

Advisor Update

Fall 2022

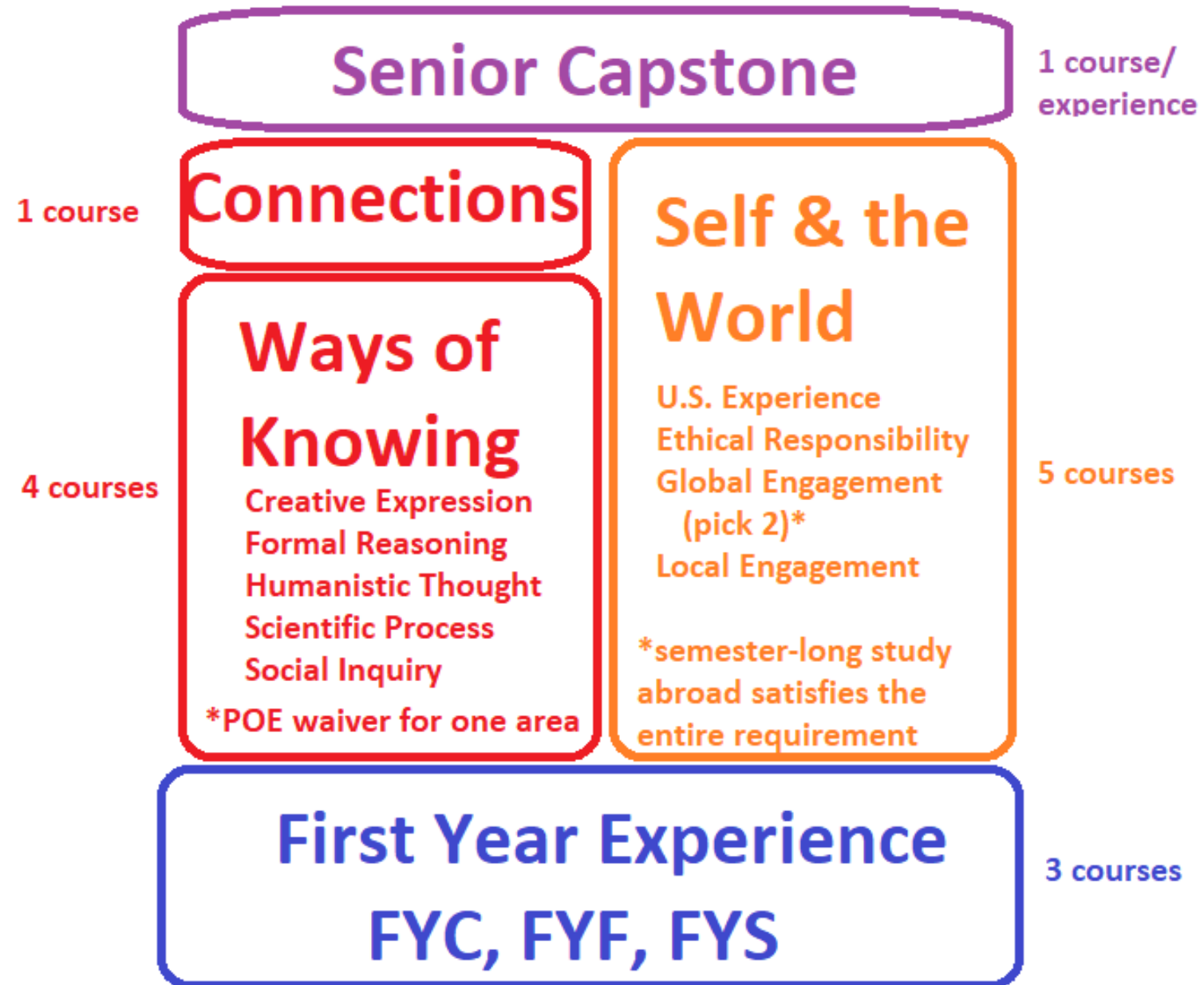
Advisor Resources

Bookmark the [Advisor Resources Page](#)!

There are many resources about Self-Service, General Education requirements, and more.

Slides and video from Advisor Update sessions will be posted.

Gen Ed Overview



General Education Options

- MS 200 Music Literacy
 - 1-credit option to complete WK-Creative Expression
 - Pre-req/co-req: 3-semesters of MU courses with same instrument/ensemble (incl. voice)
- Local Engagement Seminar
 - 1-credit option (GE 101) that can be used alongside a 15+ hour experience that the student is already engaged in
 - Students need to complete form on Handshake
 - See [Local Engagement Fact Sheet](#) on the Advisor Resources page
- Some study abroad courses count as Connections, not Global Engagement

Local Engagement Seminar

In order for you to do this (take the GE 101 seminar, and do the weekly engagement) you must have a cocurricular community engagement experience lined up that has been approved.

