

ADVISORS' HANDBOOK 2016-2017
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Introduction
2016-2017

Thank you for serving as an academic advisor this year. Your role is critical in helping new students make a smooth transition to Hollins and in retaining new and returning students.

In this electronic age where a great deal of contact is made via e-mail, many of us see less of our advisees than we did in the past. Given this trend, we have to make extra efforts to have in-person contact with our advisees. In an attempt to make this ongoing contact with advisees a little easier, you will have at your disposal \$20 for each new advisee to take her out for coffee, dessert, dinner, go bowling...whatever is of interest to your new students (and you of course). Please send your receipts along with a brief description of the event(s) to Vicki McMahon (Academic Services) and she will process a reimbursement for you.

Other ways of keeping in touch include attending sporting events for advisees who are athletes, going to dance and theatre performances and art exhibits for students involved in those areas, participating in the SHARE Olympiad with your advisees, etc. Another act that is usually greatly appreciated by advisees is sending them a personal note of congratulations when they receive exceptional work notices or awards. Of course, e-mails and phone calls are also welcome. Anything you can do to help students feel connected to the campus, especially new students who may not yet have formed a peer network, will go a long way in making their experience at Hollins a more satisfying one.

Of course, your primary role as an academic advisor is to help students determine their academic goals and aid them in putting together schedules and academic plans that will allow them to achieve those goals. The purpose of this handbook is to provide you with a quick reference to answer questions that may arise in advising sessions with students. It also offers advice on how to approach different student populations. I would appreciate any suggestions you have for improving the Advisors' Handbook in the future.

Becky
x6414

Reading a New Student File

When you receive your new advisees' files, please be sure to read through all materials. Important information can be gleaned from the application, the advising questionnaire, high school transcripts, and writing samples.

For instance, on the advising questionnaire, we ask students what they are most worried about. You might want to address these concerns with them individually. We also ask students what they would like you to know about them. Often times, students will tell us very personal things (bouts with depression, deaths in the family, emotional issues) that may help us better understand them. The application asks if there are any special circumstances that interfered with the student's academic success. Students frequently reveal important information here as well. All of this information will help you guide students to the resources and classes that best suit their needs.

When you look at high school grades of first-year students, please note their strong and weak subjects and advise them accordingly. For instance, a student who wants to major in Biology/pre-med who did consistently poor work in high school science and math will likely struggle in college science courses. This is not to say she might not be able to succeed in her chosen area, it simply means you may want to start her out slowly in the field and balance her courses so she can be successful.

High or low SAT/ACT scores may also help you consider what complement of classes will work best for a given student. Students with high SATs (combined verbal and math scores of 1200+) may be ready to take a 200-level class (or even some 300-level classes) their first term at Hollins.

For transfer students, please pay attention to the level of difficulty of the classes they have taken at previous institutions as well as the number of credits they are transferring and their grades. The kind of institution they have attended is also important to note. These factors will help you determine how much new transfer students can handle in their first term on campus.

Advising First-time, First-year Students

Your first-year seminar will be comprised of students with very different skill levels and interests. While they selected your seminar because they were interested in the topic, it is likely that many of them will not end up majoring in your academic field. For this reason, it is important for first-year advisors to be versed in the requirements of multiple academic fields on campus, and to be able to refer students to other professors in those fields, when necessary. As you know, your advisees will probably change their minds several times before settling on a major, and this is perfectly fine, perhaps even recommended. One of your roles as a first-year advisor is to encourage students to explore the curriculum as fully as possible so they will have a basis on which to make an educated decision about a major when the time comes.

The rule of thumb in the first year at Hollins is as follows: **If a student chooses her courses based on interest and variety, then she really cannot go wrong**; she will fulfill ESP requirements and may well find a subject that will later become a major or minor. An exception to the rule is when you are working with students interested in education or one of the pre-health fields. In these programs, it is very important that students begin a sequence of classes (i.e. Chemistry and/or Biology) in the first year in order to be able to graduate in four years. Please refer all students interested in the pre-health professions to Sandy Boatman, who will be holding a required session during the Academic Fair (Monday, August 29 in Tayloe Gym). Representatives from elementary and secondary education will also be available during the Academic Fair. If you have questions about the pre-health professions and what to recommend to new advisees, please contact either Becky Beach (rbeach@hollins.edu) or Sandy Boatman (sboatman@hollins.edu). For elementary education, contact Anna Baynum (abaynum@hollins.edu), and for secondary education, contact Rebecca Cox (RCox@hollins.edu).

