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ADVISING at HARTWICK COLLEGE

Academic Advising Mission:

The mission of academic advising at Hartwick College is to promote student academic, personal, and professional success by embracing a teaching-learning model that purposefully engages students, faculty, and staff. Under the guidance of one or more academic advisors, students will define and explore academic and career goals and will become increasingly responsible for planning -- and pursuing -- their own curricular, co-curricular, and post-baccalaureate pathways. (Approved by the faculty fall 2014)

Academic Advising Structure

Faculty serve as academic advisors for all students and can look to their department chairs for direction, support and assistance. They will also find support and assistance from the Advising Office including advisee assignments, advising folder distribution, advisor changes communication and processing, resources on D2L and the Advising Webpages (including this handbook), specific information upon request, orientation, professional development workshops, supplemental advising for Exploratory students, and as a referral resource for all students.

Role and Responsibilities of Faculty Advisors

The role of an academic advisor is to help advisees develop an understanding of the purpose of a liberal arts education and consider how best to hone their abilities and broaden their perspective during their time at Hartwick. Responsibilities include:

- proactively engaging advisees in the academic planning process.
  Practical Application: inquire about their academic, extra-curricular, and career interests, forward to them related information on events or opportunities that you receive (e.g., internship and study abroad scholarships, local service opportunities, new courses, events and speakers on campus, etc.).

- monitoring the academic progress of their advisees.
  Practical Application: review degree audits, add notes and reflections to advising folders (use the Advising Meeting Summary Form from our webpage), review Registrar reports on registration status and mid-term grades.

- making appropriate referrals to other offices on campus.
  Practical Application: call or email to introduce your advisee, encourage them to follow through and to share the outcome (when appropriate).

- providing and communicating regular times in which they are available for consultation.
  Practical Application: email advisees your office hours and any cancellations and try to accommodate schedule conflicts by making appointments outside of office hours.

Responsibilities of Student Advisees

Students share responsibility with faculty for developing a productive advising relationship. Students should take initiative in seeking advice and developing a connection to their advisor. The following are recommendations for which to hold your Advisees accountable:
• **Chart their own academic course** and take responsibility for their own academic choices, informed by the best advice available to them from their advisors and other college resources. Students are responsible for **understanding degree and program requirements** to ensure they meet their goals.

• **Stay connected** to their advisors by meeting with them regularly. Students should learn how and when to contact their advisors as soon as they arrive on campus. Students will meet with their advisors before each pre-registration period; however, they should also see their advisor as a resource crucial to their success at Hartwick and should make appointments to see their advisors when they encounter obstacles and difficulties, ponder careers, or before they add or drop courses, declare a major, contemplate study abroad, seek a leave from the college, or even consider a transfer.

• **Prepare** for advising meetings by preparing first and second choice course schedules. They should be prepared to discuss and justify their selections in detail in terms of their academic goals and interests.

• Review their **own records** of academic transcripts, schedules and degree audit using WebAdvisor, and keep copies of petitions, letters, and academic planning documents in order to best self-advocate.

• Seek out **contacts, resources, and information** related to planning their academic program, beginning with their advisor and branching out to other faculty, staff, and offices.

**ADVISING THEORY**  
*Adapted from NACADA, Monograph Series, No. 16, 2007.*

**Ethical Principles for Advising**

1. Seek the best possible education for the advisee.
2. Treat students equitably; don’t play favorites or create special privileges.
3. Enhance the advisee’s ability to make decisions.
4. Advocate for the advisee with other offices.
5. Tell the advisee the truth about college policies and procedures, and tell others (faculty, staff, administrators) the truth as well, but respect the confidentiality of interactions with the advisee.
6. Support the institution’s educational philosophy and its policies.
7. Maintain the credibility of the advising program.
8. Accord colleagues appropriate professional courtesy and respect.

**Developmental Advising per Crookston and O’Banion**

O’Banion’s Top-down Regression Model or Hierarchy of Advising Process:

**Exploration of life goals**

**Vocational goals**

- Program choice
- Course choice
- Class schedule

“Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student’s rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills” (Crookston).
Schlossberg’s Theory of Mattering

“By applying Schlossberg’s theory to advisees, the advisor recognizes the discomfort some students experience about their place within the institution; students become marginalized if they do not connect with an individual or a group. When students believe that they matter, confidence replaces feelings of marginality. As simple and straightforward as this theory is, Schlossberg’s research shows that mattering matters. For a successful academic experience, students must feel they matter to someone or some group. When students believe they do not matter, disengagement begins. Schlossberg’s work supports that of other theorists who state that disengagement leads to students’ departure from the institution. Therefore, for advisors, advisees must matter” (Kim Roufs, 2007).

Chickering’s Seven Vectors of Student (Identity) Development

1) Developing intellectual, physical, and interpersonal competence
2) Managing emotions
3) Developing emotional autonomy, recognizing interdependence
4) Developing healthy interpersonal relationships
5) Establishing identity
6) Developing purpose
7) Developing integrity (Chickering & Reisser, 1993, 45-71)

Looked at as a continuum not unlike Maslow’s “Hierarchy of Needs”, the earlier vectors are prerequisites to the later. It is the role of the advisor to foster forward movement from whatever stage they find an advisee.

ADVISING FUNDAMENTALS & TOOLS

Advisor Orientation and Workshops

The Academic and Pre-Professional Advising Office (hereafter referred to as the Advising Office) located in 501 Yager Hall next to the Center for Student Success offers advising workshops each term. The new faculty orientation each fall includes a section devoted to the basics of academic advising.

WebAdvisor for Advisors

WebAdvisor allows you to view information about your advisees, check their degree audits, search for course sections, and use e-Reg.

Logging In

• Open WebAdvisor in a new window. Bookmark this page.
• Log in at the top of the page. Enter your user name and network password in the appropriate box and click ‘Submit.’
• After logging in, click the ‘Advisors’ link.

Viewing a List of Advisees

• After logging in and selecting the ‘Advisors’ menu, click ‘My Advisees.’
• Select a term from the drop-down box or enter a start and end date and click ‘Submit.’
• The next screen will list all of your advisees and allow you to perform tasks for each one.

Viewing a List of Advisees that Shows GPA, Active Program, and Completed Credits

• After logging in and selecting the ‘Advisors’ menu, click ‘My Advisees.’
• Select a term from the drop-down box or enter a start and end date and click ‘Submit.’
• The next screen will list all of your advisees, their GPAs, active programs, and credits.

**Viewing an Advisee’s Profile**
• After logging in and selecting the ‘Advisors’ menu, click ‘My Advisees.’
• Select a term from the drop-down box or enter a start and end date and click ‘Submit.’
• On the next page, select ‘View Student Profile’ in the drop-down box next to one of your advisees and click ‘Submit.’

**Viewing an Advisee’s Degree Audit**
• After logging in and selecting the ‘Advisors’ menu, click ‘My Advisees.’
• Select a term from the drop-down box or enter a start and end date and click ‘Submit.’
• On the next screen, select ‘Evaluate Program’ from the drop-down box next to the advisee’s name and click ‘Submit.’
• On the next screen, choose the student’s active program, select ‘In-Progress Work Included’ or ‘Registered/Pre-registered’ from the ‘What work do you want to include?’ drop-down box and click ‘Submit.’