To be approved, you must articulate how the experience aligns with at least one of the Pathways to Community/Civic Engagement identified in the Pathways to Community and Civic Engagement framework, the engagement with a community/community partner will total at least 15 hours over the semester, and that there is some way to verify the engagement. If these are all met it can be used in conjunction with the GE 101 LE seminar to meet the requirement. A student would start the process by having the experience approved. In order to have the experience approved a student needs to submit it for approval via Handshake. Once approved the student's name will be given to the Registrar so that the student can be added to the GE 101 roster.

The Pathways are explained here <https://www.juniata.edu/academics/learning-services/academic-resources/media/LocalEngagementFactSheet.pdf> and here <https://haas.stanford.edu/about/our-approach/pathways-public-service-and-civic-engagement>.

Handshake video - <https://www.juniata.edu/career-development/students/internships/>

(the video focuses on registering an internship but the steps are similar for requesting and experience but choosing LE instead of internship)

Waivers

[Waiver Guide](#) on the [Advisor Resource Page](#)

- Step-down waivers
 - Based on college credits earned prior to matriculation
- POE waivers
 - Waiver of one WK associated with POE; [chart](#) on Advisor Resource Page
- Study abroad waivers
 - One semester: SW-GE both courses + one WK
 - Academic year: SW-GE both courses + one WK + one SW
- Blanket waivers
 - Only for students who started prior in 19/FA, 20/SP, 20/FA, or 21/SP – typically juniors and seniors
 - One WK + one of two SW-GE

Newly Approved General Education Courses

Title	Gen Ed category	Credits
AN 255 Applied Archeology	SW-Local Engagement	3
BI 190 Human Biology	WK-Scientific Process	3
CONN 301 Living with AI	Connections	4
CONN 304 Travel Writing 1 (& CONN 305, CONN 306)	Connections	1 (+1+1)
ESS 212 Kenyan Cultures, Challenges, and Natural Resources (& ESS 213)	SW-Global Engagement	2 (+2)
MS 120 Architecture & Musical Forms	WK-Formal Reasoning	3
MS 130 History of American Popular Musics	WK-Creative Expression	4
SP 257/357 Hispanic Pop Culture in Poetry	SW- Global Engagement	3

Options for registration

- Winter Term courses – WK-Creative Expressions, WK-Humanistic Thought, SW-US Experience, Connections
- Graduate courses –
 - See [Undergraduate Enrollment in Graduate Course form](#)
 - Must have senior status, have a 3.0 GPA and approval from both advisors and Director of Graduate Studies
 - Up to 9 credits as an undergrad, but cannot count for both undergrad and grad – must be beyond POE and beyond the 120 credits
 - Business, Data Science, Bioinformatics, Special Education

Making student appointments

If you want to use Calendly (which is the recommended scheduling software), you can use [these](#) instructions.

Other options include

- Sign-up sheet on the door
- Shared sign-up document
- Ask students to send you Outlook calendar invites
- Students drop in during office hours

Whatever you do, make sure to communicate with your advisees about how they can make an appointment and how they should prepare!

Registration reminders for Self-Service

- Adding a course/registering
- Different views of course schedules – use Section Listing!
- Notes and Restricted Notes – a common record for advisors
- Students must complete the Financial responsibility sign-off – look under User Options (person icon on the bottom left) for *Required Agreements*
- Class standing for registration is based on *completed credits*.

On Advisor Resources Page:

- [Student Self-Service Tutorial](#) – CTS Tutorial for students
- [Self-Service Tips](#) – phone screen shots from the student side

Tips & Trick – Transfer Summary *New!*

[Course Plan](#)[Timeline](#)[Progress](#)[Course Catalog](#)[Notes](#)[Plan Archive](#)[Test Scores](#)[Unofficial Transcript](#)[Transfer Summary](#)[Grades](#)[Expand All](#)

Hollidaysburg Area Sr. High School

Mount Aloysius College

Transfer Course/Title	Credits	Grade	Completion Date	Equivalent Course/Subject/Course Level	Credits
EN 102/Introduction to Literature	3.00	A	5/31/2019	EN-120	3.00
Transfer Credit Total	3.00			Equivalent Credit Total	3.00