General advice to give to new first-year students:

1. Don't panic if you don't get all the classes you want the first term. You have four years to complete all of your requirements. Even with general education and major requirements, there is plenty of room for electives. Take courses that sound interesting. Don't focus on just requirements the first year. (Again, pre-health professions may be the exception.)
2. Think about any courses you'd like to continue with from high school. For example, if you took Spanish or math in high school and want to continue in these subject areas, then you may want to include these courses in your first-year (semester) schedule, while the material is fresher in your mind.
3. Think of balance in your schedule both in terms of times when you take classes and the kinds of classes you take. Go to the virtual bookshop and look at the books that your instructors have ordered. You will be able to tell quickly if you are overloaded. Do not take all heavy writing courses or all heavy reading courses. Variety, balance, and interest are the keys to putting together a good first-term schedule.
4. Read SAOS forms (Student Academic Opinion Surveys—course evaluations), located online if you have questions about the level of difficulty of a course or fellow students' opinions of the course.
5. Don't sign up for more than 16-18 credits in the fall. There is a lot to get used to in the first term. If you do well in your first term, then you can consider taking more credit hours in the second term. (The only exception to this rule is if a student is trying to complete the three-year accelerated plan.)

6. Use the Center for Learning Excellence, located on the entry level of the Wyndham Robertson Library. There are tutors available from the Writing Center and Quantitative Reasoning Center free of charge to students.
7. If you find yourself in over your head academically, talk to your Student Success Leader and your advisor.
8. Get involved.

Please pay close attention to students who arrive with high SATs (1300+ combined verbal and math scores) or ACTs (30+), multiple AP/IB credits, and dual enrollment credits (DE). These students may be interested in taking higher-level classes (provided their high school grades were also good). Please help them get into one or two 200-level courses their first term, if you, and they, think they are ready. For more information on how AP/IB/DE credits count at Hollins, please refer to those sections in this handbook.

Advising Transfer Students

When advising transfer students, please keep in mind they are coming from places that are often quite different from Hollins. Many of them think they already “know the ropes” and do not need a lot of guidance. We find the opposite is often true. Transfer students sometimes have trouble finding their niche and need more help than first-time, first-year students to plan their schedules.

In recent years, we have initiated new strategies to help with transfer student retention including making sure they have a support system with returning transfers, and that they are clustered together in the residence halls. If you have transfer students who are married or have children, but who do not qualify to be Horizon students, please make them aware of the fact that they are still welcome to join any of the Horizon events and activities. We are finding that there is an increasingly blurry line between these two student populations. Transfer students who you think would benefit from meeting Horizon students and participating in the program should be directed to Mary Ellen Apgar, director of the Horizon program at x6609.

Please note the following guidelines/requirements for transfer students:

1. We accept a maximum of 64 credits from community colleges. Transfer students who have more than this number can talk with their advisors and the registrar to determine if any of their additional credits might be used to fulfill short-term requirements.
2. Transfer students are required to be in academic residence for at least two full years at Hollins.

3. Transfer students who have completed one year of college language have satisfied LAN. Transfer students who come to Hollins with no transfer language credit must fulfill the same language requirement as first-time, first-year students (through the intermediate level of a language studied in high school, or through the elementary level of a language not previously studied).
4. Transfer students who have completed the Transfer Module do not have to take any additional general education courses. It will be clear on the Transfer Credit Evaluation if a student has completed the module.

Advising Horizon Students

Advising Horizon students is very different from advising traditional undergraduates. Planning their academic schedules is frequently complicated by family or work responsibilities.

Horizon students are on the same tuition plan as traditional undergraduates. This means they can enroll in January short term courses and can take advantage of health and counseling services (if they are full-time students). Horizon students who are not married and do not have children or pets can also request to live in the residence halls or the apartments (for more information, students can contact Melissa Hine, director, housing and residence life, hinemd@hollins.edu). Residential Horizon students pay for both room and board.

Local Horizon students who need to spend the night on campus during exam periods or due to inclement weather can contact Melissa Hine (hinemd@hollins.edu) for temporary accommodations in the residence halls. This service is free of charge, but Melissa appreciates as much advance notice as possible. Horizon students may need to share a room, but they will have a warm place to stay with fresh linens.

