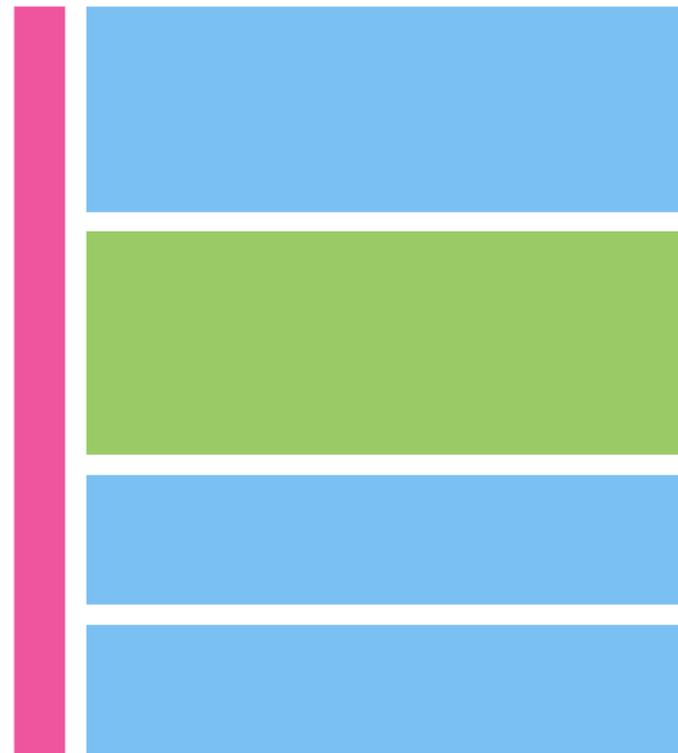


ASBURY UNIVERSITY

ACADEMIC ADVISING HANDBOOK



ACADEMIC AFFAIRS



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Welcome to academic advising at Asbury University. To your students, you will perhaps be better known as advocate, counselor, and mentor - an indispensable source of practical wisdom for progressing toward graduation. Our mission as a university is to educate and develop the whole person, and advisors serve here on the very front lines.

Inside this guide you will find helpful information for crafting advising plans, navigating curricular requirements, and talking meaningfully with your advisees, so that both you and your students get the most from this relationship.

A quick note: this handbook is designed as a resource for you as you work with your students in the important work of academic advising, but it is not comprehensive and it is not intended to replace the Asbury Bulletin, which contains all official university policy. Please visit asbury.edu/offices/registrar for the most up to date information and for additional details.

 **WHETHER YOU TURN TO THE RIGHT OR TO THE LEFT, YOUR EARS WILL HEAR
A VOICE BEHIND YOU, SAYING, 'THIS IS THE WAY; WALK IN IT.' ISAIAH 30.21**

ADVISOR RESPONSIBILITIES vs. STUDENT RESPONSIBILITIES

Provide your advisees with accurate information.

Students will look to you to understand major, Foundational, and graduation requirements and the regulations for maintaining satisfactory academic progress.

Maintain regular communication with your advisees.

You'll want to contact your students when registration windows are approaching to set up advising sessions. But it's just as important to monitor their progress throughout the term to ensure they stay on track. You will often need to adjust the advising plans you create.

Assist your advisees in their decision making.

Remember that your students are facing major life decisions and will often turn to you for support and guidance. Listen to them, pray for them, and provide them with the resources they need to move forward.

Know program and graduation requirements.

Ultimately, all responsibility falls on students to know their program requirements and carry them out. And they must do the work of getting to know themselves: what they want to accomplish and can handle.

Maintain regular communication with their advisors.

Students should notify their advisors of situations that impact academic progress: adding, dropping, or withdrawing from classes; transferring credit from another university; financial plan adjustments; or significant personal issues.