Saint Francis University

Transfer Course/Title	Credits	Grade	Completion Date	Equivalent Course/Subject/Course Level	Credits
LATN 120/Elementary Latin 2	3.00	A	12/31/2018	WL-1XXTR	3.00
Transfer Credit Total	3.00			Equivalent Credit Total	3.00

Progress in Self-Service: Progress bars:

Use the Progress bars at the top of each students Progress report to check if they are on-track for timely graduation:

Progress



Total Credits **dark green should be about 15 x no. completed semesters** 114 of 120



Total Credits from this School **must get 30 of last 36 credits from Juniata** 84 of 0



Progress in Self-Service: Fulfilled requirements

Color & codings in Self-Service Progress

Green: completed or in progress

Status	Course
✓ Completed	MA-15
Status	Course
🕒 In-Progress	EN-25

In progress bars, Completed is dark green and In-Progress is light green, but both are light green in Progress

Light Brown: Planned

Status	Course
🕒 Planned	PL-25

Red: Not Started

Status	Course
❗ Not Started	

Blue: Waivers

D. Scientific Process **Waived**

Take a total of three credits from the Scientific Process

❗ **Waived** [Show Details](#)

❗	POE Waiver
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B. Formal Reasoning **Waived**

Take a total of three credits from the Formal Reasoning

❗ **Waived** [Show Details](#)

❗	GenEd Waiver
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Exception: transfer/step-down waivers show as green completion of a waived requirement

F. Waived Req 1

Transfer credit placeholder for Ways of Knowing.

Complete all of the following items. ✓ **1 of 1 Complete**

✓ **1 of 1 Courses Completed.** [Hide Details](#)

Status	Course
✓ Noncourse Equivalency	TR1-W

Tips & Tricks: How can I know if my advisee is missing a POE form?

	Program(s)	Advisor
9	History & Museum Studies	Hsiung, Camen
9	Mathematics Secondary Education w/a sec emph in Spanish	Camen Jones, t
1	Undergraduate	Camen Jones, t
00	Economics w/ sec emphases in Math, German, & Data Science	Andre Came
03	PreK-4th Grade Education & PreK-8th Grade Special Education	Biddl Math Came
02	Prek-4th Grade Education w/a sec emph in Psychology	Biddl West Came
03	Biology	Benn Came Hunt,
05	Biology	Benn Came Hunt,
01	Mathematics Secondary Education	Camen Jones
02	BS - PreK-4th Grade Ed & PreK-8th Grade Special Ed	Biddl Prill, c

On Self-Service, look at the Program listed for your advisee

listed as "Undergraduate"

begins with "BA" or "BS"

CLASS	POE	4 yr. Guarantee	22/FA 2
JR	History & Museum Studies		NO
JR			NO
SR	Economics w/ sec emphases in Math, German, & Data Science		NO
JR	PreK-4th Grade Education & PreK-8th Grade Special Education		NO
JR	Prek-4th Grade Education w/a sec emph in Psychology		NO

In Advisee Info from the Arch, POE is blank

Academic Coaching

While Juniata has staff who do academic coaching, advisors are the first contacts students have and the primary support for students who are having typical transitional struggles:

- Students who are not earning the grades they expected
- Students who received a single midterm notice
- Students on academic probation

Even our students who don't struggle can benefit from a goal-setting process!