With regard to academics, here are some things that you should know about the requirements for Horizon students that are different from those of traditional undergraduates:

1. Horizon students who come in as transfers need to complete at least 40 credits on the Hollins campus (this includes short-term credits). This is different from traditional transfers who must complete a two-year residency requirement.
2. We accept a maximum of 64 credits from community colleges. Horizon students who have more than this number can talk with their advisors and the registrar to determine if any of their additional credits might be used to fulfill short-term requirements.
3. Horizon students do not have the same language requirement as traditional undergraduates. They are required to take one year (the elementary level) of any

language (regardless of whether they have studied it before or not). They can achieve this by transferring in one year of college language, placing into the intermediate level on one of our placement tests, or taking the elementary sequence of any language offered at Hollins. Students can also complete their language requirement during the summer at a different institution (although they must pay for this separately and must also apply for approval to transfer the courses prior to taking them).

4. Horizon students do not have physical education requirements, although they are more than welcome to take PHED classes.
5. Transfer Horizons who have completed the Transfer Module do not have to take any additional general education courses. It will be clear on the Transfer Credit Evaluation if a student has completed the module.

When reviewing the file of a Horizon student, please pay close attention to grades in community college or high school, and also how long they have been away from formal education. Some Horizon students need to start out with basic courses until they become acclimated. Please do not over-enroll a student unless you really think she is ready.

Horizon students generally need a bit more attention and time in advising sessions than traditional undergraduates. They are also usually extremely motivated to succeed and take their education very seriously. Some of them may be quite nervous about being back in school after a prolonged absence from formal education. In addition to providing academic advice, please be sure to help Horizon students find the resources available to them on campus.

Some Horizon students may indicate they want to attend part time. Please advise them to discuss this with Scholarships and Financial Assistance before making a decision, as aid will be prorated based on the number of credits they take. Dropping to too few credits may also affect a student's ability to qualify for certain types of aid. The other thing to remember is that short term is included in the comprehensive fee for students who attend full time in either fall term or spring term. If a student is part time in both fall and spring term, she will be charged the per-credit amount if she enrolls in a short term class during January.

Transfer Credit Evaluation (TCE)

New students who come to Hollins with transfer credits submit official college transcripts to the registrar who prepares a Transfer Credit Evaluation (TCE). The TCE indicates which courses count toward ESP, how many short terms have been completed, the student's class standing, and how many credits she needs to take to

reach the 128 that are required to graduate with a B.A. degree. The TCE is included in the advising file.

Please be sure to review TCEs carefully with new transfer students to make sure that all classes that were taken previously have been evaluated. If students tell you there are additional courses coming, please tell them to have the official transcript sent to the university registrar as soon as possible. The registrar may also indicate on a TCE that more information is needed in order to evaluate a class. In these cases, please encourage your advisees to obtain a course description or a syllabus that can be reviewed.

Transferring Classes Taken at Other Colleges and Universities

In order to receive credit for courses taken at other universities or colleges after enrolling at Hollins, a student must complete a "Request for Approval of Courses to be Taken at Other Colleges/Universities" form available online at the Registrar's website <http://pressreg.hollins.edu> under General Information > Academic Forms. Students need to submit this form BEFORE enrolling at another institution to ensure the credits will transfer back to Hollins.

If a student wants a course taken at another institution to count toward her major, she must secure the signature of the department chair on the form. Only two transfer courses can be applied to the major. A student can count no more than 18 summer credits toward the degree, and she cannot take more than 12 credits in any given summer.

If a student wants a course taken at another institution to count for ESP requirements, she must, in addition to filling out the form mentioned above, submit a copy of the course description to the university registrar. The registrar will present the request to the Academic Policy Committee. (Note that AcPol approval is only necessary for transfer courses that have not already been approved for ESP requirements.)

*AP Scores**

Students who earn a four or a five on an advanced placement test receive four credits toward graduation. The only AP tests that can be used to place out of an ESP requirement are in the languages. Students who receive a 4 or 5 on an AP language exam have automatically satisfied LAN. Nevertheless, these students should be encouraged to continue in the language given that they are starting with a high level of proficiency and have an opportunity to complete a major in that language with eight or nine courses or a minor with six.

Students who receive a 4 or 5 on an English AP test will be invited to submit a writing sample to the director of the Writing Center who, along with another faculty member, will review it to determine whether or not the student can place out of the first-year writing requirement. Advisors receive a copy of the letter inviting a student to submit a writing sample.

Our practice in the past has been to wait to send out the invitation until after the fall term has begun. In other words, we do not actively promote this option as we would prefer students take more, rather than fewer, writing courses while they are at Hollins. The percentage of students who are granted a waiver as a result of submitting a writing sample is quite low.

Students with scores of 4 and 5 on other AP tests should talk to the department chairs in those areas to see if they can skip over certain introductory classes and start at the 200 level.

