2014-2015

ADVISOR RESOURCE GUIDE

Academic Advising Center        325.670.1480        2nd floor SM
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INTRODUCTION

As an academic advisor, you have an incredibly important role helping students connect with the university, navigate the maze of academic requirements and assisting them in making sound educational, career and life goals. Being an effective advisor begins with a knowledge of the curriculum and requirements, along with the ability to refer students to the appropriate contacts when their questions go beyond your knowledge base.

The Advisor Guide has been developed to assist you in the advising process. It’s designed to serve as a quick reference and intended to supplement the official catalog. We hope you will find it a useful tool and a valuable resource. The Advising Center staff realizes this guide will require updates and additions over time. Please feel free to send us comments and suggestion as well as additional topics to be addressed.

Faculty are central to academic advising at HSU. As an advisor you can significantly influence the personal and educational growth of students. We thank-you for your service.

Grace C. Carroll

"Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don’t quit."

~Conrad Hilton

Hi!

I’m Lindsay Boynton, and I am excited to join the HSU family as the new Director for Undergraduate Advising & Disability Services. I have some really big shoes to fill, but I am enthusiastic for what the future holds.

We have been tasked with improving retention by supporting the academic advising process. I hope this guide enhances the HSU experience by providing advisors with useful tools and information for their engagement with students.

Have a great school year!

Lindsay

Special Acknowledgement:

This new resource is the result of combined efforts of several folks on campus. A special thank-you to Lindsay Boynton who spent many hours researching multiple universities’ faculty advisor manuals and even more hours creating and designing HSU’s first edition.
The literature supports that effective academic advising is the cornerstone of successful retention programs because it reflects the institution’s commitment to educate and retain students (Tinto, 1999).

Focusing on the role of academic advising is critical to improving our students’ undergraduate experience. “When viewed as an educational process and done well, academic advising can provide learning opportunities to foster their engagement, learning outcomes and success”. (Campbell & Nutt, 2008, p. 4).

“Academic advising is a crucial component of all students’ experiences in higher education. Within this context, students can find meaning in their lives, make significant decisions about the future, be supported to achieve to their maximum potential, and access all that higher education has to offer. When practiced with competence and dedication, academic advising can enhance retention rates. In an age often characterized by impersonality and detachment, academic advising provides a vital personal connection that students need.” (CAS, 2008, para. 6).
WHAT IS ACADEMIC ADVISING?

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. “Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.” (NACADA, 2006, para. 11).

In 2006, the National Academic Advising Association (NACADA) developed the Concept of Academic Advising, aligning academic advising with teaching and learning and integrating advising into the educational mission of an institution. The educational principle is presented in the preamble of the document:

*Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic and global community. Academic advising has three components: curriculum (what advising deals with), pedagogy (how advising is done), and student learning outcomes (the result of academic advising).* (para.7).

Forty-two years ago, Terry O’Banion’s article on a model of academic advising was published by the American Association of Community Colleges. It continues to be one of the most cited works in the literature and profession on academic advising. The model, which outlines a method of academic advising incorporating five elements, has been adopted by hundreds of community colleges and universities in the last four decades. In that seminal article, he states, “Advising is a process in which advisors and advisees enter a dynamic relationship respectful of the students concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student’s self-awareness and fulfillment” (O’Banion, 1972).

*An excellent advisor does for students’ entire education what the excellent teacher does for a course: helps them order the pieces, put them together to make a coherent whole, so that the student experiences the curriculum not as a checklist of discrete, isolated pieces but instead as a unity, a composition of interrelated parts with multiple connections and relationships* (Lowenstein, 2006, para. 5).
Faculty advisors have many resources available. The advising process is multi-faceted and lends itself to collaboration across campus. Below is a quick-view of the primary partners of advisors and their respective contribution to the advising process.
Section 1: CONCEPTUAL
ADVISING GOALS

Through engagement in the shared relationship that defines the academic advising partnership at HSU, students will demonstrate learning, engagement, and achievement in the following areas:

PERSONAL DEVELOPMENT

- Embrace self-discovery.
- Understand strengths and values as they relate to their academic, career, and life goals.
- Become independent, self-directed learners with the ability to advocate effectively for themselves.
- Understand the importance and value of higher education to their futures.
- Set realistic goals consistent with their strengths, values, and interests.

