Crucial to Know:

- Have a thorough understanding of graduation requirements including general education, university, and program.
- Need to know both General Education program requirements (students enrolled prior to summer 2012 are in the old system; students enrolled in BU Summer 2012 and after are in the new General Education program).
- Learn how to navigate MyHusky and learn its limitations.
- Be able to communicate how general education is essential to developing students as life-long learners.
- Help to acculturate students to the goals of university education.

Advising Tips:

- Don’t wait for advisees to come see you, seek them out (email through MyHusky).
- Do not expect a one-and-done conversation about requirements, opportunities, etc.
- Do not dictate.
- Set time limits to one-on-one meetings.
- Be willing to admit you do not have the answer, but will discover it.
- Group advisees into class year or status in major and hold group sessions to disseminate basic information, when serving as a resource person or culture agent.
- Create an advisee group in BOLT; contact IMDC to arrange.
- Develop an "Advising Syllabus" that outlines advisor and advisee expectations and responsibilities.
- In a class with majors, spend a few minutes periodically to talk about career options, internship opportunities, study abroad, etc.
Potential Goals with All Advisees:
- Always update the student’s transcript from university records, not the student's records.
- Encourage students to bring their updated advising folder/portfolio to any meetings.
- Some departments require ePortfolios, a collection of student work and reflections that they create within BOLT. Review periodically with students.
- Encourage students to take responsibility by scheduling appointments in a timely manner; use MyHusky to remind them when scheduling commences and to make appointments.
- Keep a check sheet for each advisee on the P-Drive; update each semester and make notations. To make it a learning experience, have the advisee update the check sheet while in your presence. This might create teaching moments and help the student take ownership of the process.
- In consultation with the student, project future course loads given general education and program requirements.
- Discuss extra-curricular, travel abroad, internship opportunities far in advance.
- Discuss their roles as advisors.
- Document the Effectiveness of your Advising for Yearly Evaluations:
  - Describe the strategies that you employ to advise.
  - If you have group meetings, end the session with a brief anonymous evaluation.
  - Find ways to survey anonymously one-on-one advisement sessions?
  - Provide your “Advisement Syllabus”.
  - Provide documentation: Advisement Syllabus, letters/emails that you send out to students (with names removed), thank you notes, etc.
  - Discuss your advising techniques with your Department Chair and Evaluation Committee.

Bloomsburg University’s General Education
  >> General Education Resources for Faculty

For quick reference to General Education:
  >> General Education “My Core” Program
  FYI: explains the program to students with crucial links
  >> Approved Courses (pdf)
  FYI: most up-to-date list of approved GEPs
  >> How to Satisfy BU’s General Education Requirements
  FYI: PowerPoint that explains to newcomers

Meeting a New Advisee?
- Discuss the advising relationship including expectations on both sides.
- Discuss with new advisees their goals? Motivations? Perceived strengths and weaknesses?
- Make them aware of the variety of campus services.
- Encourage them to explore careers and visit BU Career Services, maintain an advising portfolio, maintain an ePortfolio.
- Discuss skills and attributes that will be developed in the program and why they are important to the major.

Some Common Mistakes in Graduation Checks
- In MyHusky, the unofficial transcripts provides cumulative statistics for credits earned, credits attempted, credits towards GPA. Not all these credits however may count towards graduation, e.g. 001-099 developmental courses.
- Failed courses do not count towards graduation or credits earned. When the course is listed in unofficial transcripts and course history, this can confuse advisors and advisees.
- General Education Points are distinctive from credits earned. General Education Points are assigned to courses across ten goals though the course may be worth 1, 2, or 3 credits. For example, History 270, Hollywood and History, is a 3 credit course that can count towards the total 120 minimum to graduate, but it earns 2 GEPs (Graduate Education Points) in Analytical & Quantitative and 1 GEP in Arts & Humanities.
- When students repeat courses for a passing grade or to improve grades, do not accidentally count that course each time towards credits earned for graduation.

Essential BU Policies & Procedures
  >> Academic Dismissal and Appeals Procedure (PRP 3557)
  >> Academic Grievance Procedure (PRP 3592)
  >> Graduate Academic Progress, Probation, and Dismissal (PRP 3565)
  >> Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements (PRP 3463)
  >> Graduate Courses in Senior Year (PRP 3449)
  >> MyCore Program and General Education Requirements (PRP 3612)
  >> Student Responsibility (PRP 3407)
  >> Undergraduate Academic Retention Standards (PRP 3446)
  >> Undergraduate Course Repeat Policy (PRP 3452)
  >> Undergraduate Course Withdrawal (PRP 3462)
  >> Undergraduate Graduation Requirements (PRP 3604)
  >> Withdrawal from the University (PRP 3581)

Essential Off-Campus Resource:
The National Academic Advising Association offers a number of resources, especially in the Clearing House, that helps faculty contemplate their roles as advisors.

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Teaching Tips are sponsored by the Ad Hoc Teaching Committee of BU APSCUF

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