IB Scores*

Students who have received an International Baccalaureate diploma with a score of 30 or higher and have no score less than four in any one of the six examination groups shall be given credit for one year of college study (32 credits). Students who have achieved a score of five to seven in individual international baccalaureate courses taken at the higher level (HL) shall receive eight credits for those courses, unless individual Hollins departments have other recommendations for courses taken in that department's discipline. If students receive individual course credits, all subsequent courses taken in that discipline must be at an intermediate level or higher.

IB credits can fulfill ESP requirements, but cannot satisfy short term requirements. The registrar will include an evaluation in the files of students who have received IB credit.

Dual Enrollment Credits*

Dual Enrollment credits can fulfill ESP requirements. An evaluation of a student's dual enrollment credits will be included in the advisor's file. If a student tells you that she has dual enrollment credits, but you do not see an evaluation in the file, please ask her to have an official college transcript sent to the Registrar's Office at Hollins so an evaluation can be done (a high school transcript is not sufficient for awarding DE credit). As with IB and AP credits, Dual Enrollment credits cannot satisfy short terms.

****Please note that Hollins will accept a maximum of 32 credits of AP, IB, and dual enrollment combined. Even if a student comes in with 32 of these credits, she is still considered a first-year student (as she has not yet completed her first short term). Unless a student is approved to pursue the three-year accelerated plan (see below), she must complete all four short terms in order to graduate.***

Registration and Advising

In the fall, registration for new students will open Monday, August 29 at 4:00 pm. You will give the students their alternate PINs during your individual advising appointments. Students can register using any computer with internet access. Please be available to new students from 4:00 to 5:00 pm that day to assist them should they have difficulties with registration. Their SSLs will be available to help them as well.

Students register using the Hollins Information System (HIS). On the front page of My.Hollins, students click on a box that says "Click here to register." This takes them to the sign-in page for HIS. They then enter their Hollins ID number (begins with an "A" or "@") in the ID box and their six-digit date of birth in the PIN box (this is their default PIN). Your students may have already selected a new PIN that they will use in lieu of their birthday. If for any reason their PINs are not working, please have them call Vicki McMahon at x6333 or Amanda Karnes at x6016 to reset the PINs to the default (the six-digit birth date). Once the students have accessed HIS, they click on "Student Services" and then "Registration." Once on the registration page, they enter their alternate PIN (the four-digit number you give them in your individual advising sessions during orientation) and then the CRN numbers for the courses in which they want to enroll.

Returning students can add/drop online beginning Tuesday, August 30 at 8:30 a.m. by using the alternate PIN they were issued in the spring for fall term registration (see add/drop section below). Janice Bishop will send advisors alternate PINs for returning and new students about one week before orientation in the fall.

Please note that **alternate PINs change every term**. Janice Bishop sends PIN lists electronically to advisors at least one week before advising for the following term(s) begins. Please watch for this important e-mail from Janice. Advisors have, in the past, given advisees PINs from previous terms. Be sure to create a new electronic file each term or print a hard copy of the new PINs so you are certain to distribute the correct numbers.

In addition to updated PINs, Janice also sends the following information in her electronic packets: ESP reports (so you can see which perspectives and skills a student has completed), high school languages and Hollins language placement test scores (so you know how to advise students about their LAN requirement), QR placement test information, and a report on credits taken at other institutions. This information is essential in your advising sessions. Please be sure to print it or save it in an electronic file for easy access when meeting with your advisees.

Please note the following important dates for 2016-2017 with regard to advising and registration:

- Advising for new transfer and first-year students in the fall takes place Monday, August 29, from 8:00-9:00 a.m. and 1:00-4:00 p.m.
- Registration for new students takes place Monday, August 29 (starting at 4:00 p.m.).
- Online add/drop reopens for all students Tuesday, August 30 at 8:30 a.m.
- Advising week for short and spring terms 2017 will take place the week of October 31.
- Registration for short and spring terms 2017 will take place the week of November 7.

- Advising for fall term 2017 will take place the week of April 10.
- Registration for fall term 2017 will take place the week of April 17.

To help you with advising, the Registrar's Office has created major and minor check sheets that you can use with your advisees (<http://pressreg.hollins.edu/major-and-minor-checksheets/>). In addition, there is an ESP check sheet that can be used to keep track of which perspectives and skills have been taken and which still need to be completed (<http://pressreg.hollins.edu/advising-information-for-faculty/>). Please take advantage of these resources.