Advising as Coaching

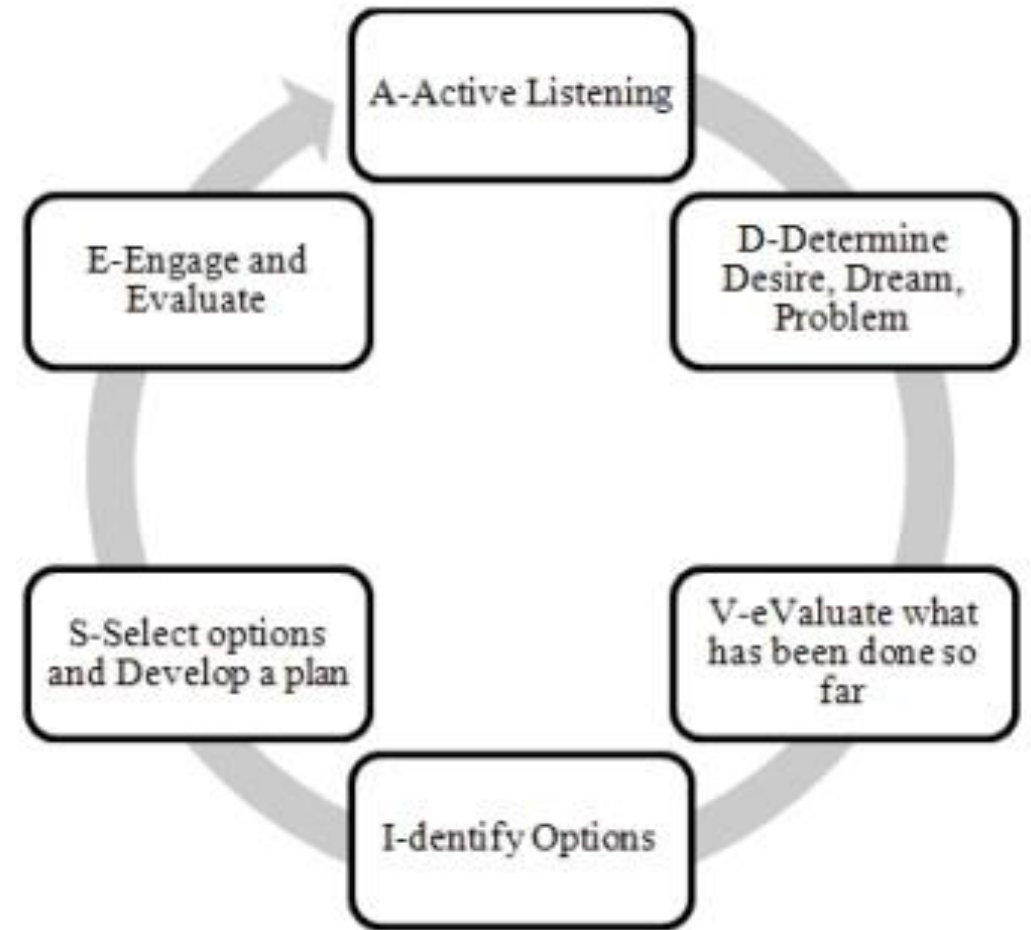
“A process designed to facilitate the decision-making activities to the [student] and to provide ongoing accountability and follow up with a strong emphasis on personal responsibility.”

Whitemore, 1996

“Coaching is about understanding where the student wants to go and creating an action plan and accountability to get there.”

Nealy, 2008

A Model for Academic Coaching in Advising



See McClellan and Moser [*Advising as coaching*](#)

Our language matters!

As you reach out to students who are struggling:

- Avoid language that labels or judges the student
- Recognize that struggling is normal – “when”, not “if”
- Concerns because instructors care and are committed to student’s success
- Identify yourself as a resource for their success

Additional Resources for Struggling Students

Academic

- Writing Center
- Drop-in and Peer Tutoring
- Student Accessibility Services
- Learning Services – Academic Coaching
- Peer Mentoring
- Career Development

Well-being

- Health Center
- Counseling
- The SPoT
- Campus Ministry/Unity House
- Dean of Students Office – need for consideration (e.g. illness, family crisis)

Red Folder Initiative

- Goal: prevent mental health emergencies from happening in the first place
- Recognize, Respond and Refer students who need any type of support
- Printed folder with 4 sides
- 4 categories of indicators for students in distress:
 - Academic
 - Physical
 - Safety risk
 - Psychological
- Responses and resources for each category
- Initiative originated at University of California, Berkeley

Juniata website: <https://www.juniata.edu/offices/dean-of-students/red-folder/>



Assisting Students in Distress

RED FOLDER INITIATIVE

- Recognize
- Respond
- Refer



A guide to help recognize, respond to, and refer distressed students at Juniata College.

PREPARING TO REACH OUT

- Know the available campus resources and the referral process.
- If safe, meet privately and always allow sufficient time to meet.
- Ensure your safety.
- If you decide not to have direct contact with the student, refer the incident immediately.
- Contact JCPS if a student expresses a direct threat to self or others, or acts in a bizarre, severely irrational or disruptive way.

CONNECTING WITH THE STUDENT

- Clearly express your concerns focusing on the behavior in nondisparaging terms.
- Allow the student to talk.
- Do not challenge or become argumentative with the student.
- Ask directly if the student wants to hurt themselves or others.
- Respect the student's privacy without making false promises of confidentiality.
- Document all incidents and attempts to resolve the situation.

MAKING THE REFERRAL

- Recommend services and provide direct referrals; assist student in contacting resources.
- Frame any decision to seek and accept help as an intelligent choice.
- Make sure the student understands what actions are necessary.
- Be frank with the student about your limits (e.g., time, expertise).
- Encourage and assist the student to make and keep an appointment and set a follow-up meeting with the student.