**Degree Audit Explained** Students and advisors can use the degree audit to monitor and plan the student’s progress toward degree completion. The degree audit displays information about courses the student has completed, including courses required for majors and minors and general education requirements. The degree audit also includes the student’s cumulative and major GPA, anticipated completion date (ACD), writing level, catalog year, and total credits earned.

**Viewing an Advisee’s Transcript, Grades, or GPA**
• After logging in and selecting the ‘Advisors’ menu, click ‘My Advisees.’
• Select a term from the drop-down box or enter a start and end date and click ‘Submit.’
• On the next screen, select ‘View Student Transcript’ from the drop-down box next to the advisee’s name and click ‘Submit.’

**Viewing an Advisee’s Schedule**
• After logging in and selecting the ‘Advisors’ menu, click ‘My Advisees.’
• Select a term from the drop-down box or enter a start and end date and click ‘Submit.’
• On the next screen, select ‘View Student Schedule’ in the drop-down box next to the advisee’s name and click ‘Submit.’
• On the next screen, select a term from the drop-down box and click ‘Submit.’

**Finding Courses that fill LAiP Requirements**
• Click on ‘Search for Sections’ and search by department or subject. Search results will indicate which LAiP requirements may be filled by any given course.
• The Course Offering Information page [http://www.hartwick.edu/academics/registrar/course-offering-information](http://www.hartwick.edu/academics/registrar/course-offering-information) found under the Office of the Registrar also indicates which LAiP requirements may be filled by each course listed alphabetically.

**e-Reg and the Pre-Registration Process**

Prior to each pre-registration period, the Office of the Registrar notifies students of their scheduled pre-registration time. These notifications prompt students to meet with their faculty advisors to discuss their academic goals and progress and to create a schedule for the upcoming term. e-Reg allows the student to create a preferred list of courses or worksheet in WebAdvisor. Students may do this on their own, before meeting their advisors to discuss their choices, or they may create it alongside their advisor when they meet. In either case, once the student and
advisor have agreed on a set of course options, the advisor clears the student to register in WebAdvisor, and the student can pre-register for courses without obtaining the advisor’s signature for every change. Once cleared, a student can register for available course sections at or after his or her schedule registration time.

Visit the e-Reg for Advisors web page for detailed instructions, videos, FAQs and screen shots:
http://www.hartwick.edu/eregadvisors

Approving an Advisee for Pre-Registration

Note: It is expected that students be cleared to register only after having had an advising meeting. This process is NOT designed to eliminate advisor/advisee interaction, but rather to elevate that interaction while empowering the student. If a student is off campus email based advising before approval is recommended.

What steps are involved?

When you are ready to clear a student to pre-register:

1. Log in to WebAdvisor and click on the Advisors link.
2. Click the 'Advisee Pre-Registration Approval' link:

   ![Advisor Information](image)

   **My Advisees**
   **Advisees**
   **Search for Sections**
   **Student educational planning**
   **Advisee Pre-Registration Approval**

3. On the next screen select a term and click submit:

   ![Advisee Pre-Registration Approval](image)

   - **Term**: Fall 2012
   - **Start Date**: 
   - **End Date**: 

   **SUBMIT**

4. On the next screen you will view a list of your advisees and important information about account holds, pre-registration dates and times, etc. Note that until a student has Pre-Registration Approval, the RGADV hold will appear on the student's account. Once a student receives Pre-Registration Approval, the hold is removed and the student may register.

5. After you have met with a student*, you may clear the student to register by checking the box in the 'Approval for Registration' column and clicking submit:

   ![Advisee Pre-Registration Approval](image)

   **Security Access Instructions**
   - [Submit]
6. After clicking submit to approve a student, you will be taken to a confirmation screen. Please note that an Approval Date now appears with a ‘Y’ in the ‘Approval for Registration’ column indicating the student has been successfully cleared:

Pre-Registration Approval Confirmation

These students have been approved for registration today.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Email</th>
<th>Class</th>
<th>Registration Date/Time</th>
<th>Majors - Programs</th>
<th>Approval Date</th>
<th>Approval for Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2206103</td>
<td>Student, Joseph</td>
<td><a href="mailto:hillsg@hanwich.edu">hillsg@hanwich.edu</a></td>
<td>Freshman</td>
<td>02/12/2012 02:20PM</td>
<td>Math - BA, Math</td>
<td>03/13/2012</td>
<td>Y</td>
</tr>
</tbody>
</table>

7. After clicking OK on this screen you will be taken back to the main Advisors menu. As you meet with students, you simply repeat the above process to clear them to register. Note that once you clear a student, you cannot undo the clearance. After a student is cleared, he or she is able to begin the registration process and make subsequent add/drop changes without requiring further advisor approval.

Viewing and Advisee’s Course Preferences (worksheet)

Under ‘My Advisees’ you can view the course preferences a student has selected (before or after registration) by clicking ‘Drop Sections’ as shown after clicking your advisee’s name:

Here under ‘preferred courses’ are the courses your advisee is considering for registration. The section below it ‘current registration’ shows the courses for which the student has already registered (showing the current and next term).

ADVISING FIRST-YEAR STUDENTS

How Advisees Are Assigned

The Advising Office assigns all new students, both first-year and transfer, to an advisor prior to the start of the student’s first term. Ideally, students are assigned to an advisor within their major and with whom they are taking a class, such as a first-year seminar. Exploratory students are assigned to faculty advisors who have volunteered for the task.

General Strategies for Advising First-Year Students


First-year students face a host of personal and academic challenges as they acclimate to college. Some come from highly structured secondary institutions and are new to independent living and critical thinking; others are the first in their family to attend college and feel the burden of their own and others’ expectations of them in addition to adjustment issues. Still others belong to a particular sub-group, including students with disabilities, students at-risk,
and students from different cultures. These students may also face additional challenges in adapting to college life. For these reasons, a large percentage of students leave college after their first year, and Hartwick College is no exception.

As an advisor, you play a pivotal role in helping students connect to the community and develop the skills to succeed in college. Understanding and empathizing with the student’s transition may help you develop your advising skills. Vincent Tinto, author of *Leaving College: Rethinking the causes of student attrition*, argues that advisors play a crucial role in the success of new college students (1999). Tinto outlines three stages students experience as they transition to college: separation, transition, and incorporation (Tinto 1993). In the separation stage, students move away from their home environment. While this can be traumatic for some students, most eventually move to the transition stage. In this stage, students are torn between their old environment and their new one; they may not feel they belong in their old environments, but have yet to find their place in the new one. Finally, students reach the incorporation stage, when they have achieved full membership into the academic and social communities of the institution.

Some advisors find it helpful to learn more about what has come to be called the Millenial Generation. Most define this generation as the cohort of children born between the early 1980s and the early 2000s. In his article *Advising the Millenial Generation*, Keeling notes that millennial students have often graduated from highly ordered elementary and secondary school systems that value conformity over critical thinking or higher-order decision-making skills. Students who lack proficiency in this area will need more guidance from their advisors as they set goals and make plans. Keeling further notes that millennial students often have lofty expectations for their lives but may lack realistic plans for achieving their goals. Advisors will need to help advisees translate their expectations into workable plans with realistic short-term goals (Keeling, 2003).