Add/Drop and Withdrawal Procedures

In the fall, the electronic add/drop period for returning students opens Tuesday, August 31 at 8:30 a.m. The last day to add is Wednesday, September 7 and the last day to drop (or declare Pass/Fail/Audit) is Wednesday, September 28. (The last day to add or drop online is Wednesday, September 7. All drops between September 8 and September 28 must be done manually on an Add/Drop Form available at <http://pressreg.hollins.edu/advising-information-for-faculty/>.)

In the spring, the last day to add a class is Wednesday, February 8 and the last day to drop or declare Pass/Fail/Audit, is Wednesday, March 1.

To add an independent study, an internship, or a thesis, students must manually add the course using an independent study, internship, or thesis form. All signatures must be included on the forms before they are turned in to the Registrar's Office. This needs to be done before the last day to add. Students cannot sign up for these courses electronically.

Beginning with the 2016-2017 academic year, students may elect to withdraw from a class between the last day to drop and the eighth week of classes. The student will receive a grade of W on her transcript for any course from which she withdraws during this period and this grade will not affect her GPA. The student will need to complete a withdrawal form which can be obtained from the registrar's office. This form requires the signatures of the course instructor, the academic advisor, the athletic director if the student participates in intercollegiate sports, the dean of academic services and the director of financial aid. Through this signature process faculty will be advised of the student's intent to withdraw from the class, and the student will be advised on the impact her withdrawal has on full-time status, academic progress and financial aid.

After the eighth week of the term, a student may request a medical withdrawal with supporting documentation, to be submitted and approved by the Dean of Academic Services. *Note that medical withdrawals are approved only in the most extenuating of circumstances when the student is incapacitated and unable to return to class, and requires medical documentation to this effect. This normally constitutes a withdrawal from all classes.* Grades will be assigned as either WP (withdrawn passing and no

impact on GPA) or WF (withdrawn failing with impact on GPA) per faculty input to the Dean of Academic Services.

If you think a medical withdrawal is warranted, please contact the dean of academic services to discuss the matter. Grades for late withdrawals, in addition to requiring medical documentation, must have the approval of the instructor and the dean of academic services.

Wait-listed Courses

If you have an advisee who is wait-listed for a course, please follow up with her to make sure that she has either added the course (with the approval of the instructor on an Add/Drop Form) or added a different course to bring her to full-time status (at least 14 credits). We have had many problems with students who erroneously believe they will be automatically added to a course in which they are wait-listed once a space opens up. This is not the case. The student has to add the course manually, and the only way to do so is with the signature of the instructor. This also presents a problem with students who believe they are full time, but are not. This situation can affect a student's financial aid, so please try to keep track of what your advisees are taking.

Full-time Status

Traditional undergraduates must carry at least 14 credits to live on campus and receive maximum consideration for financial aid. Before you allow a student to drop a course, please verify that she has not dropped below the 14 credit minimum. Please be especially careful with international students. Dropping below full time can affect their immigration status.

Course Overloads (Over 18 Credits)

Students wanting to register for more than 18 credits have to fill out an Add/Drop Form (for the course that takes them over 18 credits) and secure the signatures of the academic advisor and the dean of academic services. Before signing off on an overload, please make sure you have asked the student at least the following four questions (or that you know the answers):

- a. Do you have any outstanding incompletes from a previous term?
- b. What is your grade point average?
- c. Have you ever taken more than 18 credits previously? If "yes," how did you do?
- d. Are you involved in many co-curricular activities/do you work?

We should not encourage course overloads for students who are still trying to complete outstanding work from a previous term, nor should we allow them for a student whose grades are not strong (below a 2.5). If it is the student's first term to attempt more than 18 credits, just make sure her grades are solid and ask her if she has any reservations about carrying a heavier load. As with late adds, please do not automatically sign off on course overloads unless you genuinely believe the student is able to be successful.

Pass/Fail/Audit

Students who want to declare Pass/Fail or Audit must fill out a Pass/Fail/Audit Form. They must talk to the instructor of the course and secure his or her signature. They will also need the signature of their advisor. Students should not be able to change the grade mode of a course late unless there are very good reasons for doing so (not doing well in a course does not constitute a good reason to make a late change). The date for declaring a P/F/AU, is the same as the last date for dropping a course (Wednesday, September 28 in the fall and Wednesday, March 1 in the spring).

Please note that taking too many Pass/Fail courses may jeopardize a student's ability to graduate with Latin honors. Students have to earn a certain number of graded credits to qualify for Latin honors at graduation. P/F credits are not graded credits. Please see 2016-2017 academic catalog for requirements to qualify for Latin honors.

Students cannot take Pass/Fail courses in their majors or minors.