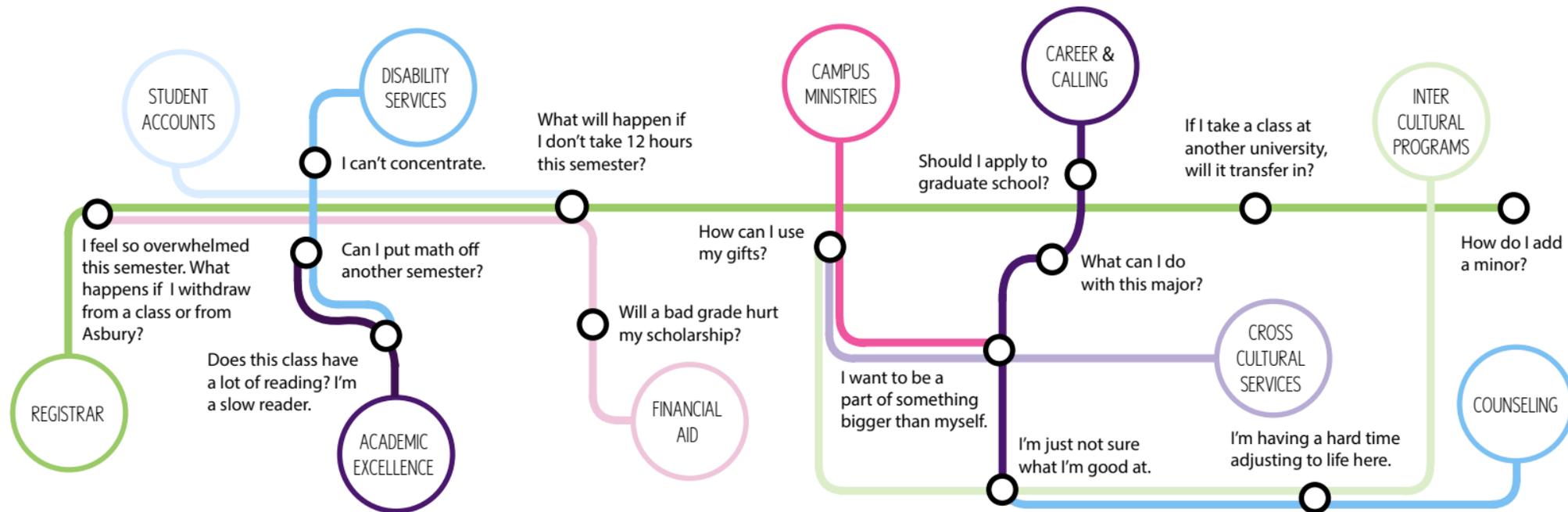
Make decisions and take action.

No one can make choices for our students or follow through on them but the students themselves. They are responsible for registering for classes, filing graduation and financial paperwork, and seeking assistance from support offices.

CAMPUS RESOURCES

Students often bring questions with them that fall beyond the scope of your role as advisor. Listen for concerns that pop up as you talk with your advisees.

Encourage students to get assistance, even if they seem reluctant to visit another office.



CAREER & CALLING

As an advisor you'll quickly find some students can't see the forest for the trees - and that many can't begin to wrap their heads around detailed academic requirements because they don't see *the bigger picture*. They don't yet know who they are or where they want to go.

Working hand in hand with you to guide these advisees is the Center for Career & Calling. This office provides professional advising to help students *unpack the unique call* on each of their lives. That means getting students to think beyond their undergraduate years and to really dig into the gifts and bents God has given them.

Career & Calling can assist students with *identifying their strengths*, with exploring career and graduate study options, and with finding an internship. Keep this in mind as you talk with students who need the horizon before they chart the course.

CALLING EXPLORATION

- Individual Counseling
- Strengths Assessments
- Personality Assessments
- Career Tracks by Major
- Graduate Study
- Internship Ideas

CAREER PLANNING

- Resume Writing
- Interviewing
- Internships
- Job Hunting
- Networking
- Employment Fairs
- Graduate Fairs

Likewise, you'll find for many of your advisees it's not the vision they need, it's a place to start. They're ready to answer God's call but need the *practical skills* of drafting a resume or securing an interview to make it a reality.

Career & Calling provides additional services to compliment the academic preparation students undergo to equip them for the *transition out of college* and into the next phase of life. This office will work with students one-on-one to prepare them for job hunting. They often bring employers and graduate school representatives on campus for students to make connections in the here and now.