**Preparing to Meet Your First-Year Advisees**

The Advising Office will provide you with a folder for each advisee. These folders usually contain the following student records:

- Academic Course Planner or ACP (for incoming students)
- Writing and Math levels
- Application for admission
- AP, IB, and/or CLEP test scores
- Academic transcripts (high school and/or college)

Read these folders to get a sense of your advisee’s abilities and interests both in and out of the classroom. In particular, the Academic Course Planner is useful as it lists a student’s interests outside of his or her major. Take note of the student’s writing and math levels, as these will establish certain courses he or she must take.

Make notes to prepare for your first meeting with your advisee. Return the folders to the Office of Academic and Pre-Professional Advising via campus mail or in person, as they are protected by FERPA legislation.

**Suggested Agenda for Optional First Meeting**

**Timeline: September- October**

**Purpose:** To get acquainted, build rapport, discuss advisee’s plans and goals

- **Get Acquainted:** Talk about why your advisee wanted to go to college, why he or she chose a liberal arts college, and why he or she chose Hartwick specifically. Discuss what your student wants to accomplish at college, both academically and personally. This conversation may be wide-ranging or it may focus on your
advisee’s specific educational goals. Whatever direction and tone the conversation takes, you will want to get to know your advisee as a person and expand the impression you gained of your advisee by reading his or her file to gain a broader sense of his or her motivation, personality, and goals.

- **Discuss Course Enrollment or Discuss Current Courses:** Ask students about planned course choices or current courses. Is the work what he/she expected? Which courses is he/she enjoying most? Do these experiences align with the student’s current career or long-term goals? Does the student need academic or other support from a campus office?

- **Deadlines:** Remind students of important academic deadlines for adding, dropping, withdrawing from courses, and completing work for incomplete grades.

- **Next Steps:** Establish a timeline for future meetings with your advisee.

**Suggested Agenda for Four-Week Grades Meeting**

**Timeline:** Shortly after fourth week grades are available for viewing on WebAdvisor  
**Purpose:** To support advisees performing poorly in one or more courses

At the fourth week faculty are asked to gauge the performance of students in their classes. Students, advisors, and key staff view these interim grades, and students are encouraged to seek the support they need as they complete the semester. Advisors are encouraged to reach out to advisees experiencing academic difficulty and refer them, when necessary, to appropriate campus offices.

- **Discuss the student’s difficulty:** Listen carefully to the student, perhaps paraphrasing or reflecting on what you hear the student say. Pay attention to the student’s non-verbal cues as well as his or her words. Help the student identify the root of the problem. Is the student attending class? Participating? Understanding the material? Studying effectively?

- **Connect the student to his/her professor:** Encourage the student to approach his instructor as a first step. If the student seems reluctant, you might suggest he or she send an email to start a conversation, perhaps copying you on the email.

- **Consider Referrals:** If the student’s difficulties are academic, encourage her or him to seek tutoring or to meet with the course’s progressive instructor if available. Contact Jason Stanton in CSS for more information. For additional social and academic concerns, contact 3333 with information about the student. Be aware of your own level of comfort and training as an advisor and encourage the student to seek support from appropriate offices rather than tackling complex personal problems yourself.

- **Make an action plan:** End the meeting by reviewing the student’s next steps, and any steps you plan to take. Plan any follow-up meetings to review the student’s progress and troubleshoot any obstacles.

**Suggested Agenda for Pre-Registration Meetings**

**Timeline:**  
- Late October - early November in the fall  
- Late March - early April in the spring

**Purpose:** Discuss student progress in current courses and pre-register for following term

- **Discuss current courses:** Gauge your advisee’s interest in and recent performance in courses, especially if you did not meet with the student after reviewing mid-term grades. You might ask questions such as: Were...
your mid-term grades what you expected? How have you performed since the mid-term? If necessary, suggest that students approach their professors or seek supplemental instruction, tutoring, or attend an academic coaching session in the Center for Student Success (CSS). Again, if you have concerns about the student’s academic, emotional, or social well-being, encourage the student to seek support from appropriate offices or make a referral yourself and/or consider reporting the student to 3333.

- **Discuss registration for following term:** Assess your advisee’s proposed course schedules ideas in relation to his or her degree audit. Once you have agreed on a set of courses, clear the student to register in WebAdvisor.

- **Look to the future:** Inquire about your advisee’s plans for a major in conjunction with his or her long-term goals. Has he or she decided what to declare? Remind students of deadlines for declaring a major by the end of their sophomore year.

**ADVISING EXPLORATORY STUDENTS**

The first thing you may want to accomplish when meeting with an exploratory student is to reduce any anxiety you detect they may have in relation to either being undecided or to having to choose ‘just the right major’. Exploratory students (alternatively know as undeclared, undecided, or pre-major) are arrayed over a continuum, some being indecisive, others simply not yet decided, while others may be very decided, but have not declared for a variety of reasons. Know where the student is can help you provide the best advice. Helping a student identify where their passion for learning will best be nurtured is the best thing you can do, along with emphasizing the fact that most careers are not directly linked to undergraduate major. Help them identify a discipline they like based on their experiences rather on their expectations of what that discipline will lead to.

**Key Information and Tips to use when advising exploratory students:**

1. 15-30% of our first year students begin by exploring majors (undecided).
2. Nationally, more than 50% of college students change majors at least once, implying that most are “exploratory”.
3. Fulfilling our Liberal Arts in Practice Curriculum (general education) requirements is a natural way to explore various majors/programs. As well taking introductory courses in majors you are exploring.
4. Try to have students narrow their choices to within an Academic Division:
   a. Arts & Humanities – studying what humans have created
   b. Social & Behavioral Sciences – studying how humans act and interact
   c. Physical & Life Sciences – studying the natural world
5. Work with students to try and focus their possible choices to 3 majors and encourage them to interview faculty in those departments.
6. Encourage students to make the final choice based on intrinsic and well as extrinsic motivations, not forgetting to listen to their “inner voice”.
7. Excellence in the skills that are most valued by employers and graduate schools (critical thinking, teamwork, written and oral communication, and problem solving) can be mastered and developed in all Hartwick major courses, general education requirements, and electives.
8. While a few careers have very definite majors associated with them, most career paths depend on your development of skills, not what you majored in. What is important is that you major in something you enjoy and find interesting because that is the best way to develop a passion for learning and achieving excellence, a key to future success. **Typically links between major and career are fluid and non-linear.**
9. Other resources: Occupational Outlook Handbook ([WWW.BLS.GOV/OOH](http://WWW.BLS.GOV/OOH)),
‘Toolbox for Exploratory Students’ (www.hartwick.edu/academics/academic-support-services/advising-services/for-exploratory-students/resources), this workbook contains several tools and procedures to help a student narrow their choices.

Suggested questions to prompt discussion:
• Of the courses are you taking; which do you enjoy most?
• Have you thought of any majors you want to pursue?
• Do you plan on taking any introductory courses in these majors?
• Have you any general career plans?
• Why do you think we have majors, or what is the role of your college major?
• Why do you think 2/3 of your education consists of courses outside of your major?
• Are there majors that if pursued would prevent you from getting the job you want?
• Do many careers require a specific major? Which careers do, and which don’t?

