

# TABLE OF CONTENTS

---

---

|  |    |
|--|----|
| Advising Tips.....   | 2  |
| Repeating Classes.....                                     | 2  |
| Grade Forgiveness .....                                    | 2  |
| Class Schedule Checklist .....                             | 5  |
| Roles of Personnel in the Process .....                    | 7  |
| Faculty Advisors' Responsibilities.....                    | 7  |
| Admissions and Records Office Responsibilities.....        | 8  |
| Other Offices Responsibilities.....                        | 9  |
| Academic Advising Center.....                              | 9  |
| Financial Aid .....  | 10 |
| Disability Services.....                                   | 12 |
| Campus Policy on Academic Advising.....                    | 13 |
| Advising Students on Academic Probation .....              | 14 |
| Advising Students Returning from Academic Suspension ..... | 14 |
| Advising Students with Disabilities.....                   | 15 |



## **ADVISING TIPS**

**Advising New Students:** Make course recommendations based upon a review of the student's current record and potential performance. Consider ACT/SAT scores, the placement test scores for math, reading, and English, if required, high school or GED records, as well as the student interview.

**If the student is not a first-time** WVUP student, check the Banner System or Records Office for a WVUP advising transcript.

- a. Carefully check the transcript for instances where the student could benefit from the D/F repeat rule.

### **Repeating Classes (D/F Repeat Rule)**

Students who received a final grade of D or F in any course completed at this college or completed at another college and transferred to WVU Parkersburg may repeat that course and have the original grade of D or F replaced by the later grade earned under the following conditions and restrictions:

1. Only courses with a final grade of D or F (or FIW) are covered under this policy.
2. The course to be repeated must have originally been completed within the first 60 semester hours of college courses that the student took.

3. Repetition of the course must occur before the student earns a bachelor's degree.
4. The original grade will not be removed from the student's transcript. It will, however, not be counted in computing grade-point average or total hours of credit earned.
5. If repeating the course does not yield a satisfactory grade, the course may be repeated a second time; however, all grades earned in the course, except the initial grade that has been slashed and disregarded, shall be counted in computing grade-point average.
6. Any course that is repeated when the original grade was not a D or F or when the original grade was not earned during the student's first 60 hours of college credit will be averaged with the initial grade for purposes of computing grade-point average.
7. Student must indicate on registration form that a course is being repeated under this policy.

**Grade Forgiveness:** Under certain circumstances students may request the forgiveness of D and F grades previously earned if they wish to do so. Forgiveness is not automatic but must be initiated by a request to the Records Office. It is important for advisors to discuss this with their advisees during their first semester back.

Grades that are forgiven are not removed from the student's transcript but are marked to indicate that they are not being counted in tabulating either the student's total credit hours completed or grade-point average.

The following conditions apply in all cases of requests for grade forgiveness:

1. Any grade to be forgiven must have been earned at least four years prior to the date of requesting forgiveness.
  2. The student requesting grade forgiveness must not have been enrolled in any college on a full-time basis during any semester or summer session during the four years immediately prior to the request for grade forgiveness.
  3. WVUP will honor a student's request for grade forgiveness. That request should be made as soon as possible after returning to college.
  4. Grade forgiveness should not be granted if the student can exercise the D/F Repeat Rule. That is, the student should demonstrate that a change in program or degree objective has rendered repeating a former grade impractical.
  5. In all instances of grade forgiveness, students are notified by the Records Office that other colleges or universities may have policies that do not allow the forgiveness of grades. Thus, the grade that is forgiven by WVUP may be brought back into active consideration at another institution to which a student may transfer.
- b. Note that if a student attended PCC or WVUP prior to computerization of academic transcripts, the transcript may be on paper or microfilm in the Records

Office. Ask a staff member in the Records Office to pull the records and make you a copy of the advising transcript.

Since there is no statute of limitations on courses taken previously, even courses from the early days of the college may still be applied toward a current degree program. Individual programs may, however, establish such a statute of limitations on credit applied to a specific degree. Questions should be directed to the appropriate division chair.