EDUCATIONAL PLANNING

- Understand general education, major, degree, and graduation requirements.
- Become knowledgeable about and responsible for relevant university policies, procedures, expectations, and deadlines.
- Develop a realistic educational plan.
- Explore connections between academic and career interests and examine ways to incorporate experiential learning opportunities into the educational plan.

CAMPUS RESOURCES

- Learn to successfully navigate the HSU campus.
- Become familiar with and use campus and community resources in order to optimize their undergraduate experience.

RELATIONSHIP BUILDING

- Apply what they are learning in the classroom through engagement in campus-based and community-based learning experiences.
- Explore and participate in opportunities to enrich understanding of diversity in a local and global context.

Research in the field indicates that the more students contacted their advisors, the more they were generally satisfied with the academic advising they received (Filson & Whittington, 2013).
### RESPONSIBILITIES

<table>
<thead>
<tr>
<th>ADVISOR</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage and guide students to define and develop realistic education goals.</td>
<td>Clarify personal values and goals.</td>
</tr>
<tr>
<td>Assist students with planning programs consistent with their abilities &amp; interests.</td>
<td>Participate proactively in the decision making process related to their advisement.</td>
</tr>
<tr>
<td>Listen carefully to questions, concerns, and issues.</td>
<td>Prepare a list of questions or concerns before each advising visit.</td>
</tr>
<tr>
<td>Be familiar with and communicate university policies, requirements, policies, and procedures along with any relevant departmental materials.</td>
<td>Become knowledgeable about universities programs, policies, and procedures.</td>
</tr>
<tr>
<td>Match students’ needs with available resources and make referrals.</td>
<td>Follow through on suggested actions, resources or referrals.</td>
</tr>
<tr>
<td>Monitor students’ progress.</td>
<td>Monitor their academic progress.</td>
</tr>
<tr>
<td>Maintain student confidentiality.</td>
<td>Accept responsibility for academic decisions and performance.</td>
</tr>
<tr>
<td>Maintain office hours and properly post hours. Be accessible for meeting with advisees for advising via office hours, telephone or e-mail.</td>
<td>Schedule and attend appointments. Maintain contact with advisor during each semester. Notify advisor if they can no longer make an appointment.</td>
</tr>
<tr>
<td>Let advisees know how to contact you.</td>
<td>Check HSU e-mail frequently.</td>
</tr>
<tr>
<td>Maintain accurate records of meetings with advisees and their degree plans and progress to graduation. Keep copies of forms and notes of each meeting.</td>
<td>Know your advisor’s name and office location. Keep personal records of degree plans and progress to graduation.</td>
</tr>
<tr>
<td>Be familiar when advising opens.</td>
<td>Be familiar when advising opens.</td>
</tr>
<tr>
<td>Be familiar when registration begins for each classification.</td>
<td>Be familiar when registration begins for each classification.</td>
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</table>

Research in the field indicates college environments characterized by positive interpersonal relations promote student learning and success (National Survey, 2013).
ADVISING THEORIES

Here are a few of the more common Advising styles.
This information is excerpted from an article which you can read HERE.

PRESCRIPTIVE

Traditional approach, based on authority; can be compared with the doctor/patient relationship. This approach does not empower students to develop a sense of personal responsibility regarding educational choices.

DEVELOPMENTAL

Both parties are actively involved (collaborative); Focus is on developing competence, autonomy, and purpose. Students can create a plan for personal growth and self-fulfillment.

INTRUSIVE

Recognizes the needs of “at-risk” students—including minority groups, academically disadvantaged or on probation, disabilities, and low-socioeconomic levels. At-risk students are less likely to seek assistance; therefore, intrusive advising can be more effective. Advisor takes initiative.

APPRECIATIVE

Cooperative search for the best in people, their organizations, and the world around them. Encourages asking open-ended questions and incites advisors to give their full interest and attention to each student they advise. Advisor works to gain a holistic understanding of the student.