If in talking with your students you see they are ready to *plan for life after graduation*, encourage them to take advantage of the resources available through Career & Calling.

DEGREE REQUIREMENTS

ARTS & SCIENCES

Ancient & Modern Languages
Art
Behavioral Sciences
Christian Studies & Philosophy
English
Health, Physical Education & Recreation
History & Social Sciences
Mathematics
Music
Natural Sciences

BUSINESS

Accounting
Business Management
Sports Management

COMMUNICATION ARTS

Communications
Journalism & Digital Storytelling
Media Communications
Theatre & Cinema Performance
Worship Arts

EDUCATION

Elementary Education
Middle Education
Secondary Education
P-12 Education
LBD Certification
MSD Certification

Program sheets for all majors and minors are available at asbury.edu/offices/registrar. Send students to the Registrar's office to file the official paperwork to declare or change their program(s).

BACHELOR DEGREE

To earn a Bachelor's degree from Asbury University, students must complete the following requirements:

Earn 124 credit hours

- Complete major requirements
- Complete Foundational requirements
- Complete cross-cultural requirement
- Attend chapel each semester
- Hold 2.0 GPA or higher

Satisfy Asbury residency requirement

- Be enrolled full-time minimum three consecutive semesters
- Complete minimum 50% of major and minor at Asbury
- Complete minimum 12 of final 21 credits at Asbury
- Complete minimum 49 credits at Asbury

THE LIBERAL ARTS AT ASBURY

Asbury University's Foundational Requirements Program is designed to highlight interdisciplinary inquiry and the *enduring questions* of human life and meaning. We believe a liberal arts education sets students up for success no matter what their major and career aspirations.

The Foundational Requirements curriculum is structured around *five conceptual areas*, plus two additional liberal arts courses. Satisfactory completion of each area is required for all undergraduate degrees at Asbury. Students are not required to complete these courses before beginning major courses (except in the case of pre-requisites for individual classes; these are listed in the course catalog section of the Asbury Bulletin), but we do encourage that they concentrate on them during their freshmen and sophomore years. These courses provide the *broad knowledge base* and *key writing and critical thinking skills* students will draw from as they move into upper level study.

FOUNDATIONAL
REQUIREMENTS

Conceptual Area	Student Learning Outcome	Academic Disciplines	Credits
Integrating Christian Faith & Culture	Biblical literacy and theological understanding	Bible, Philosophy, Theology, Chapel	12
Discovering Human Thought & Creative Expression	Interpretation of the human condition	Literature, Composition, Communication, Fine Arts	12
Engaging Society & Global Responsibility	Identification of real-world problems of humans and society	History, Social Science, Foreign Language, Cross-Cultural Experience	15
Achieving Quantitative & Critical Literacy	Critical thinking, problem solving, and data analysis	Math, Computer Science	3
Searching the Natural World & the Environment	Exploration of the natural world, environmental stewardship and personal well-being	Natural Science & Lab, Health, PE	6
Liberal Arts	Conceptual questioning of human life, culture, experience, and the Christian faith	LA Seminar, LA Enrichment	4

The Foundational Requirements program sheet is available at asbury.edu/offices/registrar.

ADVISING FOR NEXT TERM

- 1 The Registrar's office automatically assigns students to you as they declare a major in your academic department. It is very important to **review each advisee's records** closely to note which requirements are incomplete. Many students, including brand new freshmen, bring credit to college with them. Any credits earned will appear on the records for you.
- 2 In the weeks prior to advising, **contact your students** to set up sessions. These can be done face-to-face, via email, or over the phone.
- 3 Before you meet, **sketch out a schedule** for each student. Doing this beforehand will allow you to think through issues such as course pre-requisites or rotations and give you time to research anticipated questions. Check your students' online accounts for any registration holds.
- 4 During the session, go through the draft schedule together. Ask about any extracurricular commitments and adjust the schedule as needed. Remember to give your advisee plenty of **time to talk**. Make sure s/he knows when and how to register, as well as when the add/drop windows fall. It's a good idea, too, to provide alternate classes in the case that sections fill up or are canceled.