**Transfer Students:** Check first for the availability of transcripts from transfer institutions in the Banner System then obtain an advising copy from the Records Office, if records are not available in Banner. Check GPA from previous college(s) or high school in the Banner System to determine if the student has a poor academic record from a previous educational pursuit.

**Be Conservative:** Recommend courses most suitable for the student. It's always better for a student to take a smaller load the first semester and experience success than to be overloaded, feel overwhelmed, and maybe even fail. Remind students on financial aid that course load may affect the amount of their aid.

**Credit Load:** Many students have difficulty completing 15 or more credits successfully, especially new students who must also adjust to college.

Help them to understand the study requirements outside of class that will be required for success. Many students plan to register for more hours than they expect to complete and drop the ones that are harder or more time consuming after the semester begins. This is not a good plan and it keeps other students from taking a class. It's better to plan an appropriate load from the beginning. Remind students that registering then withdrawing from courses may affect their financial aid.

**Drop/Add Process:** Be sure to mention this process to students. Remind them of the deadline to make changes and the possible consequences to themselves and their parents regarding insurance and financial aid for dropping below the minimum full-time level of 12 credits.

**Recommend a Balanced Schedule:** A balanced schedule is as crucial to academic success as credit load. Encourage a variety of classes (i.e., analytical, writing, activity, reading/lecture) each semester. Do try to find at least one class each semester that the student "likes" (is looking forward to), maybe in his/her major. This helps them be more motivated instead of only taking general education courses that may not be as interesting to them.

**Developmental Courses:** WVUP's policy is that placement in college level courses is based on ACT/SAT scores or placement test scores and requires successful completion of the developmental courses prior to taking other college-level work. You can be very helpful to your advisees in understanding the

benefits of developmental courses. Make sure you have access to the students' appropriate placement in math, reading, and English from ACT/SAT or placement scores (either from the computer or a copy of the placement test cover sheet showing the written scores).

**Check Courses for Prerequisites:** Prerequisites are listed in the catalog and noted in the semester course schedule. You are in the best position to spot a student attempting to register for courses when they have not met prerequisites. Students will not be permitted to register in courses for which prerequisites have not been met.

**Sequential Courses:** Students often beg to "take a semester off" between math, composition, accounting, economics and other courses for which there is an important sequence. It is important that you encourage the completion of such courses during consecutive semesters in order to maintain the continuity, flow, and ideas from one semester to the other.

**Refusing Advice:** If students refuse your advice, have them complete a Self Advising form and meet with the Registrar. This form can be obtained in the Records Office.

**Invite Students to Come Back:** Be sure your advisee has your phone number, office hours, and e-mail address for future reference. Mention how and when you wish for them to contact you in the future. Encourage your advisees to use you as a resource throughout the semester. If the student gets into the semester and has difficulties or needs advise, let him/her know that you should be one of the first persons he/she should seek out.

**Don't Know the Answer:** Students often mistake advisors for ultimate authorities and make mistakes based upon misinformation. If you don't know the answer to a student's question, refer the student to the appropriate office or department or have the student come back later after you have investigated the issue.

**Graduation Application Process:** Many students perceive that if they apply to graduate they must attend the graduation ceremonies. Applying for the degree enables them to receive the actual degree certificate (diploma). The diploma is received at the graduation or the student may pick up the diploma at the Records Office (main campus) or at the Jackson County Center. Without the application, the student has merely completed a specified number of credit hours. Explain the importance of the application process with your advisee.

About two semesters before a student expects to graduate, be sure to carefully review the entire file and check the computer records against your paper records to make sure that all graduation requirements will have been met at the proper time. Give your advisee a list of the remaining courses required to complete graduation requirements at least two semesters before they expect to finish.