COMPREHENSIVE

An integrated approach, including all theories, best meets the needs of different students at different stages within their development.

In a study conducted by Appalachian State University, the majority of student respondents indicated a preference for collaborative rather than prescriptive advising (Christian & Sprinkle, 2013).
ADVISING CHARACTERISTICS

1. Exploration of life goals
2. Exploration of vocational goals
3. Program choice
4. Course choice
5. Scheduling courses

Characteristics of an Effective Advisor:

- Is interested in advising.
- Demonstrates a caring attitude.
- Exhibits effective interpersonal and communication skills.
- Is available to advisees.
- Has frequent contact with advisees.
- Practices intrusive behavior with advisees.
- Is knowledgeable of institutional regulations, policies, and procedures.
- Monitors student progress.
- Uses appropriate information sources.
- Refers when necessary.
- Supports advisor development programs.
- Engages in developmental advising as opposed to simply course scheduling.

APPROACHABLE ♦ DETAIL-ORIENTED ♦ KNOWLEDGEABLE
COMMUNICATIVE ♦ AVAILABLE ♦ MOTIVATED
ACCEPTING ♦ PATIENT
Section 2: INFORMATIONAL
HOURS

124 minimum hours for bachelor’s degree (some programs may require more)

Advanced level (3000-4000) hours:
  42 hours for degree
  18 hours of major
  6 hours of minor

HSU Institutional credits required:
  25% of hours for degree (min. 31)
  12 hours of major

COURSE LOAD

Maximum course load is 17 hours; more than 17 hours allowed if approved by advisor on Course Overload form up to:

  18 hours – Freshmen with ACT 27/SAT 1100 composite; or GPA 3.0 after 15 hours
  20 hours – GPA 3.5 after 15 hours

GRADES

Grades

Pass/Fail – maximum 6 hours; juniors and seniors, 2.5 GPA; P=grade C or above; electives only (not counted for major, minor or foundational requirements).

GRADUATION

Application for Graduation

Student must submit a Diploma Card to initiate the final degree audit and to be eligible to participate in commencement. Must submit in first semester of senior year. Late fees apply for submission after these dates:

  October 1 (May graduation)
  March 1 (August graduation)
  March 1 (December graduation)

Requirements

To be eligible for graduation all chapel credits (80/40 Nursing) and incomplete coursework must be completed by:

  April 15 (May graduation)
  July 15 (August graduation)
  November 15 (December graduation)

All requirements must be completed in semester graduating (no early participation in commencement)
GPA 2.0 required for graduation (some programs have higher GPA requirements; see catalog)
BRIEF OVERVIEW OF PROCESS

Students pick-up registration packet in Registrar’s Office

Student meets with advisor (prior to start of registration)

  Degree evaluation – student and advisor review degree evaluation

  Course selection – recommendations or approval of course selection

  Permissions – advisor processes forms for exceptions (overload hours (>17); consent of instructor; prerequisite overrides, etc.)

  **Release advising hold** – advisor ends the advising restriction in HSU Central (My Advisees) to allow student to register online

Student registers online according to staggered registration schedule. Instructions on Registration Worksheet or on HSU Central Registration link.

ADVISORY TOOLS IN HSU CENTRAL

Log-in to HSU Central

Follow path to *My Advisees* from self-service menu

  Faculty

  Faculty Information

  My Advisees

Select term or start date

Term = provides list of advisees that are assigned to you during any part of the selected term

Start date/End date (recommended) = provides list of active advisees during the time period indicated (i.e. use current date and end date of term).

TERMS OF AGREEMENT

A student MUST submit Terms of Agreement before registration processing. This is embedded as part of the online registration process, but if a student does not register online, he/she must submit the Terms of Agreement for the semester prior to registration.