Education through Skills and Perspectives (ESP): Common Errors

There are certain common miscommunications about general education requirements. Here is a quick check list to make sure you are telling students the correct information.

1. The Ancient World (ANC) perspective has been renamed Premodern World (PRE). All previous ANC courses count for PRE.
2. A course on the schedule of courses that lists two perspectives (MOD, AES) can only count for one of the two perspectives (the student must choose which one she wants to use). Similarly, a course that lists three skills, can only count for two.
3. A course can be used to fulfill up to one perspective and two skills. For instance, ENG 141 satisfies CRE, *f/w*, and *o*.
4. There must be at least seven different disciplines represented in the perspectives. This means that in one, and only one discipline, two different courses may be used to fulfill two different perspectives. For instance, a student may count HIST 205S to satisfy PRE and HIST 160 to satisfy MOD. Then she cannot use another History course to satisfy any other perspective and each of the remaining perspectives must be satisfied by different disciplines.
5. A maximum of two courses from a student's major (or majors if she is a double-major) may count toward the perspectives.
6. Students can use courses in any given discipline more than once to fulfill the skills.

7. Two-credit courses cannot complete a perspective. Students must take the equivalent of a four-credit course to satisfy each perspective. A student may use two, two-credit courses to complete a perspective -- for instance, taking INTL 160 twice for GLO credit.
8. Basic QR ("q") must be completed by the end of the sophomore year.
9. Students must complete "q" before enrolling in a "Q" course.
10. First-time, first-year students can complete LAN either by pursuing a language they have studied in high school through the intermediate level or taking one year of a new language through the elementary level. Horizon students need to complete the elementary level (101-102) of any language, regardless of whether they have studied it previously. Transfer students with one year of college language have completed LAN. Transfer students with no prior college credit in a language must fulfill the same requirement as first-time, first-year students.
11. Students who have completed the Transfer Module do not have to take any skills or perspectives at Hollins.

If you or your advisees have questions about ESP, please refer to the 2016-2017 academic catalog where the requirements are clearly outlined, or contact Becky Beach, dean of academic services, or, Patricia Brokken, university registrar.

Degree Options

There are three undergraduate degree options: The Bachelor of Arts, which requires 128 regular term credits and four short terms; the Bachelor of Science (Biology, Chemistry, Math, Psychology), which requires a minimum of 140 semester credits and four short terms; and, the Bachelor of Arts/Bachelor of Fine Arts (Dance), which requires 150 semester credits and four short terms.

Unsatisfactory Work Notices, Midterm Grade Reports, and Exceptional Work Notices

Each term, faculty members are asked to submit unsatisfactory work notices on any student who is failing or doing near-failing work. Faculty members are also asked to fill out midterm grade reports for first-year students who are in danger of failing. These reports are designed to identify students in academic distress before it is too late to help them. Advisors and students are copied on unsatisfactory notices and midterm grade reports.

Please be sure to contact advisees who receive these notices. If the notices are submitted early enough, you may be able to help a student change her schedule before the last day to drop. You may also be able to offer valuable advice regarding tutoring opportunities or study skills. Sometimes our students do not like to admit they are doing poorly. If the

instructor and the advisor intervene quickly, then we stand a better chance of helping the student resolve the problem.

These notices are not sent home to parents. If one of your advisees is doing poorly, please remind her that it is her responsibility to inform her parents of her academic progress. Faculty cannot discuss the specifics of a student's academic performance with a parent without the written consent of the student (because of our university policy regarding FERPA).

Please also contact your advisees when they receive exceptional work notices. Students really enjoy receiving an e-mail or phone call of congratulations for their hard work.

Three-Year Accelerated Program

First-time, first-year students (not transfer students) can apply to the three-year accelerated program in their second (spring) term. They can use dual enrollment, AP, and IB credits toward the three-year program. Interested students must work up a three-year plan with their academic advisor and submit it to the dean of academic services. Based on the plan and the student's grades from the fall term (and sometimes the spring term), the dean may approve the program.

Students who may be good candidates for this kind of program are those who come in with high SATs, many AP, IB, or dual enrollment credits, or who are extremely motivated and have earned good grades in the first couple of terms at Hollins.

To qualify, students must have earned at least 40 credits by the end of the first year. They can take summer courses (provided that they go through the proper procedure to get the courses approved) to alleviate the course load in the regular terms. However, credits off campus are graded P/F and too many P/F credits can interfere with a student's ability to qualify for the three-year plan and graduate with Latin honors (please see the 2016-2017 academic catalog for details). Students who are accepted into the three-year program only have to complete three short terms.