## **Class Schedule Checklist**

1. Are the courses selected by the student fulfilling specific degree requirements including general education requirements and are the courses open?
2. Are the student's courses appropriate according to their ACT/SAT scores or the placement scores for his/her class level and preparation? Is the student on probation?
3. Have all course prerequisites been met? If not, does the registration form document instructor's consent?
4. Does the schedule require approval by the advisor and academic dean for an overload and, if so, does the student meet the required 3.25 GPA?
5. Is the student's schedule free of time conflicts?
6. Is the course load realistic, considering the student's outside responsibilities (i.e., work, family, etc.)?
7. Does the student's schedule meet financial aid requirements?
8. Do any of the courses require instructor's consent for admission?
9. Do any of the courses require the use of a computer with Internet access?
10. Have you informed the student about campus resources (i.e., Learning Center, Counseling, etc.) or programs that would be helpful?
11. If registering for a lab science course, has the student registered for the appropriate lab section?

# **ROLES OF PERSONNEL IN THE PROCESS**

## **General Information and Procedures**

### **Roles and Responsibilities of College Personnel in the Registration Process:**

#### **FACULTY ADVISORS' RESPONSIBILITIES:**

The advisor's task is to help students develop a schedule for each semester that will enable the student to succeed. This goal means that the advisor must consider the following matters:

1. Students should be enrolled in appropriate courses based on ACT/SAT, scores on WVUP placement tests, transcripts from previous colleges, and other available data.
2. Students should follow the recommended sequence of courses as outlined in the catalog or on the program advising sheet.
3. Students choose courses that satisfy the college's general education core as described for each program of study in the catalog.
4. Students should choose elective courses wisely. Some programs of study have only a limited number of "general electives" from which a student may choose any course. Some programs have "restricted electives" which must meet specific requirements.
5. Students should construct schedules that reflect common sense and not just their specific needs with regard to work, family, and other obligations.

Students should be encouraged to avoid scheduling too many classes back-to-back (e.g., MW 8-9:15; 9:30 – 10:45; 11-12:15). Instead, try to include a break somewhere in the schedule.

Advisors must ask the students about their work schedules and other outside time commitments. This must be considered in deciding on the total number of hours taken in any given semester.

Only those students who meet the required 3.25 GPA and have excellent track records over a few semesters should consider taking an overload (> 18 hours/semester). The advisor should use good judgment recommending overload approval to the Dean of Academic Affairs.

6. Advisors should check the student's schedule against the computer list of closed classes before approving a student's proposed schedule and sending them to the Records Office.
7. Special comments regarding currently enrolled students:
  - a. The advising period for returning students occurs in April-May for the summer and fall semesters and in November for the spring semester. Schedules for each semester usually arrive at campus 1-2 weeks prior to the beginning of the pre-registration period. Advisors and students need to be alert for the timing of the arrival of the schedules so as to fit in as many advising appointments as possible before the actual registration begins. Schedules are also available on the Internet as soon as it is entered in to the Banner System.
  - b. Advisors should plan to meet advisees during scheduled office hours; it may also be appropriate to add a few hours to office hour schedules during the busy weeks prior to registration.

Let your advisees know how you wish for them to arrange appointments (departmental secretary makes appointments, sign-up sheet on your office door, etc.).

Encourage students to make an appointment each semester to cut down on walk-ins. Make sure students know that they may not register without your approval of their schedule. This must be completed before they get in line at the Records Office on the day and time of their scheduled pre-registration. However, students registering for six hours or fewer may do so without an adviser's signature.

Consider alternative ways to communicate with your students about their schedules. If they can communicate with you by e-mail or phone for that purpose, make that known to them.

## **ADMISSIONS AND RECORDS OFFICE RESPONSIBILITIES:**

### ***Admission Acceptance***

- includes determining "full admission" status;
- reminding students what other documents are needed to complete full admission status;
- notifying students of full admission status;
- notifying students of the name of their academic advisor.

### ***Completing Data Entry on all Application for Admission Forms, Registration Forms, Schedule Change Forms***

- Records Office personnel generally do not advise students nor is it their responsibility to assist students in finding alternatives to closed classes.

### ***Maintenance of Students' Official Records***

- Correspondence or appropriate forms regarding agreements between the student and advisor about what courses are required to complete graduation requirements, etc. should be included in the student's official file in the Records Office.

Records Office personnel will file copies of Waiver and Substitution forms that have been initiated by a faculty advisor and student and approved by the division chair and academic dean.