ADVISING FOR FOUR YEARS

- 1 You'll find creating a schedule each semester is far easier if you work from the big picture. Building **a master plan** helps students keep graduation in mind and helps you as advisor line up program requirements so they can achieve that goal. It will need tweaks from time to time, but that is why you'll still want to meet with your advisees each semester and track their progress.
- 2 Because so many pieces need to come together to create a four-year plan, this is something to work on conjointly **with your advisees**.

How many semesters will you need?

Think about course sequencing and pre-requisites, as well as your student's financial aid package.

What interests your student?

Think about minors, double majors, and curricular emphases or tracks.

Does your student want to travel?

Think about study abroad, exchange programs, and the cross-cultural requirement.

Are there any extra major requirements?

Think about internships, research, recitals, student teaching, service hours.

ADVISING FRESHMEN

- 1 The Registrar's office creates a schedule for freshmen before they arrive to campus. Typically, this consists of the **Foundational Requirements**. They might also be registered for an introductory course in their major or an elective recommended by their major department.
- 2 Freshmen can **adjust their schedules** during the add/drop period. Most changes will be small tweaks of switching section times or swapping one Foundational course for another. Testing for foreign language proficiency occurs during orientation and can prompt schedule changes as well.
- 3 You might see students who have decided to **change majors** or want to window shop a while before choosing one. Once they've made up their minds, point these students to the Registrar's office to file the appropriate paperwork.
- 4 Keep in mind that freshmen register last of all students, so it's best to provide **alternate courses** and section options for them if and when classes fill up.

ADVISING ATHLETES

- 1 Ask your advisees what time of day and what time of year they'll be in games and at practice. This might lead to **uneven loading** across semesters or summer classes to balance out busier times.
- 2 Check with your advisees what GPA they must maintain to retain their **athletic eligibility and scholarship**, if applicable. Check, too, the minimum number of credit hours in which they must enroll.
- 3 Participation in a varsity sport will appear on their transcript as **PE 108** once they complete the season and will fulfill the Foundational requirement. Many sports provide service trips that will fulfill the **cross-cultural requirement**. Ask your advisees if they fall into this category or if they will need to plan for a trip of their own.
- 4 Try to build a schedule that gives them the most time in seat so that they will not fall behind. Avoid late afternoon classes, when possible, to **minimize travel conflicts** due to away games. Remind your advisees to communicate their schedules with their instructors as soon as possible to make arrangements for when they must miss class.

ADVISING TRANSFERS

- 1 Confirm that your students' **records are complete** and that all transcripts are on file. No one, especially your advisees, wants students to repeat courses they've completed somewhere else. If your students have questions about what credits transferred in (or what credits did not), send them to the Registrar's office. This office will talk your advisees through their records and arrange for further evaluation, if necessary.
- 2 Always **be honest** with your students about what requirements are remaining and how much time it will take to complete them. Likewise, always **be creative** in your solutions for your students. Consider options like independent studies and summer classes to streamline their progress if scheduling is tricky.
- 3 Only courses taken at Asbury will factor into **their GPA**.
- 4 Transfers who hold a **KCTCS Associate's degree** (A.S. or A.A.) are automatically waived from all Foundational requirements except for chapel, Bible, theology, and foreign language. They must take any pre-requisite required for their major that did not transfer in, even if they are a part of the Foundational Requirements program.

ADVISING UNDECIDEDS

- 1 If some of your advisees are undecided in their choice of major or they are considering changing majors but do not yet know what to, refer them to **Andrea Edin** in New Student Advising. This newly created office guides students through making program decisions and will connect them with wider campus resources.
- 2 Concentrate undecided students' schedules on **Foundational requirements**. These courses will prepare them for all upper level study and often lead students to their major.
- 3 If students are looking to "try before they buy," suggest they register for an **introductory course** in a major or minor they are considering. Almost all students need elective hours to reach the 124 required for graduation, so they will not be delayed even if they opt not to pursue the program after taking the course.
- 4 Suggest students tackle their **cross-cultural requirement** or begin **volunteering** if they are unsure about their major. Getting outside the classroom in a hands-on environment often provides clarity to students about how they are gifted and where their passions lie.