While the three-year program can be a wonderful option for some of our high-ability students, it can also take away from the overall experience of being a student at Hollins. For instance, it is often difficult for students to participate in study abroad programs because of how regimented their course of study has to be and the number of credits they must take each term. They also miss out on a fourth short-term in which they could take advantage of travel or internship opportunities.

Please refer interested students to the 2016-2017 academic catalog or to the dean of academic services.

Learning Disabilities and Accommodations

Students who have learning disabilities should be referred to the dean of academic services. Students must present a complete diagnostic report from a qualified psychiatric learning specialist completed within the last three years that includes recommended learning accommodations. We do not do testing for learning disabilities on the Hollins campus.

Once the student brings her documentation to the dean, the student and the dean discuss appropriate accommodations. The dean then writes a letter to the student outlining the approved accommodations. The student should share and discuss this letter with her instructors at the beginning of each term. Accommodations can include extended time on tests, use of a tape recorder, requests for class notes, tutoring, a quiet location in which to take a test, a note taker, etc. Students are required to meet with the dean of academic services if there is a need for a change in accommodations; otherwise, the original letter will serve the student throughout her academic career at Hollins.

Please refer to the 2016-2017 student handbook for more information or contact the office of the dean of academic services at x6333.

Students in Distress

If you are concerned about a student's academic performance, please notify the dean of academic services as soon as possible at x6333. You can also call the dean of students (x6018) or Health and Counseling Services (x6444) if you have questions about social adjustment or emotional/psychological concerns.

Study Skills and Time Management

If you have an advisee who is struggling with time issues, please make sure first of all that she is not taking too many classes (or the wrong combination of classes). If she is struggling with time management issues or has not learned how to study effectively, please refer her to the dean of academic services.

Students who are struggling with writing and math should be referred to the Center for Learning Excellence, where free tutoring is available to all undergraduate students. The Center is located on the entry level of the Wyndham Robertson Library. The Writing Center website is located at <https://www.hollins.edu/academics/advising-support/writing-center/> and the QR website can be reached at <https://www.hollins.edu/academics/advising-support/quantitative-reasoning-center/>.

Financial Questions

Often, when a student is having financial difficulties, she will ask her advisor for help. If the question deals with financial aid, please refer the student directly to Scholarships and Financial Assistance at x6332. You should also feel free to call Scholarships and Financial Assistance yourself. Students can check out www.fastweb.com for ideas on

scholarships. Low interest loans are available to students, but they must apply in a timely fashion.

If the student has a question about her Hollins bill, please refer her to the Business Office (x6471).

Questions about financial issues are very difficult to address because they tend to be tied to a fair amount of emotion by the time they reach us as advisors. You may hear from a student that her financial aid package has been “cut.” It is important to remember that there are many reasons why an aid packet may change. For instance, if a student or her parents earned more money last year, her federal aid may be reduced. Hollins cannot always make up the difference in institutional aid. Also, packets are generally not “cut,” they just do not increase at the same rate as tuition increases. Please refer students to the counselors in Scholarships and Financial Assistance who can walk them through their financial aid packet and explain the reasons for adjustments from one year to the next.

Students in need of emergency funds can apply for a Student Outreach and Support loan (SOS) (books, academic and personal supplies, travel) or a Freya loan (medical, academic, transportation). In addition, Horizon students can apply for a Sylvia B. Mays loan. Please let students know these are only for emergencies (this does not include clearing an outstanding balance) and they are generally for relatively small amounts. They are also loans that need to be paid back. For more information about the SOS and Freya loans, please contact Jenny Call, chaplain. For information about the Sylvia B. Mays loan, contact Mary Ellen Apgar, director of the Horizon program.

Physical Education Requirements

First-time, first-year students and transfer students must complete two terms physical education activity prior to graduation. Please be aware that a student can take two PHED courses in the same term, but only one will count toward graduation requirements. Ideally, the first PHED course should be taken in the first year and the second by the end of the sophomore year. However, students are encouraged to take PHED courses throughout their time at Hollins. Please strongly discourage students from waiting until their senior year to satisfy this requirement. No more than one activity at the 100 level or 300 level may be counted toward satisfying the requirement. A 200-level course may not be repeated for credit. PHED courses carry zero credits and are graded pass/fail.

Internships

For complete information about short term internships, please refer students to the Career Center’s Web site. Students can complete internships in the fall, short, or spring term. No more than 16 internship credits can be counted toward an undergraduate degree. **All internships for credit must include an academic component.** Students must have both an internship supervisor and a faculty sponsor. A two-credit internship

would require approximately 70 hours of work, and a four-hour internship would require 140 hours of work. Some departments have specific faculty members assigned as faculty sponsors for internships during January. Students can do internships over the summer for credit, but please advise them that they will be charged the per-credit rate (this is not included in the comprehensive fee, which covers only fall, short, and spring terms).