Timeline for Declaring a Major
Students must declare a major by the end of their sophomore year, in order to pre-register for courses for the following term. Students are asked to approach an advisor in the department of their major, but if a student is uncertain one will be assigned to them (often in consultation with the department chair) when they submit their declaration form to the Academic and Pre-Professional Advising Office. The former advisor should forward the student’s advising file to the new advisor or to the Office of Academic and Pre-Professional Advising as soon as possible.

ADVISING MAJORS

Strategies for Advising Majors
In many ways, advising majors parallels the work of advising first-year students. You will draw on the same set of skills as you listen to, support, and strategize with your advisee; however, you will want to do more than ensure that your advisee meets degree requirements. You will want to engage students in the questions and debates of your discipline, exposing them to a variety of approaches to inquiry and problem-solving in the field.

Some students will feel sure of their path. Others will worry that they have made an irrevocable choice in selecting a major. You can reassure them that choosing a major at this point will not shape the rest of their life. For example, majoring in a language will not necessarily rule out graduate school in public health at some point in the future, especially if students focus most on developing the qualities and skills that employers and graduate schools seek.

Students who have selected majors may also be ready to explore Hartwick’s opportunities for independent projects and off-campus experiences that will expand their horizons and prepare them for life after college.

• Independent and Directed Studies
Students wishing to engage in study for which no course exists but in an area in which an instructor is qualified may pursue either an independent or directed study. Independent or directed studies may earn 1, 2, 3 or 4 credits.

  o Independent studies permit juniors and seniors with a GPA of 2.3 or higher to examine specialized topics with minimal supervision. To qualify for an independent study, a student must have prior academic experience (either a completed course or directed study with at least a C for
each course) in the general field or fields in which the study is to be undertaken. Departments will review proposals and approve those with sound academic merit.

- **Directed studies** are open to all students past their first year and in good academic standing. In such projects, the student works closely with an instructor on an individual basis. The instructor provides evaluations and guidance at least one hour per week for the duration of the project. Departments will approve proposals following guidelines similar to those for independent studies.

For more details and deadlines for registering independent and directed studies, please contact the Registrar’s Office (registrar@hartwick.edu) or see the college catalog.

**Off-Campus Study**

After their first year, many students will choose to study away from Hartwick for a time, either in another country or at another U.S. college. Students can begin to explore their options for off-campus study by visiting the PSGE Center or attending a campus-wide program. The PSGE Center offers semester, year-long, and J-Term study-abroad opportunities to more than twenty-five countries. Contact the Office of Global Education and Service Learning, in the PSGE Center for more information.

- **Internships**
  Internships for credit are academic experiences (paid or unpaid) supervised primarily by a Hartwick faculty member in cooperation with an on-site work supervisor. They are open to all students, although some departments limit them to juniors and seniors. Each department retains its own specific requirements for students wishing to undertake internships. For a list of requirements, please see the college catalog. Not all internships must be taken for credit, but non-credit internships will not be listed on a student transcript. Contact Career Services in the PSGE Center for more information.

**Changing Major or Advisor**

If a student decides to change or add a major they will either choose an advisor in the department of the major, or one will be assigned to them when they submit their declaration form to the Academic and Pre-Professional Advising Office (often in consultation with the department chair). Once notified the former advisor should forward the student’s advising file to the new advisor or to the Office of Academic and Pre-Professional Advising as soon as possible.

**Advisors for ISP Majors**

Students may create their own Individual Study Program by making a formal application to the Chair of the Interdisciplinary Studies Committee and receiving approval. An ISP Major is assigned an advisor in the core area of focus for their program. This might be the Chair of the Interdisciplinary Studies Committee or an advisor within a particular department. For more information about ISPs consult the “Majors, Minors, and Individual Student Programs” section of this guide and the college catalog.

**Suggested Meeting Agenda(s) for Majors:**

**Timeline:**

- Early October - early November in the fall
- Early March - early April in the spring

- **Take stock:** Review the past semester or year. You may wish to revisit questions such as: Why did you choose a liberal arts education? What are your current goals and interests? What do you hope to gain or learn by completing this major? Are your current goals realistic given your academic progress so far? What
have you learned from your past successes or failures? What additional support do you think you might need to reach your goals?

- **Academic Probation?:** If your advisee is on academic probation, review his or her plan established by the Committee on Academic Standards. Ask how you can support your advisee in carrying out this plan.

- **Consider Co-Curricular Options:** Is your advisee interested in an independent or directed study? An internship? Study abroad? Discuss how these options will help your advisee meet his or her educational goals. Refer your advisee to specific offices as needed for follow-up.

- **Discuss Academic Plans:** Assess your advisee’s proposed course schedule(s) in relation to his or her degree audit possibly using the Preferred Course list in e-Reg. Your advisee may have chosen courses independently, or the two of you may build a list together. Once you have agreed on a set of courses, clear the student to register in WebAdvisor.

**ADVISING POLICIES and PROCEDURES**

**Student Options for Changing Advisors**

Students can change advisors at any time if their needs or interests change or if they feel the advisor/advisee relationship is not fruitful. A student wishing to change his or her advisor should fill out a change of advisor form available in the Advising Office, 1st floor Golisano, or in the Registrar Office, or online. Note that students must provide only the signature of the new advisor; the signature of the former advisor is not required. The Advising Office will inform both advisors of the change, and the former advisor should forward the student’s advising file to the new advisor or to the Advising Office as soon as possible.

**FERPA Regulations**

The Family Educational Rights and Privacy Act of 1974 (FERPA, or the Buckley Amendment) deals with the release of student educational records and affords students certain rights regarding those records. Specifically, FERPA gives students the right to:

- inspect and review their record;
- assert some control over the disclosure of personally identifiable information from those records; and,
- file a complaint with the U.S. Department of Education concerning alleged failures to comply with FERPA requirements

As a member of the Hartwick College community, you should be aware of FERPA regulations, as they apply to all schools that receive federal funding. FERPA violations could result in the loss of such funding. **Institutions may not disclose information in education records without a student’s written consent**, except as noted below.

Institutions may release information from student records without prior consent:

- to school officials;
- to schools in which a student intends to enroll;
- to federal, state, and local authorities to involving an audit or evaluation of compliance;
- in connection with financial aid;
- to organizations conducting studies for or on behalf of educational institutions;
- to accrediting organizations;
• to parents of dependent students;
• to comply with a judicial order or subpoena;
• in the case of a health or safety emergency;
• for directory information; and,
• to the student.

Sharing Information with Parents

When a student reaches the age of 18 or begins attending a post-secondary institution, regardless of age, FERPA rights transfer to the student.

• Parents may obtain directory information at the discretion of the institution.
• Parents may obtain non-directory information—including information related to academic performance—only at the discretion of the institution AND,
• after it has been determined that the child is legally the parent’s dependent, as defined by section 152 of the Internal Revenue Code of 1954, (The payment of a student’s tuition does not, by itself, give the parent right of access to a student’s record.) and,
• by obtaining a signed release of information from the child.

FERPA for Advisors

• Any notes you make regarding a meeting with a student are considered education records (see definition online) and are subject to review by the student. However, if you keep these notes as a sole possession record (see definition online), they are not subject to FERPA and, therefore, not eligible for review by the student.

