, as well as online (http://www.goshen.edu/gcdocs/Registrar/SST_Enrollment_Form.pdf). Students who are leaving GC should drop their SST registration.
8. **If I really have to get into a certain unit and I'm on the waiting list, what should I do?** Talk to the Director of International Ed. in the SST office. Since some students sign up for two SST units, waiting lists move rather quickly.
9. **Do I have a grading plan choice for SST?** No, since all SST hours are Gen. Ed. requirements, all hours must be taken for a letter grade.
10. **Are international students (F-1 visa) required to complete some kind of international education requirements?** No, not under the current Gen. Ed curriculum.

MAJOR AND MINOR QUESTIONS

11. **Can the same course count for more than one major or more than one minor?** Two majors may contain duplication only on specifically required courses. Only one practicum and one seminar are required, unless specified otherwise by the major. If only a seminar and practicum are taken in one major, the student must take additional courses to fulfill the total departmental hours required for the other major. Since a minor represents additional study and experience in a field, two minors may not contain overlapping courses.
12. **Can the same course count for both a major and a minor?** One or more courses may count toward related courses in both a major and a minor at the discretion of the major advisers. Advisers should consult the other departments when making such a determination.
13. **What is the advising process for a second major or a minor?** Declare a second major or a minor at the Registrar's office and receive a second adviser. Students must take the initiative to sign up for advising appointments with all advisers. Interdisciplinary majors are encouraged to select an adviser from one of their three disciplines and consult other advisers on a regular basis. The adviser for a second major will receive a duplicate advising folder and a copy of the Plan of Study to complete (unless enrolling after 2007 when materials will be online). Minor advisers will not receive a separate folder. The student must take the Plan of Study copy to the minor adviser for completion and signature, then return it to the Registrar's office.

SENIOR QUESTIONS

14. **If I have a double major, do I need to complete senior seminar and practicum in each major?** No. Only one practicum and one seminar are required, unless specified otherwise by the major. If only a seminar and practicum are taken in one major, the student must take additional courses to fulfill the total departmental hours required for the other major.
15. **What are special things that juniors and seniors need to be aware of as they prepare to graduate?**
 - a. Students must declare to the Registrar the date they plan to complete graduation requirements. Please be as accurate as possible, since the graduation date (May, August or December) appears on the diploma and a new diploma must be ordered if you do not complete requirements as scheduled.
 - b. The Registrar does a graduation check with the Plan of Study two semesters before the scheduled graduation date and reports discrepancies to the student and the adviser.
16. **What are some common problems indicated in a graduation check?**
 - a. Haven't completed 75 hours outside the major department (maximum of 45 hours in a department count toward the 120 hours needed for graduation). *Take additional courses.*
 - b. Not enough senior level hours at GC (24 hours after reaching senior status of 90 credit hours must be at GC). *Take additional courses.*
 - c. Convocation/chapel attendance deficits (see below).
 - d. Course substitutions made by the adviser on the Plan of Study, but not communicated to the Registrar. *Complete the Course Substitution form available from the Registrar's office or website (http://www.goshen.edu/gcdocs/Registrar/Course_Substitution_Form.pdf).*
 - e. Cumulative GPA not 2.0. *Work with adviser, Registrar and the Academic Support Center.*
 - f. Courses within major or Gen. Ed. not completed. *Take additional course.*
 - g. Assumed a course counted for Gen. Ed. that is not a part of the curriculum (see *Academic Catalog*). *Process a Gen. Ed. Petition or take additional courses.*
 - h. Re-taken courses and "I" grades must be taken into account when calculating total credit hours. *Take additional courses.*
17. **What if I did not attend the required number of convocations/chapels?**
 - a. If events were missed for a legitimate reason (see student handbook), contact the Registrar's office.
 - b. Attend additional events to erase a deficit.

- c. If the deficit is too large to make up in this way, see the associate Registrar. Usually, if the deficit is 25 or less, students may arrange to write an essay on the ten outcomes. Length varies with number of deficits to overcome. If deficit is more than 25, an extra 3-credit class must be taken. The course must be selected from the list of General Education classes and may not be in the student's major or minor field. It must be taken for a letter grade. The graduation requirement then becomes 123 credit hours (127 for education). The essay or course wipes out all past deficits, but present and future attendance requirements remain the same as for all other students.