### ***Evaluation of Transfer Credits***

- If a faculty advisor has questions about the number of hours or specific courses which the Records Office has transferred in, the faculty advisor should consult with the Transcript Analyst for clarification.

### ***Determining Residency Classification (In-State and International Students)***

- Please see the current catalog for a copy of the current Residency Policy.

## **OTHER OFFICES' RESPONSIBILITIES**

### ***Student Assistance Center***

- Advising students who are undecided
- May provide back up advising services for the Academic Advising Center in a "crunch" time or when other faculty advisors are not readily available.

## **ACADEMIC ADVISING CENTER**

The Academic Advising Center is staffed by faculty and is open throughout the year. Many new students will be assigned to the Academic Advising Center during the first semester or year of their enrollment depending upon their placement test results. All students whether officially assigned to the Academic Advising Center or not, are invited to use its facilities and to consult personnel at any time for general academic information.

The advisors will help students complete course registration for students' initial semester at WVUP. Students will consult their assigned advisors for registration of subsequent semesters. AAC advisors will help students assigned to other divisions during the summer when the assigned advisors are not available. During the Fall and Spring semesters, students will be referred to their advisors for specific advising assistance.

## **FINANCIAL AID**

Students interested in financial aid must file either the Free Application for Federal Student Aid or the Renewal Application for Federal Student Aid, both of which can be obtained at the WVUP Financial Aid Office. Students must be fully admitted to WVUP and taking at least one 100 or higher level course before they are eligible to receive any financial aid.

For students seeking assistance through the West Virginia Higher Education Grant Program, the Free Application for Federal Student Aid must be received by the Federal Processor on or before March 1 to insure consideration.

Students who are eligible to receive financial aid at WVUP must remain in good academic standing and otherwise meet the required Standards of Satisfactory Progress. Copies of the Standards are available in the Financial Aid Office. Reviews of each student's satisfactory progress will be made after the spring semester and students who do not meet the specific standards will be declared ineligible for financial aid. Students who are placed on financial aid probation will have grades checked each semester until they are no longer on probation. Also, students who withdraw from their classes may be required to repay to the US Department of Education a portion of some types of aid they received.

Almost all WVUP students are eligible for some type of financial aid. Financial Aid includes federal Pell Grant Program, federal Supplemental Grant Program, Federal Stafford Loan Program, Federal College Work Study Program, and the WV Higher Education Grant Program.

Grade level for determining loan eligibility is defined as follows:

Grade level 1: 0-32 credits completed

Grade level 2: 33-65 credits completed

Grade level 3: 66-98 credits completed

Grade level 4: 99+ credits completed

Some students may be eligible to receive a Pell Grant for less than half-time enrollment (five or less credit hours). This eligibility is determined by the students' expected family contribution and only the neediest students are generally eligible.

Students in the following circumstances will have their records frozen and/or be declared ineligible for financial aid:

- a. students in default on loans that were received (while a student) at WVUP; these students will have their records frozen and will not receive any services from WVUP;
- b. students who have been declared by the Department of Education to be ineligible due to default on loans;
- c. students who have been determined to be in default at other educational institutions;

- d. students determined by WVUP to be ineligible for financial aid because of their failure to meet the WVUP Standards of Satisfactory Progress, and
- e. students who owe money to the to the U.S. Department of Education.

When you are advising students who are receiving Federal Financial Aid (this includes Pell, West Virginia Higher Education and Supplemental Educational Opportunity Grants, Subsidized and Unsubsidized Stafford Loans and college Work-Study), please be aware of the following:

1. Students who are enrolled only in remedial courses are NOT eligible to receive federal aid. A student must be enrolled in at least 2 credit hours of 100 level or above. If a student has placed into remedial classes only, a student development class such as Study Skills or Orientation to College will satisfy the 100 level requirement.
2. Students who are receiving financial aid must be matriculating (enrolled in a degree or certificate program). Undecided majors and transient students are NOT eligible for federal financial aid at WVUP.

If a student wishes to take some classes here but will be receiving a degree from another state school, the student must request that a consortium agreement from the degree-granting school be completed by that school and sent to our Financial Aid Office for final signature and verification of enrollment. All financial will be paid by the degree-granting school.