• Do not share student education records, including grades or GPAs, with other faculty or staff members, unless their official responsibilities identify their “legitimate educational interest.”

• Do not share information from student education records, including grades or GPAs, with parents or others outside Hartwick, including in letters of recommendation, without permission from the student.

• Do not discuss a student’s academic performance, class schedule, or attendance, with someone other than the student or someone with a “legitimate educational interest.”

• Never leave protected information on a student's voicemail which may be accessed by others.

• Never provide anyone with student schedules or assist anyone other than college employees with finding a student on campus.

• Students have the right to gain access to and to challenge the content of their educational records. FERPA was not intended to provide a process for students to question substantive judgments that are correctly recorded; for example, students may not contest their grade in a course because they felt they deserved a higher one.

• Public posting of grades, even with aliases, is a violation of FERPA.

• Do not put student papers or graded exams in publicly accessible places.

• Class rosters and student schedules should be handled in a confidential manner.
Never provide anyone with lists of students enrolled in your classes for any commercial purpose.

Accessing a student’s record as an instructor may not fall under the category of “legitimate educational interest.” Contact Matt Sanford, Registrar, before accessing a student’s record, to avoid FERPA violations.

**REFERRALS and SUPPORT SERVICES**

At times, your advisees will have questions you cannot answer or will face obstacles that will demand additional support. In these cases, you may want to refer them to one of the offices listed below. You will want to explain to your advisee why you suggested the visit and how the respective office will meet her or his needs. You may also want to help your advisee schedule the meeting or strategize questions or approaches to take. After your advisee’s referral meeting, you will want to follow-up to learn whether your advisee kept the appointment and found the session valuable.

**ACADEMIC SUPPORT**

**Learning Support and AccessAbility Services**  
Center for Student Success (CSS), Yager Hall, Fifth Floor  
Contact: Lara Sanford  
Hartwick’s academic support workshops series, online workshops, and resources for students with special needs and disabilities can be accessed found through CSS. Learning Support Services has resources to help students in a variety of academic areas including test-taking and note-taking, surviving midterms/finals, organizational skills, time management, textbook reading, problem solving, improving concentration, overcoming procrastination, and increasing motivation. There are also learning accommodations and other services for students with documented learning disabilities.

**Tutoring and Supplemental Instruction**  
Center for Student Success, Yager Hall, Fifth Floor  
Contact: Jessica Wintringham  
Peer Tutorial services are provided, free of charge, to help refine students’ study skills and to support their learning in many disciplines. Peer tutors and Progressive Instructors are students who are recommended by faculty or chosen by the Tutor Coordinator on the basis of strong performance in a specific course. Contact Jason Stanton for tutor and Progressive Instructor schedules.

**Hartwick Early Action Response Team (HEART or 3333)**  
3333 online report form: 3333@hartwick.edu (or x3333)  
Contact: Kathy Carlson  
The 3333 reporting system accepts alerts from faculty and staff for students who are facing challenges that may affect academic performance. Students are brought to the attention of 3333 via notification from committee members and faculty/staff via the online alert form. The response team then identifies faculty or staff members best positioned to reach out to the student to offer appropriate assistance and support.

**Writing Center**  
Clark Hall, Second Floor  
Contacts: Stephanie King  
Center Email: wcenter@hartwick.edu
A staff of student tutors is available to help students with writing projects from basic composition through senior projects and applications for employment or graduate school. Students often come to the Writing Center to confer with a tutor about specific works-in-progress, such as compositions, research papers, senior projects, application essays, short stories, or business letters. The center is open 8:00 a.m. to 4:30 p.m. Monday through Thursday, and 8:00 a.m. to 3:00 p.m. Friday. Students may drop in or make an appointment to meet with a tutor.

**Office of Academic and Pre-Professional Advising, 5th Fl. YagerHall**
**Contact:** Joe Ficano, ficanoj@hartwick.edu (x4564). Support and one-on-one training is available to any advisor by appointment. Supplemental advising is offered to exploratory students or any student by referral or walk in. Assignment of advisors to new students, and maintenance of online and paper advising tools and materials also supplied by this office. Change of major or advisor forms are processed by this office.

**Pre-Health Advising (Health Professions Advising Program)** is a partnership between Advising and the chair of the Health Professions Advising Committee, Dr. Andrew Piefer in the Chemistry Dept. (JSC 451 x4916) please visit on of their offices for assistance.

**Office of the Registrar**
**Bresee Hall 101**
**Contact:** Matt Sanford, Registrar, sanfordm@hartwick.edu (x4435)
The Office of the Registrar maximizes academic success and improves the student experience by ensuring the accuracy and integrity of academic records, providing professional delivery of services related to those records and implementing and enforcing academic standards and regulations.

**Technology Resource Center**
**Clark Hall, First Floor**
**Contact:** Suzanne Gaynor, Director, gaynors@hartwick.edu (x4670) or technology@hartwick.edu
The Technology Resource Center is a first stop for technology questions and troubleshooting and is open 9 a.m.-5 p.m., Monday through Friday. Students can email, call or stop by visit the helpdesk for answers to questions and assistance with repairs.

**SUPPORT for HEALTH, WELLNESS, and SAFETY**

**Residential Life**
**Dewar Union, Fourth Floor**
**Contact:** Zachary Brown, Director, brownz@hartwick.edu (x4505)
The Department of Residential Life and Housing fosters holistic development of the student. Moving beyond issues of comfort and safety, Residential Life provides the tools necessary to establish a strong sense of community that stimulates intellect and encourages personal growth through purposeful programs, services and engagement.

**Health Services, Perella Wellness Center**
**Contact:** Amy Gardner, gardnera@hartwick.edu (x4120)
Perella’s mission is to promote and maintain those conditions that will encourage students to realize their optimum physical, emotional, intellectual, and social well-being. Contacts with the Wellness Center are confidential. Hours are Monday-Friday, 9:00 a.m.-5:00 p.m. (Perella is closed weekends.) A doctor is on staff Tuesdays from 12:15-2:00 p.m. to see students by appointments. A physician assistant is on staff Monday -Friday from 9:00 a.m. to 5:00 p.m. by appointment. Perella encourages appointments but will accommodate walk-ins needing urgent care.

**Counseling Services, Perella Wellness Center**
**Contact:** Gary Robinson, Director, robinsong@hartwick.edu (x4420)
The Counseling Center provides developmental counseling, psycho-educational programming, peer helping, crisis intervention and consultation to our students and community. The center seeks to help students identify and address social/emotional barriers to learning and achievement and guide students through increased self awareness and self-esteem to higher levels of personal functioning.

50/50 Peer Counseling
Dewar Union, Third floor
Contact: x5050 or email: Fiftyfifty@hartwick.edu
Office hours: (see website)
Hartwick College counseling center offers students the option to meet with a trained peer for those who feel comfortable talking with a fellow student. 50/50 members are extensively trained to offer information and support in a safe, non judgmental atmosphere. Students can drop in during office hours to meet with a 50-50 peer helper without an appointment, or they can call or email the 50-50 office to make an appointment.