Student log-in to HSU Central

Select Students

  Registration

  Terms of Agreement

Accept

Once this is done, and no other holds are active, an advisor or administrative assistant will be able to register the student in Datatel Colleague.
ADVISOR INSTRUCTIONS

MY ADVISEES

Choose action for advisee from drop-down menu; click Submit at bottom of screen (may need to scroll down) or press Enter:

- **Student Educational Plan** – View student planning worksheet; may enter notes in Public Comments for future reference and for student to see on planning worksheet as Advisor Comments.
- View Student Transcript – list of all courses and grades
- View Student Schedule – select term to view student registration
- **Evaluate Program** – Check degree progress. Select Degree Program to Evaluate (Note: can run “what-if” here)
- View Student Test Summary
- Express Register (not available)
- Search and Register (not available)
- Drop Section (not available)
- View Student Profile – contact and program information
- View Grades Mid/Final – view grades for a specific term

**View/End Student Restrictions** – Enter End Date for ADV Advising Required restriction ONLY.

*Note: End date is inclusive – restriction runs through this date; use previous day’s date to allow registration on current date.*

DEGREE EVALUATION CHANGES

To make the degree evaluation more end-user friendly, there have been several changes.

Degree plans have been streamlined so that requirements for the foundational curriculum that are satisfied in the major will only appear in the major.

Minors can be added or changed later. A student may declare a major without a minor. If a minor is required, that will be indicated on the degree plan. **Degree must be declared by 30 hours.**

Requirements for the minor may still share with foundational curriculum.

Electives (18<) – Minors range in hours, but have a minimum of 18. The credits required for electives have been increased by 18 to allow for sharing with the minor courses not previously sharing with the foundational curriculum. Thus the elective area may share courses taken in the minor (if not used in foundational curriculum). **IF a course in the major may also satisfy the Humanities requirement, it is located in “Humanities & Electives.” In this case, the hours for electives will also include hours for the major.**
Family Education Rights and Privacy Act—Federal law designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records.

It is intended that students’ rights be broadly defined and applied. Therefore, consider the student as the “owner” of his or her education record, and the institution as the “custodian” of that record.

Key Terms/Definitions

EDUCATION RECORDS: Include any record maintained by the institution that is related to the student (in whatever format or medium) with some narrowly defined exceptions:

- Records in the “sole possession of the maker” (e.g., private advising notes).
- Law enforcement records created by a law enforcement agency for that purpose.
- Employment records (unless the employment is based on student status). The employment records of student employees (e.g., work-study, wages, graduate teaching associates) are part of their education records.
- Medical/psychological treatment records (e.g., from a health or counseling center).
- Alumni records (i.e., those created after the student was enrolled).

DIRECTORY INFORMATION: Those data items that are publicly releasable, so long as the student does not have a “No Release” on his or her record. Each institution establishes what it considers to be directory information. Common examples include: name, address (local, home and e-mail), telephone (local and home), academic program of study, dates of attendance, date of birth, most recent educational institution attended, and degrees and awards received.

- Directory information cannot include race, gender, SSN, grades, GPA, country of citizenship, or religion.
- Every student must be given the opportunity to have even directory information suppressed from public release. That is referred to as a “No Release.” Everyone within the institution must respect a student’s No Release on his or her record. There is no records retention policy under FERPA. It does not state what records you must make or how long you must keep them.

PARENT: With reference to FERPA, the term “parent” refers to either parent if the student is financially dependent (IRS definition).

Important Note:

If a student restricts the release of Directory Information, a notation of “N” is placed on the Student Profile Screen in Colleague (SPRO) and no information can be released on that student without further written permission of the student.

Remember to check in Colleague for GP (Grades to Parents) before discussing grades with a parent or guardian.

Basic Rights of Students

- Be notified of their FERPA rights at least annually.
- Inspect and review their records.
- Amend an incorrect record.
- Consent to disclosure (with exceptions).
- Information about other students
- Financial records of parents
- Confidential letters of recommendation if they waived their right of access (which cannot be required)
- Access to everything in their “education record” EXCEPT the following
**IMPORTANT DATES**

**Spring 2015**

January 20...............Last Day to Register or Change Classes
January 21.........................Writing Proficiency Exam
February 13.........Last Day to Drop/Withdraw with Grade of W
March 2.....Last Day to File a Diploma Card for Dec Graduation
March 16.........................Academic Advising for Fall Opens
April 7........................Advance Registration for Spring Begins
April 20.............................Last Day to Drop/Withdraw
May 9.................................Commencement