3. In order to receive financial aid, students must be fully admitted to WVU Parkersburg. Provisionally admitted students (2 or 4 year program) and transient students are NOT eligible to receive federal aid at WVUP.
4. ALL students who receive federal financial aid must meet WVUP's Standard of Satisfactory Progress. A student must meet the minimum GPA, minimum completion rate, and must be making progress toward a degree or certificate in order to be awarded, or to continue, receiving financial aid. A student placed on financial aid probation is required to complete all hours attempted and make passing grades in all classes. The student will remain on financial aid probation until their cumulative GPA and/or completion rate meets the Satisfactory Academic Progress.
5. A student who is in default on a Stafford or Perkins loan will not receive any federal or state financial aid and their records will be frozen.
6. Students may apply for, and receive, financial aid through the entire academic year. A student who has already paid their tuition, may be reimbursed if eligible.
7. Students placed on Financial Aid probation are required to complete all hours attempted with a passing grade (A, B, C or D) in any semester during the probation period.

NOTE: Many students are eligible for financial aid and at less than full time; however, a student must be at least half-time (with one 100 level class) to receive a loan. An exception to this would be the WV Higher Education Grant (state grant) which requires a student to be full-time.

Financial Aid forms, literature, and information are available from the WVUP Financial Aid Office in Room 1207 or by calling 424-8210.

## **DISABILITY SERVICES**

WVUP is committed to providing the support necessary for students to reach their educational goals. The services and accommodations are in keeping with WVUP's commitment to both architectural and programmatic accessibility for qualified students. Persons with physical, psychological or learning disabilities should contact Disability Services to plan for potential accommodation needs. Specific information regarding documentation of learning disabilities (LD), Attention-Deficit/Hyperactivity Disorder (ADHD), and Psychological/Psychiatric Disorder is available upon request.

All students with disabilities needing or requesting accommodation must be registered with the Disability Services office and will be, accordingly, informed of the procedure for seeking accommodation.

Advisors/faculty should not accept documentation or medical, psychological, or educational information directly from a student. Students should be directed to provide such documentation to the Disability Services office.

Applications for Disability Services, documentation guidelines, and related information are available from the Disability Services office in Room 1210 or by calling 424-8378.

# CAMPUS POLICY ON ACADEMIC ADVISING

## STUDENT RIGHT TO PRIVACY

### *Advisors' Responsibilities and Students' Rights to Privacy*

The Family Education and Privacy Act of 1974 (*The Buckley Amendment*) requires that educational institutions maintain the confidentiality of student education records. All records contained in a Student Advising File are considered to be confidential student education records. This means that:

1. The student has the right of access to his/her file contents (within 45 days from date of request) specifically including but not limited to identifying data, completed academic work, achievement test scores, attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher and counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

The right of inspection and review does not extend to psychiatric, medical, or counseling records which are intended for personal, diagnostic, or treatment purposes only, or to items previously obtained with assurances that confidentiality would be maintained. Note: this exclusion applies to documents prior to 1975 or to documents for which the student has signed a waiver.

2. The student may challenge accuracy and/or inclusion of any file contents, have a hearing if the challenge outcome is unsatisfactory, and submit explanatory statements for inclusion in the folder.
3. Education records or personally identifiable information from those records are kept confidential and will not be released to third parties without the student's written consent except for the following:
  - \* to college personnel for legitimate purposes
  - \* in connection with a student's financial aid
  - \* to persons in compliance with judicial order
  - \* to officials of other institutions in which the student seeks to enroll
  - \* to accrediting agencies carrying out accreditation

## **ADVISING STUDENTS ON ACADEMIC PROBATION**

Many college personnel who work daily with students on academic probation find that those who are having academic difficulties that result in probationary status make relatively common errors in judgment. Many students who progress from probation to suspension may have remained in college if they had made different decision while on probation.

It is important for advisors to keep in mind that students who are on probation have gotten themselves in this situation for a variety of reasons. Listen carefully to the students' explanation of the problems that led to their low GPA and try to be empathetic. It is essential not to judge the students because of low grades. There are many scenarios that lead to poor grades, some of which are quite legitimate situations. If an advisor is supportive and encouraging, probationary students are much more likely to respond to suggestions for improvement.