Please note that international students who are at Hollins on an F1 visa must secure the approval of the director of international programs before registering for an internship.

Declaring a Major

Students must declare a major by the end of the sophomore year. Students who fail to do so will have a hold placed on their account and on course registration. To declare a major, students must fill out a Major Declaration Form, located on the Registrar's website at <http://pressreg.hollins.edu> under General Information > Academic Forms. Students must secure the signature of their current advisor (listed as former advisor on the form) and their (new) major advisor. The form is then turned in to the Registrar's Office. If a student asks you to sign a Major Declaration Form, please be sure to note who the new advisor is and forward the student's advising file to that faculty member.

Changing Advisors before Declaring a Major

A student may change advisors prior to declaring her major. In order to do so, she must complete a Change of Advisor Form (located at <http://pressreg.hollins.edu> under General Information > Academic Forms). Once all necessary signatures are acquired, the student takes the form to Vicki McMahon in Academic Services. Vicki will facilitate the exchange of advisor files between former and new advisors. In cases where a student wants to change advisors, but has not yet found a new advisor and is not ready to declare her major, the dean of academic services can serve as a temporary advisor. Please refer such students to the lower level of Main, office #6.

Study Abroad

New students indicate on their advising questionnaires if they are interested in study abroad. Please encourage them to pursue this interest and to include it in their academic planning early on. The benefits of this kind of academic experience are innumerable. While juniors are given preference for slots on all study abroad programs, sophomores are now eligible to apply for the London and Paris programs (fall or spring term), and second-term sophomores can apply for any of our programs offered through Arcadia University. Please refer students to the international programs website at <https://www.hollins.edu/academics/beyond-the-classroom/study-abroad/>, or they can contact Jeanette Barbieri, director of international programs, at jbarbieri@hollins.edu.

Short Term

All students must complete the equivalent of four short terms. Transfer students may come to Hollins with one or two short terms completed (depending on the number of credits they are bringing with them to Hollins). Please refer to the student's Transfer Credit Evaluation to see how many short terms she still needs to complete while she is in residence at Hollins.

The expectation is that students fulfill their short terms during the month of January. First-year students have three options for satisfying their first short term. They may enroll in an on-campus seminar or a travel-study course, or they may apply for one of a limited number of competitive local internships. Sophomores, juniors, seniors, and Horizon students can participate in seminars, travel-study courses, independent studies, or internships. Students wishing to complete an independent study must find a faculty sponsor, fill out an Independent Study Form, and submit the form to the Registrar's Office during registration for short term. Students interested in carrying out an internship should find a faculty sponsor and refer to the guidelines that are posted on the Career Center's Web site.

Seniors completing honors theses spend their final short term working on the thesis, which is a year-long project.

Advising Students Who Are Thinking About Leaving Hollins

When a student comes to you to tell you she is transferring or thinking of transferring, please try and find out as much information as you can about her reasons for wanting to leave. Sometimes a student is not aware that a resource she thinks she can only get elsewhere is available at Hollins. Other times, a student may be having financial issues, for which there may be a solution if she works with Scholarships and Financial Assistance. In other words, if we can find out early what is happening, we have an opportunity to help the student make an educated decision about staying or leaving. Sometimes it is absolutely in the student's best interest to leave, but we never want her decision to be a hasty one that she may regret. Once you have gathered as much information as possible and talked with the student, please contact the dean of academic services.

Students who leave have two options. They can go on a leave of absence (which leaves the door open to them returning after a term or a year) or, they can withdraw (indicating they have no intention of returning). Any student who plans to leave the university must attend an exit interview with the dean of academic services. Students who leave during a term need to be very cautious as there are significant financial ramifications to doing so. Please refer these students to the dean of academic services immediately.

FERPA

Hollins University's policy with regard to FERPA (the Family Educational Rights and Privacy Act) is to **not** release information about grades or academic progress to parents or guardians (or other individuals) without the student's written consent. Students can sign a FERPA waiver (available from the office of the dean of academic services), which allows the dean of academic services to talk with parents and guardians. Advisors who receive calls from parents asking for a meeting should ask that both the parents and the daughter attend the meeting. Advisors should not release specific information about the student's academic progress unless there is a FERPA waiver on file (please contact the dean of academic services), or the student is present at meetings with the parents or guardians.