**Summer 2015**

June 1.................................Summer I begins
June 2..............................Last Day to Register or Change Classes
June 8...........................Last Day to Drop/Withdraw with Grade of W
June 25..............................Last Day to Drop/Withdraw
July 6.................................Summer II begins
July 7.............................Last Day to Register or Change Classes
July 13................Last Day to Drop/Withdraw with Grade of W
July 30..............................Last Day to Drop/Withdraw

**Dropping a course:**

Students must submit the Change of Schedule Form to the Registrar’s Office.

If a student drops during the first 5 weeks of a long semester (first 7 days of a summer session) then a grade of W is given. After this, the student either earns a WP or a WF.

**Filling out a Diploma Card:**

[www.hsutx.edu/offices/registrar/forms/graduation-application/](http://www.hsutx.edu/offices/registrar/forms/graduation-application/)
**BLOCK TUITION**

Undergraduate tuition and fees—$22,350.
Covers 34 hours for fall, spring, May term, and two summer sessions.
Course-specific fees are not included.
Full-time course load = 12-17 hours per fall/spring semester.
Part-time rate = 1-11 hours $650/hour.
Hourly rate for courses exceeding 34 hours in an academic year = $500/hour.

For more information: [www.hsutx.edu/offices/financial-aid/block-tuition/](http://www.hsutx.edu/offices/financial-aid/block-tuition/)

**LIVING/LEARNING COMMUNITIES**

Beginning fall 2014, students have an opportunity to live together in select areas of the Residence Halls and participate in one common course per semester. The Living/Learning Community (LLC) exists to enhance the educational experience and establish a sense of community based on common interests. The LLC’s offered this year are Education, Diversity and Social Justice, Health Sciences, or Honors.

For more information [www.hsutx.edu/offices/residence-life/](http://www.hsutx.edu/offices/residence-life/)

**FIRST YEAR SEMINAR COURSE (FYSM) GATEWAY**

Beginning fall 2014, HSU will offer 3 Gateway courses which offer enlightening, challenging, and group-centered learning. This course will eventually replace the Student Success Seminar (COHD), which will be phased out by Fall 2016. (The FYSM course is not required at this time)

Gateway: The Disney Version taught by Dr. Rich Traylor
Gateway: Seeing in Time taught by Dr. Larry Fink
Gateway: Seuss-cess taught by Dr. Martha Hinman

For more information: [www.hsutx.edu/academics/first-year-seminars/](http://www.hsutx.edu/academics/first-year-seminars/)
**CHANGE MAJOR**

Student contacts the department in which he/she plans to major. (Faculty can view a list of all advisors in HSU Central, under the Academic Resources tab.)

**DECLARE DEGREE**

Student must confer with their advisor and then submit the *Application for Declaring a Degree* to the Registrar’s Office. (This form must be submitted prior to completing 30 hours) See Common Oversights

**REGISTER ONLINE**

Students can log in to HSU Central and go to the *Self-Service* box (right side). Under *Registration* click on *Terms of Agreement*. Then use the *Add Classes and Register* option. Find the video instructions HERE.

**TAKE A CLASS AT ANOTHER COLLEGE**

1. Student must get the course approved by the Department Head of the class being taken. (If planning to take a math class, get it approved by the Mathematics Department Head).

2. Student must complete the *Application for Acceptance of Non-Residence Work*, have it signed by advisor, and submit to the Registrar’s Office.

3. If planning to take a course at McMurry or ACU, student will need to take the *Application for Acceptance of Non-Residence Work* to the registrar at McMurry or ACU.

4. Student must request to have the transcript sent to HSU.

**STUDY ABROAD**

1. Student must get approved and fill out the form (Dr. Allan Landwer).

2. Student works with advisor to pick the classes that will get the needed credit. (Department Head has final say on equivalencies).

3. Student then registers with the Registrar’s Office (bring form from Dr. Landwer signed by advisor).

**CHECK TRANSFER HOURS**

Advisors— Use the My Advisees menu in HSU Central.