REGISTRATION QUESTIONS

18. If I need a course that doesn't fit into my schedule, what are my options? Begin by consulting your adviser in the related department or the Associate Dean for Gen. Ed. Some departments are able to arrange substitutions based on individual experience and course requirements (e.g. take two related courses to substitute for one, consider alternate course, and arrange for independent study). When that does not suffice, consider the following:

- Special registration is available with credit by exam. Forms are available in the Associate Dean's office.
- Take the course at another school and transfer the credits to Goshen. Independent study/correspondence courses are available through some schools, including Indiana University. Some schools offer a menu of distance-learning courses.
- The NICE (Northern Indiana Consortium for Education) arrangement allows Goshen students to take up to two courses per semester at IUSB, Bethel, St. Mary's, Holy Cross or Ivy Tech at no charge on a space available basis. Registration forms and course offering lists are available in the Registrar's office.

19. What is the difference between credit by experience and independent study registration?

- Credit by Experience** is appropriate for many hours of experience (80-120 hours per credit hour) with minimal supervision by a faculty member (1-3 hours per credit hour). Most frequent examples are 409 internships, Educ 201, or ICS 250/350 Intercultural Service Learning. See the *Academic Catalog* for costs per credit hour and faculty remuneration. Forms are available from the Associate Dean. Hours are not part of the regular semester load.
- Independent study (readings)** is appropriate for a course listed in the catalog or for an original course planned jointly by the professor and student. Faculty members are expected to spend 3-4 hours/credit hour in planning, supervision and evaluation. See the *Academic Catalog* for costs per credit hour and faculty remuneration. Forms are available from the Associate Dean. Hours are not part of the regular semester load.
- Independent study (tutorial)** is appropriate for a skills-based course such as language or laboratory science. Faculty members are expected to spend the same number of contact hours as a regular course (15 per credit hour). See the *Academic Catalog* for costs per credit hour and faculty remuneration. Forms are available from the Associate Dean. Hours are not part of the regular semester load.
- Special projects** registration is part of the regular semester load. This is independent study work for which there is no extra charge and the professor receives no extra remuneration.

20. Does any course taken at another college transfer to Goshen?

- Must have a grade of C (2.0) or above.
- College must be regionally accredited.
- Maximum of 12 credit hours from a technical school.
- After you reach senior status (90 credit hours), at least 24 additional credits must be taken through Goshen College to meet graduation requirements.

21. Can I register for a time conflict with two courses? No.

22. When can I change the grade-plan of a course that I am taking? Grade plan changes can be made only during the Drop-Add period at the beginning of the term.

23. What should I do if I plan to take a semester or a year off, then come back to GC? Fill out a Leave of Absence form in the Registrar's office or on the Registrar's website (http://www.goshen.edu/gcdocs/Registrar/Leave_of_Absence_Form.pdf), giving a contact address and planned date of re-entry to receive housing, financial aid and registration information before returning.

24. **Can I take more than 15 hours (an overload) in a given semester?**
 - a. Must be approved by adviser and Registrar.
 - b. Must have GPA of 3.0 or very special reasons to exceed the limit
 - c. Overload hours are billed at additional cost (see *Academic Catalog*).
25. **Can I register for fewer hours for a course than what is indicated on the course offering list?** No, not unless the catalog lists a variable credit for the course.
26. **Can I register for a depth credit?** Yes, depth credits are available in most courses until the 12th week in the semester, with the consent of the instructor. Students are encouraged to enroll for depth credit early in the semester and work with the professor to set goals and requirements for completion. The requirements should represent an additional credit hour of work.
27. **If I re-take the same course in order to improve my grade, how is the credit counted?** During each term that the course is taken, the credit counts toward the student's course load, but the grade and credit hours for the last time the course was taken are the only ones that can be counted toward graduation requirements and final GPA.