What you may see

Academic

- Sudden decline in quality of work and grades
- Repeated absences
- Disturbing content in writing or presentations (e.g., violence, death)
- Talking about more personal issues rather than academic issues in office hours
- Continuous classroom disruptions
- Repeatedly asking for extensions or turning in late work
- Doesn't respond to repeated requests

Behavioral

- Marked changes in physical appearance including deterioration in grooming, hygiene or weight loss/gain
- Sudden change of energy and personality
- Excessive fatigue
- Sleep disturbances
- Intoxication, hangovers, or smelling of alcohol or marijuana
- Disoriented or "out of it"
- Emails at odd hours (middle of the night)
- Isolation
- Lack of follow through on promises
- Sense of hopelessness

Trust your Gut!
Please look at the resource
guide to find the best
support a student in distress

Interpersonal

- Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief or thoughts of suicide
- Excessive tearfulness, panic reactions, irritability or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by their peers
- Panicked or anxiety ridden
- Death of family member/friend, grief
- Lack of boundaries

Safety

- Unprovoked anger or hostility
- Making implied or direct threats to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations or violent behaviors
- Strange or bizarre behavior indicating loss of contact with reality
- Stalking or harassing
- Excessive communication via email, texting or phone



Respond

What should I say?

Say what you see:

- Be direct (without judgement)
- Stick to the facts
- Don't make assumptions
- Describe the changes you've noticed
- Ask if they are okay
- Listen

Show compassion:

- Let them know you are there for them
- Be patient and listen
- Offer help where you can
- Ask what they need
- Remove distractions
- Summarize what they say

Hear them out:

- Provide a space to be heard
- Be curious, ask questions
- Be present and patient
- Stay calm
- Let them know they are not alone
- Affirm their feelings

Remember to share with your student if you are a **Responsible Employee** and your duty to report what they may share. In addition to referring a student to resources, any sexual or gender-based harassment or assault **requires** mandated reporting. If they are looking for confidential support, please look at the list on the following page. For any questions regarding **Mandated Reporting** please contact Title IX Coordinator, Matthew Damschroder, 814-641-3157

"Before we get too far into talking, I need to let you know that I am a responsible employee, which means that I am required by the school to report your situation to the Title IX Coordinator who works really hard to keep your information very private."

- *Reassure them of the Title IX Coordinator's resources and role.*
- *Give them the option to stop and talk to confidential resources, like a counselor.*

Conversation Tips:

I've missed you in class lately. Is everything OK? Is there anything I can do to help?

You haven't been participating the past few classes. Is there anything you want to talk about?

It sounds like you are really overwhelmed! Is there anything I can do to help out?

Thank you for sharing your experiences.
I am not an expert in this area, but I know someone who may be able to help. Would it be OK if I put you in contact with them?

Who can help?



Refer

RESOURCE GUIDE

Campus Resources - confidential

- Counseling Services.....814-641-3353
- Health Services.....814-641-3410
- Campus Ministry.....814-641-3317
- SPoT.....814-641-3076

Campus Resources

- Public Safety.....814-641-3636
- Campus and Residential Life.....814-641-3323
- Dean of Students.....814-641-3157
- Dean of Health and Wellness..... 814-641-3077
- Learning Services.....814-641-3150
- Student Accessibility Services.....814-641-5840
- Dean of EDI.....814-641-3173

Community Resources (24/7 lines) - confidential

- Tri County Crisis Hotline.....800-929-9583
- Huntingdon House (domestic violence/stalking)
814-643-1190
- The Abuse Network (sexual assault)
888-810-2444

National Resources

- Emergency.....911
- National Suicide Hotline.....800-273-8255
- Crisis Text Line.....text PA to 741741
- The Trevor Project (LGBTQ+ support).....866-488-7386 or text START to 678-678
- Steve Fund (BIPOC support).....text STEVE to 741-741

Is the student a danger to self or others, or does the student need immediate assistance for any reason?

YES

The student's conduct is clearly and imminently reckless, disorderly, dangerous or threatening including self harm behavior or having a weapon.

I'M NOT SURE

The student shows signs of distress but I am unsure how serious it is. My interaction has left me feeling uneasy and/or concerned about the student.

NO

I am not concerned for the student's immediate safety, but they are having significant academic and/or personal issues and could use some support.

Call 911
Call JCPS:
814-641-3636

Submit a notice of concern using QR code and refer students to appropriate campus resource from list.

Please submit a notice of concern for the student.



QR CODE to submit Notice of Concern