Students— Log in to HSU Central to view an unofficial transcript.
OTHER CREDIT

CLEP EXAMS

- CLEPs may not be taken for any course that the student has already been previously enrolled in.
- All English exams include an essay; Allow 4-6 weeks to be graded.
- 3 month waiting period to repeat an exam.
- It is best to take a CLEP exam early on. Many students wait until their senior year and end up having to delay graduation if they don’t receive a passing score the first time.

WRITING PROFICIENCY

- Can be taken after earning at least 75 hours and completing at least 6 hours of English composition.
- Usually taken during the 2nd semester of the junior year.
- Must enroll in PROF 3000.
- If student doesn’t receive a passing score, they must immediately enroll in ENG 2101.

CHAPEL

- Total of 80 credits required.
- Includes plays, recitals, and other assemblies.
- Community service may count with prior approval.
COMMON OVERSIGHTS

- Did you make sure to follow the catalog for which the student is enrolled?
- Did you accidentally enroll a student in a class for which he/she has already received credit through CLEP, Dual Credit, or AP?
- Did you check for pre-requisites?
- Did you check the grade received in the pre-requisite course? Some courses require a grade of at least C to advance to the next course.
- Did you check the course sequence? Some courses are only offered in certain semesters.
- Did you accidentally enroll a freshman in an upper-level course?
- Are you familiar with HSU's foundational curriculum requirements?

STUDENT ATHLETES

Varsity athletics and/or club sports may be taken for only one fitness and sport science credit, in each sport of participation. These courses can count toward three credits required for graduation provided the student is officially registered in the sport as a course during the semester he/she participated. (HSU Undergraduate Catalog p. 117)

Athletic practice schedules can be found HERE. Student music practice schedules can be found HERE. Common errors in filling out a degree form can be found HERE.

Research in the field indicates that specific elements of a quality advising system, such as the establishment of a student’s relationship with a faculty or staff member and helping students to clarify academic and career goals, improve student retention rates (USA Group, 2005).
Section 3: RESOURCES
FOR ADVISORS

HSU ADVISOR CHECKLIST

This checklist can be used as a resource during your advising appointments. Realizing that every individual is different, this checklist is not meant to be comprehensive. It is a general “quick reference” guide.

FOR STUDENTS

This checklist is provided for current students to help them prepare for their advising appointment. Our advising mission States, “HSU recognizes that ultimately the responsibility for making decisions about educational plans rests with the student”, so we have provided them information to assist them in the process.

Find a pdf version at: www.hsutx.edu/offices/academic-advising/

This checklist is mailed to new incoming HSU students in the summer before their Round-Up date. It seems to help the appointments go more smoothly when students come prepared for the advising session.
ADVISING

**Academic Advising:** The process of meeting with your advisee(s) regularly to plan courses and evaluate career options.

**Registration:** AFTER an advisee meets with you, they can log in to HSU Central (specific dates are available from the Registrar) and add classes to their schedule for the upcoming semester.

**Degree Audit:** The process of examining a student’s academic record to determine what degree requirements have been met.

**Brainstorm:** centralized tutoring Tuesdays and Sundays.

**Fresh Fest:** retention event held once a semester for freshmen with a bonfire, s’mores, and a pool party.

**Sophomore Ring Event:** retention event in the fall for sophomores with lunch on the lawn and a mini keychain of the HSU ring.

**Junior Jump Day:** retention event for juniors, details TBA.

**Stampede:** a week-long event in August when new students come to campus to learn about HSU traditions and participate in activities with upperclassmen.

HSU EVENTS

Round-Up:

Round-Up is an *all-day event* designed just for students who have admission approval and paid their enrollment deposit. At Round-Up, students have the opportunity to visit with representatives from various campus organizations and departments to get a taste of student life at HSU.

Round-Up events allow all students to meet with an academic advisor and then register for fall classes.
**Degree Worksheets:**
Full listing of each HSU degree and courses required to earn them.