ADVISING APS

- 1 You'll find that APS students are graduation-oriented, sometimes to a fault. Talk with your students to gauge what they can **successfully manage**, and don't be shy in saying no to unrealistic or unhealthy credit loads. 12 credits per semester is the average, but many students take less.
- 2 Factor your students' financial aid in to this discussion as well. Remind students that the decisions they make now will have long lasting impacts, both toward degree progress and on them financially. Always **defer specific questions** about aid packaging to the Financial Aid office.
- 3 Concentrate on any **Foundational requirements** your advisees have remaining first. Bear in mind that adult students are typically very enthusiastic about their major but don't always understand the rationale for general education.
- 4 Be mindful of course sequencing and rotations for major requirements. APS students have much **less flexibility** in their scheduling options than traditional students do.
- 5 All APS students enter their programs as transfer students, which means every advising plan will be tailored to fit their educational backgrounds. Talk with your advisees to ensure we have **every transcript** on file for them, even if they think no credits will transfer in. Talk with them as well about their professional background to see if they qualify for any **credit for prior learning**.
- 6 You'll want to touch base with your APS advisees far more often than you might with traditional students. Remember that the APS calendar is significantly condensed, so it's best to **communicate at least every three weeks** to answer questions, to make sure your students are still engaged, and to head off any problems. Likewise, keep in mind that your advisees live all over the world and will most likely not be able to come to your office or connect during business hours.
- 7 Be creative and compassionate during your advising sessions. Use this time to **invest in them as individuals**. Pray for them, talk with them about their personal lives, and ask them to self-assess their progress in the program.

ADDITIONAL CONSIDERATIONS

ACT & SAT Scores

- 1 ENG100 is required of students with ACT/SAT English scores at or below 21/500. MAT100 is required for math scores at or below 21/500. A math score of 26/600 or higher waives the Foundational math requirement.

Tuition Rates

- 2 12 credits per semester is considered full-time, and students generally average 15 to 17. Students pay the same tuition for 13 to 18 hours. There is an additional fee for registering for 19 credits, which is the maximum they can take.

Repeating Classes

- 3 Students may repeat a class twice if they earn a C-, D, or F grade. All attempts will show on the transcript, but only the highest grade received will count towards GPA and credit hours earned.

Withdrawing

- 4 Courses dropped during the add/drop period will not appear on a student's transcript or impact GPA. Withdrawn courses result in a grade of W on the transcript and no GPA implications. After the 2/3 point in a class, students cannot withdraw and will receive the grade they have earned on their work to date. They may withdraw from the university up to the final date of their last class.

Schedule Solutions

- 5 Independent studies and directed studies are available to upperclassmen. Seniors may take one 500-level graduate class per semester if they hold a 3.25 GPA.

Asbury also offers an Associate of Arts degree, which consists of the Foundational curriculum and electives (typically a minor). Students interested must notify the Registrar's office before they complete 60 credit hours.

TIPS

Engagement

- 1 Place a hold on your advisees' accounts to ensure they meet with you before registering. When students can't meet face-to-face, offer Adobe Connect, Skype, phone, or email sessions. Listen before you speak and maintain good eye contact when you meet with your students.

Confidence

- 2 Try to balance courses students feel apprehensive about with ones they feel confident taking. Encourage students to retake failed and withdrawn courses quickly to repair GPA damage. If you sense your advisee is struggling with a course or subject area, talk with them about options in the Center for Academic Excellence.

Full Sections

- 3 If a needed class fills up, point advisees to the instructor to see if s/he can overload it. Provide your advisees with schedule options, particularly if they are underclassmen and register later in the semester.

Technology

- 4 Remind students that having the right technology is essential to their success in online courses. Recommend students order their textbooks at the same time they register to avoid headaches.

Sequencing

- 5 Suggest student begin their foreign language and Bible-Philosophy-Theology course sequences as underclassmen. These classes must be taken in order, and beginning these sequences early can help avoid schedule conflicts down the road.

Direct students who are considering withdrawing (both from a course and from the university) to the Registrar's and Financial Aid offices. These conversations can prevent unanticipated consequences, such as jeopardizing athletic eligibility, a scholarship, or satisfactory academic progress.

