



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.

BU's Academic Advisement works with undeclared students. To learn more: Consult [Academic Advisement Center](#).

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.

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

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.

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 \(PRP 3581\)](#)