Wellness Education
Dewar Union, Fourth Floor
Contact: Heidi Tanner, Coordinator of Health Promotion and the Campbell Fitness Center. tannerh@hartwick.edu (x4500).
The mission of wellness education at Hartwick includes educating students about topics such as fitness, nutrition, relationships, sexuality, healthy choices with alcohol and other substances, diversity, women's education, spirituality, and GLBTQ issues.

Athletic and Physical Education
Binder Athletic Center
Contact: TBA
Contact this office with questions about intercollegiate athletics, NCAA eligibility, physical education programs, and intramural sports.

Campus Safety
Dewar Union, Third Floor
Contact: Terry Schultz
To contact campus safety/ dispatch, dial x4111 from any campus phone.
The mission of the Department of Campus Safety is to provide a safe and secure environment for students, faculty, and visitors to the Hartwick College community. Campus safety operates 24 hours a day, 7 days a week. The Director of Campus Safety supervises a safety force of ten safety officers and four dispatchers, and oversees Risk Management and Environmental Health and Safety issues.

CAREER SUPPORT AND OFF-CAMPUS EXPERIENCES

Center for Professional, Service, and Global Engagement (PSGE)
Golisano Hall, First Floor

Career Development: contact careerservices@hartwick.edu

Contact for Study Abroad, Global Education, and Service Learning:
Godlove Fonjweng, Director of Global Education and Service Learning, fonjwengg@hartwick.edu (x4414),
Ryan Schreiber, Global Education and Service Learning Advisor (International Student Advisement), (x4422).
The center supports the administration of experiential and integrative learning in Hartwick's curriculum and connects students to the worlds of work and post-graduate study. The departments of PSGE include global education, career services, scholarships and fellowships. Academic Advising coordination, through the Office of Academic and Pre-Professional Advising is co-located with the PSGE Center.

SUPPORT for FINANCIAL QUESTIONS

Student Accounts and Cashier
Bresee Hall, Second Floor
Contact: Janice Nelson or studentaccts@hartwick.edu
The Office of Student Accounts is open from 9:00 a.m.- 5:00 p.m. Staff seek to provide personalized service to students and families by assisting them with all aspects of financing the college experience and ensuring that financial transactions are correctly processed and proper records maintained

Financial Aid Office
Bresee Hall, Second Floor
Contact: Director Melissa Allen, allenm@hartwick.edu (x4006) or finaid@hartwick.edu
The financial aid office is open from 9:00 a.m. -5:00 p.m. Monday- Friday and will work individually with students and families to help them make finance a Hartwick education.

ACADEMIC OPPORTUNITIES

Three-Year Degree Program

Hartwick’s Three-Year Bachelor’s Degree Program is a unique and exciting opportunity allowing qualified students to benefit from Hartwick’s strong liberal arts education and special experiential learning opportunities. This program dramatically reduces the cost of a private college education. Students in the program can take advantage of every opportunity offered in our traditional four-year program. For motivated students seeking a well-rounded education, the three-year program is an affordable alternative to a traditional four-year program.

Program Requirements

- Complete 120 credits in the course of three years at Hartwick;
- Complete 40 credits per year (averaging eighteen credits in the fall, four in January, and eighteen in the spring);
- Sign a declaration of intent and pay a non-refundable $500 fee that is credited to the final tuition payment.
- Note: summer classes are optional and AP credits are transferable.

Admission Qualification

- High school GPA of 3.0 (out of 4.0 scale or 85% average)

Special Services and Opportunities

- Priority course registration
- Special academic advising from trained faculty
- Special housing in a living-learning community

For more information about the Three-Year Bachelor’s Degree Program, see this link: http://www.hartwick.edu/academics/3-year-bachelors-degree-program.
Honors Program

Contact: Dr. Lisle Dalton and/or Dr. Kristin Jones

The Hartwick College Honors Program provides outstanding students with challenges that broaden and deepen their liberal arts education, enhance the intellectual rigor of their curriculum, and lead to more meaningful engagement with a close-knit community of student and faculty scholars. The program director, Dr. Peter Wallace, is available to provide students with guidance about honors challenges and other requirements.

For more information on the Honors Program, see: http://www.hartwick.edu/academics/special-opportunities/honors-program

GRADUATION REQUIREMENTS

Graduation Requirements

To qualify for graduation, a student must:

1. Satisfactorily complete the equivalent of four academic years of full-time study, defined as 120 credits (semester hours) with a minimum grade point average of 2.0. At least 60 credits must be earned at Hartwick, with the final 30 credits completed as a matriculated Hartwick student. (Performance music credits beyond 12 semester hours and physical education credits do not count toward this requirement.)
2. Fulfill the requirements of the Liberal Arts in Practice curriculum.
3. Earn an overall average of at least 2.0 in the major program or Individual Student Program.
5. Complete two 1-credit courses in Physical Education.

Majors, Minors, and Individual Student Programs

Hartwick offers over thirty majors leading to a bachelor of arts (B.A.) or bachelor of science (B.S.) degree, four pre-professional programs, five cooperative programs, and a series of minors. For a complete list of minors, majors, and other programs, visit this link: http://www.hartwick.edu/academics/majors-and-minors

A student whose interests are not met by one of the standard departmental majors may design an individual program of concentration, called an Individual Student Program, comparable in the depth of student and number of courses to departmental majors. In designing and carrying out such a program, the student will work closely with the Committee on Interdisciplinary Studies.

Individual studies have been developed in a wide variety of areas. Some, for example, focus on fields in which Hartwick offers programs of study but not majors, for example, “Biomedical Informatics,” and “Management and Production for the Performing Arts.” Sometimes, students’ programs are combinations of a major interest in one discipline with a complementary secondary specialization, such as “Scientific Writing and Illustration,” or “Graphic Design and Communications.” Other programs center on areas of concentration that lead toward particular career objectives, such as “Human Resources Management,” or “Horticulture.” Occasionally, programs emphasize a particular field within a discipline, such as “Creative Writing,” or “Cognitive Science.” For more information, including the process for developing an ISP and important deadlines, consult the college catalog.

All students must declare a major or an Individual Student Program by the second semester of their sophomore year.
To have a **minor appear on a transcript** a student may complete an Application for Transcript Listing of Minor form, available in the Registrar’s Office. The form must be signed by the department chair of the department issuing the minor and returned to the Registrar’s Office in order for the minor to appear on the student’s transcript. For the purpose of record keeping and signaling intent to the academic department students may also indicate minor choice on the Change of Major/Advisor form.

**The Liberal Arts in Practice Curriculum**

By uniting learning and doing, the Liberal Arts in Practice curriculum aims to foster critical thinking, intellectual growth, delight in discovery, and social commitment to last a lifetime.

**First Year Seminar Requirement (FYS)**
Complete a First Year Seminar (minimum 3 credits, enrollment cap of 20)
and Wick 101 or Transfer Transitions 101

**Writing Competency Requirement**
Achieve Writing Level 4 in the Writing Competency Program

**Quantitative/Formal Reasoning Requirement**
Complete a course (minimum 3 credits) with a QFR designation that explores or makes significant use of mathematics, formal logical reasoning or computers for analysis of mathematical, social-scientific or scientific data.