GENERAL QUESTIONS

28. **When is placement testing available?** Placement testing for language, math, and Bible are available at the beginning of each semester. See the Academic Support Center in Kulp basement for information.
29. **How can students earn credit by exam?**
 - a. CLEP tests to earn college credit are given once a month by the Registrar's office. Prior registration and payment are required. Additional credit-by-exam fees are charged if this credit is applied to General Education requirements.
 - b. Credit by Exam registration requires prior agreement with the faculty member who is administering the exam and a special form from the associate Registrar. Payment is made before the exam is taken and is not refundable.
30. **If I drop some credit hours, how would that impact my financial aid?** If you drop from full-time to part-time, or from part-time to more minimal part-time, your financial picture will change. How much it will change depends on how far into the semester you drop the course and what kind of aid you are getting. Talk to a financial aid counselor to find out the implications for your particular situation. If you drop to part-time, you would also need to pay half tuition for May term. And dropping from full-time to part-time automatically puts students on academic warning.
31. **If my fall semester grades are below the minimum for my academic scholarship, will I lose it?** Not necessarily. Your GPA for the entire school year determines your eligibility for an academic scholarship to continue.
32. **What constitutes grounds for academic disqualification?** See the *Academic Catalog* for a complete description of standards for academic progress. Students must earn at least 12 hours of credit each full-time semester and a minimum GPA of 1.6 in the sophomore year (30-59 hours earned) and 2.0 in the junior and senior year (60-120 hours). Students who do not meet these minimum standards are placed on academic probation for one semester. If adequate improvement is not in evidence by the end of the semester, the student will be subject to academic disqualification.
33. **What if I really want to take a course, but I don't need the credit for it?** Full-time students may participate as auditors in classes on a space-available basis and with permission of the instructor. Credit by exam may not be attempted in courses once audited. Audit permission forms are available from the Registrar's office and must be signed by the professor. See *Academic Catalog* for additional information.

Academic Resources Available at Goshen College

THE ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) is located in the basement of Kulp. It provides the following services:

- Special accommodations for students with documented special needs
Support for faculty who wish to explore various teaching techniques in response to students with special needs.
- Intentional Study Groups
- Workshops and individual instruction in various study skills.
 - Assistance in creating study groups
 - Math clinic facilitated by the math department
 - Information on various learning styles and special needs

THE WRITING CENTER

Located on the second floor of the Good Library, the Writing Center helps students develop effective writing skills. Trained tutors are available to help with the research process, developing a good thesis paragraph, understanding the writing process and teaching students how to proofread their own writing.

Contact the Academic Support Center Director to make an appointment with a writing tutor.

COUNSELING SERVICES

Goshen College considers the choice to get counseling to be a mature decision. Counselors often discuss the adjustment to college life with students, including questions about faith, sexuality and lifestyle. Other common questions include motivational problems, stress, depression, substance abuse and eating disorders. Counselors are available to any student to talk about feelings toward self and others.

- **On-campus resources**
Students may have up to three **free** sessions with a campus counselor. Call 7474 to make an appointment with the Director of Counseling Services, located in the Wellness & Health Center.
- **Off-campus resources**
If you prefer an off-campus setting, call 7474. You will be given options, including cost and availability, and will not be asked for details of your situation.
Several agencies and private counselors are available in Goshen and Elkhart. Costs are determined by student health insurance carrier and health care provider.

CAREER SERVICES

Students are warmly invited to visit Career Services, located in Ad 14 as a part of the Student Life Division. Services include:

Resources:

- An extensive, interactive web site with descriptions of specific internships and post-college jobs. The site also includes links to related resources. Explore this URL: <http://www.goshen.edu/careerserv>
- A class called Vocational Choices, DCS 210, taught each spring semester. This one-credit course is designed for students who desire assistance in choosing a major and gaining greater focus for career direction
- JobsAnnounce listserv, a job and internship announcements sent to you via e-mail
- Materials on careers, internships and graduate schools available in Good Library
- LeafLinks Career Mentoring Network, a web-based resource matching alumni with current students and recent alumni in a virtual mentoring relationship.