## **ADVISING STUDENTS WHO ARE RETURNING FROM ACADEMIC SUSPENSION**

Students who have been on academic suspension return to the college with a certain amount of fear and anxiety that other students do not have. Experience with the college in the past has generally been negative. Poor grades, poor attendance, lack of commitment: these and many other issues have brought the student to this point. Once again, it is important for the advisor to emphasize that this is an opportunity to “start over.” It is an opportunity to fix the problems that existed before and to go in a positive direction from this point on.

Students who have been suspended have a number of semesters of poor grades (usually at least 2 – when they were on probation). The first thing an advisor should do is review all options for improving past poor performance and turning the GPA around quickly. These include:

- \* D/F Repeat Rule
- \* Grade Forgiveness (especially if the student has chosen to change majors)
- \* Setting more realistic goals about timeframes for degree completion

In most cases, if students have appealed a suspension and been granted the appeal, the Appeals Committee will have a required or strongly suggested sequence of courses from which the student may begin. Review the Appeals Committee's decisions and recommendations prior to meeting with the student.

Students returned from suspension require more “hand holding” throughout the first semester or so back. Advisors should hold regular (at least every two weeks) meetings with the student throughout the semester. During these sessions, advisors should have the student report on successes and areas that are still causing difficulty. Periodic

checks with the student's professors can also give the advisor information to help the student.

The role of an advisor for a student who is coming back following a suspension should be stronger and a little more forceful than with students who are progressing well through their programs. The advisor should make sure the student checks in often for follow-up. A more intrusive advising approach may help the student avoid falling into the same traps he/she fell into before.

## **ADVISING STUDENTS WITH DISABILITIES**

Students who disclose to an advisor (or to the Records Office in their application process) that they have a disability should be informed about the Disability Services office where specific help can be arranged. This office provides advising and specialized services for students with physical, emotional, or learning disabilities. Though it is not mandatory that disabled students register through this office, they should be strongly urged to contact Disabilities Services Office to learn more about available support and accommodations.

The Americans with Disabilities Act of 1990 requires that the college make necessary accommodations to work with students with disabilities.

The ADA Coordinator is also available for referrals from faculty members or advisors who believe that a student may have learning disabilities that have not previously been identified. Once the testing is completed, recommendations will be made to classroom teachers and to the student for specific accommodations that need to be in place to assist that student with the learning environment in the classroom.

Accommodations may include (but are not limited to) the following examples:

- \* A student is given longer to complete an exam than other students.
- \* A student requiring assistance with note-taking and may request to tape record the lecture.

The advisor's role in this process is key. Because of limited staff who have appropriate expertise on these areas, it is important for the students' advisor to assist with working with classroom teachers to pave the way for these students' success in the college environment.

Students with documented disabilities are eligible for **priority registration**. Priority registration allows a student with a documented disability to be granted permission to register at the beginning of the registration queue. After meeting with their academic advisor, students should bring their completed registration form to the Disability Services office by 3:30 p.m. on the day prior to the beginning of registration. Disability Service staff will hand deliver the registration forms to the Registrar prior to the

beginning of registration. After registration is complete, the printed schedule and billing paperwork can either be picked up by the student at the Disability Services office (room 1210) or mailed to the student's home.

The Jackson County Center Counselor is their contact for Disability Services, including priority registration.

In addition, advisors should be aware that a student's disability may have an impact on course selection, credit load, or scheduling. If you have any questions or need assistance on advising a student with disabilities, please contact Disabilities Service at 424-8378 or Jackson County Center Counselor at 372-6992.

## **STUDENTS WHO APPEAR TO HAVE EMOTIONAL OR SOCIAL PROBLEMS**

Confidential individual counseling is available for students with emotional or social problems, such as family problems, personal relationships, social adjustment, and drug- or alcohol-related problems. These students should be referred to a counselor in the Student Assistance Center or at the Jackson County Center. Assure them that all conversations are confidential and there is no charge for this service.