**Foreign Language Requirement**
The requirement is satisfied in one of five ways:
- Complete an elementary language sequence (minimum 6 credits), or
- Complete one intermediate language course (minimum 3 credits), or
- Complete one introductory language course (minimum 3 credits) and the corresponding off-campus program (OCL) (minimum 3 credits), or
- Complete one introductory language course (minimum 3 credits) and the corresponding on-campus culture course (LNC) (minimum 3 credits), or
- Complete one off-campus J Term language immersion course (minimum 3 credits)

Courses used to satisfy the Foreign Language Requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Humanities division with an off-campus program of a minimum of 15 days off-campus. Once the Foreign Language Requirement has been filled, modern language courses can count toward Arts and Humanities general education credit.

**Breadth and Integration (minimum 27 credits)**
Complete at least three courses (at least 9 credits) in each of the College's academic divisions: Physical & Life Sciences, Social & Behavioral Sciences, and Humanities.

- Within the 9 credits in **Physical & Life Sciences**, complete at least 3 credits in chemistry or physics, and at least 3 credits in biology or geology. At least one of these courses must include a weekly lab component.

- Within the 9 credits in **Social & Behavior Sciences**, complete courses in at least two different departments.
• In the Arts and Humanities division, the nine credits of courses are to be met through exploring humanities beyond skill courses; therefore, courses at writing level 1, 2, and 2b do not satisfy the Breadth and Integration requirement. Courses used to satisfy the Foreign Language requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Arts and Humanities division with an off-campus program of at least 15 days.

• Within the 9 credits in both the Social & Behavioral Sciences and Humanities, complete at least 3 credits in either an Integrative Learning Seminar (ILS) or coursework with an Experiential Learning component.

  ▪ Designated Integrative Learning Seminars (ILS) will be upper-level courses with limited enrollment and active student engagement in course materials and research.

  ▪ Courses designated as having Experiential Learning (EL) components include internships, off-campus programs of at least 15 days in length; courses with grade-bearing service learning components; courses in Studio Art, Creative Writing, or Music, Theater or Dance Performance; coursework with a weekly laboratory requirement, coursework at Pine Lake that contains a grade-bearing experiential component.

Depth in Discipline Requirement
Complete the requirements for a primary major program or student-designed Individual Student Program (ISP).

Senior Capstone
Complete (minimum 3 credits) a departmentally (or ISP) determined Senior Capstone. In cases in which the requirements for more than one Primary Major Program are completed, the Senior Capstone Requirement may be satisfied by a project mutually agreed upon by the two or more academic programs.

At least two Physical Education classes are also required.

The Writing Competency Requirement
In order to graduate, students must demonstrate competence in writing at the college level, as defined in Writing Competency, A Handbook. Such progress must be made in one of two ways:

• by progressing to Level 4 through a sequence of courses outlined below, beginning with the course at the level where the student was placed upon admission to the college;
• by achieving Level 4 in the Writing Proficiency Examination. The student may not retake the examination before completing the course at the level at which he or she was placed upon admission to the college.

Students should take their first writing course during their first year and are expected to satisfy the requirement by the middle of their junior year.

Course Sequence
Students admitted to Hartwick will be placed in one of four levels of competency according to results from a writing sample, which will be required during summer orientation. The sequence of courses below is designed to offer increasingly complex and challenging writing tasks. Accordingly, the courses must be taken
in sequence. That is, a student placed at Level 1 must take English 101 before taking English 110. A student may take a Level 3 course at any time but may not receive writing credit unless he or she is at Level 3.

**Level 1:** Students needing review work in English grammar and writing sentences and paragraphs will register for English 101: Writing Tutorial. Students who successfully complete English 101 will pass to Level 2.

**Level 2:** Students needing instruction in composing whole essays will register for English 110: Composition. Students who earn a grade of A- or higher will pass to Level 4; those who complete English 110 with a grade of C through B will pass to Level 3. Students receiving a grade of D- through C- will pass to level 2b.

**Level 2b:** Students passing English 110 with a grade of D- through C- and needing extended work in the writing and particularly the revision of compositions will register for English 111: Composition Workshop. Students who successfully complete English 111 will pass to Level 3.

**Level 3:** Students needing additional practice in writing and revising (but not an entire course in writing) will register for courses offered in many departments and in all divisions and designated in the course schedule by a WL3. These courses combine instruction in writing with introduction to a discipline. Instructors may recommend further Level 3 course work for a student or pass the student to Level 4. The instructor will determine whether a student will pass to Level 4 at the completion of the course.

**Level 4:** Incoming students placed at Level 4 or students who attain Level 4 through course work or subsequent testing are considered to be able to write at the college level of competency. They should maintain and sharpen their skills by taking courses that require essays, reports, short papers, and essay examinations.

**Transfer Students and the Writing Competency Requirement**

Students admitted as transfers who before entry have attained a grade of C or better in a college-level composition course will receive college credit for the course, but will be assigned to a writing level by means of testing at entry. If review of the writing sample and SAT scores indicates the student is not yet at Level 3, the student must take either English 110 (see above, under Level 2) or English 111 (see above, under level 2b), which will allow the transfer student to pass to a higher writing level.

**ACADEMIC REGULATIONS and ACADEMIC STANDARDS**

This information is also available in the college catalog and online through the Office of the Registrar: http://www.hartwick.edu/academics/academic-support-services/registrar

**Course Load**

A normal course load for a full-time student is 30 academic credits per year, possibly distributed as 13-14 credits in the fall term, 3-4 credits in January term, and 13-14 credits in the spring term. This excludes physical education skill courses and music performance credit courses. A full-time course load is defined as 12-16 credits in the fall or spring term and 3-4 credits in January term. Regular full-time matriculated students are expected to complete at least a 24-credit load for the academic year as they work towards the total of 120 academic credits required for graduation. Students that fail to meet credit completion requirements established by the Academic Standard of Progress policy are subject to academic dismissal.

**Grades**
Students’ work in courses other than physical education is graded by letter and by number of quality points. Physical education courses are graded on a Passed/Not-Passed basis. See the college catalog for an explanation of the grading scale and other codes (W, N, X, etc.)

Grades are reported electronically through WebAdvisor at the end of each grading period.

**Incompletes**

A grade of incomplete indicates that the course work was incomplete at the end of the term and that the instructor granted additional time to complete the work or that additional time was required for grading. Incompletes are issued for a number of reasons and do not necessarily indicate negligence on the part of the student. For the student to receive credit for the course, all work must be completed by October 30th for Spring and Summer Term Courses and by March 30th for Fall and January Term courses. Students may request an extension from the faculty member. If a grade is not submitted by the appropriate date, an “F” will be recorded. Students wishing to receive a grade of incomplete should speak directly to their professor.

**Adding, Dropping, and Withdrawing from Courses**

Courses may not be added after the beginning of the second class meeting of any course unless the instructor grants permission. Courses meeting for the full term must be registered by the end of the second week of Fall or Spring Term. Courses meeting for less than the full term must be registered by the end of the first week of that course’s meetings. Forms for adding and dropping courses may be found online at: [http://www.hartwick.edu/Documents/Registrar/Reg_adddropperm.pdf](http://www.hartwick.edu/Documents/Registrar/Reg_adddropperm.pdf). These changes must be approved by a student’s advisor.