Workshops and Events: (Career Services will post a calendar of events on the web site)

- Résumé writing and on-line résumés
- Internship, service, and job fairs
- Graduate school workshops
- Mock interviews
- Alumni scholars speaking on work-related issues
- A dining etiquette meal each semester

One-on-One Assistance: (students may drop by M-F 8:00-5:00 or make an appointment)

- Individual help in searching for on-line career and graduate school resources
- Creating traditional and on-line résumés
- Individual career counseling with the director of career services
- Free inventories to measure student interests, values, and attributes

TASKS OF FACULTY ADVISERS

A. Colloquium Teachers/Advisers

1. Assist with Summer Registration, as schedules permit.
2. Meet with parents and students the first day of their arrival to provide a warm greeting and to establish a relationship with both students and their parents.
1. Help students learn to know other students in the colloquium class through get-acquainted activities, classroom style and activities and/or social events.
2. Participate in the Colloquium activities scheduled in Orientation Days and in the fall semester. These are planned by the Dean of Students and the Associate Academic Dean. Important to these and other aspects of Colloquium will be the *Goshen College Colloquium Resources* book. This is a textbook for all colloquium students and also contains forms and guidelines for the General Education growth portfolio.
3. Cooperate with other faculty in activities that introduce the students to those skills necessary for college survival -- library, information literacy, multicultural education, program planning, etc. Referrals may be made to the Academic Support Center, the counseling office, and other college resources where appropriate.
5. Help students understand the values and purposes of Goshen College as a Christian liberal arts college, especially focusing course content and activities on the Ten Learning Outcomes.
6. Conduct at least two individual interviews to monitor students' progress toward personal and educational goals. The first interview (Early Alert) will consider the students' adjustment to college and subsequent interviews will focus on their academic progress and choice of major.
7. Help students in determining SST plans - language area and appropriate time. Have students submit an SST Request form as soon as possible.
8. Meet for colloquium planning and coordinating sessions with the Associate Academic Dean.
9. Be available to each student at his/her time of special need, helping the college maintain accountability for each student.

B. Generalist Advisers in Collegiate Studies Department

1. Discuss with students at the December and April individual sessions their strengths, interests, college and career goals, plans for achieving these goals and the progress made. The plans should be brought up to date at each session.
2. Encourage Deciders to register for DCS 210 Vocational Choices course in the spring semester.
3. Inform students of the various Goshen College majors and programs, interpret the general requirements, direct them to departmental program resource, refer them to college resources for specialized assistance as needed, and help them to reach a decision on a major at the appropriate time.
4. Help students in determine SST plans - language area and appropriate time. Have the student submit an SST Request form as soon as possible.
5. Help students select courses for each semester and approve the course selections.
6. Become acquainted with the students, assist them in adjusting to college, and spend some time with them in social activities.

C. Departmental and Program Advisers

1. Assist the department chair in providing information to students who have not yet declared a major, but are interested in considering the departmental majors or programs.

2. COMPLETE the Plan of Study form for all newly declared majors and return it to the Registrar's Office at least by the beginning of the senior year. DO NOT keep the completed Plan of Study in the student's folder!
3. Discuss and evaluate in individual advising sessions in December and April students' strengths, college and vocational plans, and assist them in making appropriate revisions.
4. Approve students' course selections for each semester.
5. Help students in finalizing SST plans -- language area and appropriate time. Have the student submit an SST Request form as needed.
6. 7. Inform student that a second major or a minor will require a second adviser and advising appointment. The student will need to take initiative to schedule an appointment and a second advising file will be prepared for the secondary adviser by the Registrar's Office.
8. Inform students of vocational options related to their major or program and provide information on graduate schools and employment options after college. This is an important function and is often supplemented with departmental efforts in senior seminars or similar courses.
9. Become acquainted with students, assist them in adjusting to college, and spend time with them in social activities.
10. In the Senior year, use the Registrar's Graduation Check memos or online Grad Report for a careful verification that degree requirements will be met as planned. Intentionally address each graduation deficit identified.

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