**My Four Year Plan:**
Worksheet designed to help students make a 4 year course plan using their degree worksheet.

**Sample Schedule Worksheet:**
Worksheet designed to help students plan their courses every semester.

**Advising Prep Checklist:**
The list that current students should use to prepare for their advising appointment.
CAMPUS RESOURCES

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<tr>
<th>Academic Advising Center</th>
<th>Sandefer Memorial 2nd floor ext. 1480</th>
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<tbody>
<tr>
<td>Responsible for undecided and under-prepared students (Level 3 admits), and available to assist all students. Also administers CLEP exams.</td>
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<tr>
<th>Career Services</th>
<th>Moody Center 2nd floor ext. 1251</th>
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<tr>
<td>Provides students and alumni with career guidance and exploration as well as resume development.</td>
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<tr>
<th>Counseling Center</th>
<th>Cowden-Paxton building ext. 1531</th>
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<tr>
<td>Offers affordable personal counseling by Graduate Interns, under the supervision of licensed faculty.</td>
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<tr>
<th>Disability Services</th>
<th>Sandefer Memorial 2nd floor ext. 5842</th>
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<tr>
<td>Assists students, faculty, &amp; staff with understanding and providing reasonable accommodations for those with documented learning physical, and/or emotional disabilities.</td>
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<tr>
<th>Office of Student Engagement</th>
<th>Moody Center 2nd floor ext. 1198</th>
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<tr>
<td>&quot;Houses&quot; tutoring and mentoring program (mentoring program is currently for First-time freshmen only).</td>
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<tr>
<th>Student Employment-Accounting Office</th>
<th>Sandefer Memorial 1st floor ext. 1219</th>
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<td>Through Financial Aid. Helps students find part-time jobs (work study) on campus. Students can view job openings on HSU Central.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Health Office (HSU Nurse)</th>
<th>Moody Center 2nd floor ext. 1314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free treatment including first aid, &amp; assessment/treatment of minor ailments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Organizations</th>
<th>Moody Center 2nd floor ext. 1527</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Students who are involved in student organizations graduate at higher rates.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Services Center</th>
<th>Sandefer Memorial 3rd floor, ext. 1288</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can help students navigate HSU Central and retrieve password.</td>
<td></td>
</tr>
</tbody>
</table>

Results from the most recent National Survey of Student Engagement (NSSE) confirmed previous research that first-year students and seniors who more frequently interacted with diverse peers also engaged in deeper, more complex learning activities, perceived a more supportive environment, and had more positive interactions with students, faculty, and staff (National Survey, 2013).
Number of students who used the HSU tutoring services last spring:

600
Research in the field indicates that interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans (National Survey, 2013).

Steps for Sending a Beacon Alert:
1. Log into HSU Central.
2. Click on Beacon in the Helpful Links box on the right.
3. Log into Beacon (same as central).
4. Click Send Alert.
5. Search for student by name or ID # (click the “send alert” lifesaver).
6. Complete appropriate boxes.
7. Submit referral.

For assistance contact:
Stacey Martin
325-671-5766
smartin@hsutx.edu

Sierra Greenwood
325-670-1495
sierra.j.greenwood@hsutx.edu

Purpose for Utilizing Beacon:
- Submit all non-attendance notifications.
- Submit academic concerns.
- 3 week Survey for faculty regarding attendance & engagement in classroom.
- Two surveys will be sent for student-athlete grade checks.
- Tutoring sessions will be tracked.
This is where **students** go in HSU Central to view important personal information:

This is where **faculty** go in HSU Central to view additional advising support info & resources.

**More Resources for Faculty, Staff, and Students!**

A-Atomic Learning Tutorial Videos

B-How to Register for Classes Online Tutorial Video

C-Access to Beacon (see page 27 of this guide)
REFERENCES


Visit the National Academic Advising Association (NACADA) website for additional resources and articles. www.nacada.ksu.edu

QUICK LINKS:

Advising FAQ
Advising Buzzwords
Chapel Requirements
CLEP Exams
Degree Worksheets
FERPA
Graduation Requirements
HSU Catalogs
HSU Offices
Registrar FAQ
Round Up
Writing Proficiency Exam