Dates and deadlines for adding and dropping courses can be found in the appendix of this guide or online at: [http://www.hartwick.edu/academics/academic-support-services/registrar/academic-calendar-academic-deadlines-and-important-dates-final-exam-schedule/academic-deadlines-and-important-dates-2013-14](http://www.hartwick.edu/academics/academic-support-services/registrar/academic-calendar-academic-deadlines-and-important-dates-final-exam-schedule/academic-deadlines-and-important-dates-2013-14).

A student may withdraw from a course through the ninth week of the Fall and Spring Term and the third week of January Term. Students should note dates after which they will receive a “W” on their transcript for dropped courses. In 2013-14, these dates are September 9 for Fall Term, January 10 for J-Term, and February 14 for Spring Term. A student who wishes to withdraw from a course should process an add/drop form available in the Office of the Registrar or at the link above.

**Repeating Courses**

A student may retake any course for the purpose of gaining additional knowledge and improving his or her grade. Retaking a course for which that student has earned credit (by passing the course) will not add to the student’s total number of credits required for graduation. For courses repeated at Hartwick, the higher grade will be used to calculate the grade point average. For courses repeated elsewhere, if the course is allowed to transfer in, and if the Hartwick grade in the earlier attempt was C- or lower, the Hartwick grade will not be included in the student’s grade point average. The transfer grade will not be used in the grade point average either; the student will simply have credit for the transfer course rather than the Hartwick course. It is the student’s responsibility to notify the Office of Registration when repeating a course.

**Coursework at Other Institutions/ Transfer Credit**

Transfer credit from accredited colleges is given for courses similar to those offered at Hartwick and must be completed with a grade of C or higher. Credit for math courses below the Pre-Calculus level are not eligible for transfer, and no transferred credit can be used to satisfy the writing requirement.
Students may request permission from the Registrar to complete coursework at another accredited college or university. No more than 8 credits in courses at two-year colleges are permitted after two years’ work (60 credits or more) unless specific permission has been granted as part of an Individual Student Program.

Grades for courses taken at other institutions are included when determining a student’s eligibility for honors at Commencement but do not otherwise count towards a student’s GPA. For more information about transfer credits, consult the college catalog: http://www.hartwick.edu/academics/academic-support-services/registrar/2013-14-college-catalog/educational-policies-and-procedures#transfercredit. Forms for requesting approval for courses taken at other institutions, are available at the Office of the Registrar or at: http://www.hartwick.edu/academics/academic-support-services/registrar/forms-and-petitions.

Fall, J-Term, and Spring Pre-registration

Prior to the Fall and Spring Terms, the Office of the Registrar sets pre-registration dates and times and communicates this information to students and advisors. These dates and times are generated based on a student’s anticipated completion date and the student’s status as a member of the honors, education, or nursing programs. Faculty advisors must meet with their advisees before these pre-registration times to create a schedule for the upcoming term. Once the advisor clears the student’s choices in WebAdvisor, he or she may register for courses. For more information, see the e-Reg section of this handbook or visit: http://www.hartwick.edu/academics/academic-support-services/registrar/course-registration-information/e-reg-for-advisors.

Course Pre-requisites and Co-requisites

Many upper level courses at Hartwick have pre-or co-requisites. Please assist your advisees in determining whether they have the correct pre or co-requisites before you approve their courses for registration. Pre and co-requisites can be found by searching for course sections in WebAdvisor or by consulting the college catalog or the class schedule and enrollment web pages. If a student does not have a pre-or co-requisite for a course, he or she must obtain permission to enroll in the course from the instructor. If a student does not have the correct pre or co-requisites, the student’s e-Registration will not be processed in WebAdvisor.

Permission Only Courses

Certain courses require permission of the instructor for pre-registration. In such cases, the advisor and the course instructor must approve the student’s enrollment in writing. Forms for pre-registration of permission only courses can be found at: http://www.hartwick.edu/Documents/Registrar/Reg_adddropperm.pdf.

Closed Courses

If a student seeks to pre-register for a course that has met its enrollment cap, he or she may ask the instructor for permission to enroll. The instructor may sign in students as he or she sees fit. Permission to enroll in a closed course is not guaranteed. If the instructor grants permission, he or she must sign the student’s pre-registration or add/drop form. This form can be found in the Office of the Registrar or at: http://www.hartwick.edu/Documents/Registrar/Reg_adddropperm.pdf.

Course Overloads

A student with a cumulative GPA of 2.0 or higher and no outstanding incompletes may pre-register for up to 18 credits in the Fall or Spring Term and 4 credits in January Term (excluding 1 cr. PHED J Term courses), to pre-register beyond those limits a student must petition the Committee on Academic Standards for a course overload and be subject to a fee.
Pursuing a Second Degree

Students who wish to earn two degrees must satisfy the major requirements of a department in each area and complete an additional 30 credits for a total of at least 150 credits. (Performance music credits beyond 12 credits and physical education requirements do not count towards this requirement.) LAiP waivers specific to certain majors do not apply to the second degree. Please see the Registrar’s Office for appropriate form.

Waiver of Academic Requirements

Requests for waivers of academic requirements must be addressed to the Committee on Academic Standards, which includes faculty and student members. Petitions should be addressed to the Committee and submitted to the Registrar, who serves as executive secretary to the Committee. Requests for waivers of LAiP requirements should be addressed to the Dean of Academic Affairs.

Academic Probation

Students on probation are required to sign an agreement with the Committee on Academic Standards and with the Registrar that demonstrates their seriousness of purpose and provides a specific plan for repairing deficiencies in a mutually agreeable time. Failure to comply with the terms of the probation may result in dismissal.

As part of academic probation, the Committee may require a student to meet special conditions to continue at the college. Some conditions may require that the student:

- complete a full load of credits with a specified minimum GPA, or restrict the number of credits to be taken;
- change his or her major;
- consult or report to specified advisors, mentors, and/or counselors weekly and/or attend programs or workshops;
- give up or reduce time-consuming activities such as athletics, fraternity or sorority offices, Hilltops, off-campus jobs, theater, or other co-curricular activities.

For more details on Academic Probation, consult the College Catalog – Policies and Procedures.

Academic Dismissals

Any student who has been academically dismissed from the college has the right to petition the Committee on Academic Standards to reconsider its decision. Such a request must contain all pertinent information, and the information must have a bearing on the student’s poor academic performance. The petition should be addressed to the Chair of the Committee on Academic Standards, setting forth clearly all arguments for reconsideration and must be submitted within ten calendar days of the Committee’s written notification of dismissal. Decisions on such appeals to the Committee will be considered final.

Readmission from Withdrawal of Academic Dismissal

After a period of one year, a student who has been academically dismissed is eligible to apply for readmission through the Office of the Registrar with acceptance decisions subject to approval by the Committee on Academic Standards. Should an academically dismissed student successfully complete a minimum of nine credit hours at a regionally accredited college or university, and have a GPA of at least 2.5, and no grade below a C, that student may apply for early readmission with acceptance decisions subject to approval by CAS.

For more information, including details about January Term suspension, consult the online College Catalog.
References


Schroeder, C. (2003). The first year and beyond. About Campus, 8 (4), 9-16

