**ADVISING: A Plan for Career Exploration & Success**

**Helping to Build a Future**

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**An Academic Advising Development Manual**

**The University of Findlay**

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**Introduction**

This advising manual is a resource for University of Findlay faculty to refer to if they have questions about the advising process. This manual will be used for training purposes as well as it can be used with supplemental information from individual departments. Advising requires an understanding of The University of Findlay’s policies and procedures as well as the knowledge of The University of Findlay’s mission statement. The University of Findlay’s mission statement can be found below and also can be found on the website at <https://www.findlay.edu/about-uf/uf-mission-vision>.

**Advising Message from President Katherine Fell**

“Advising students is the essence of our work at The University of Findlay.  Good advising requires knowing our students, caring about them, and seeing in them the great promise that can be fulfilled with wise and inspiring guidance.”

**UF Mission**

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

**UF Vision**

The vision of the University of Findlay is to be recognized by our students, peer institutions, and other publics as a unique institution, vitally concerned with the growth, development, and success of each student, and highly responsive to emerging opportunities for innovation in our educational programs, the learning environment we create, and the organizational processes of our institution necessary to accomplish these ends.

**UF Beliefs**

Our success as an institution of higher learning is ultimately measured by the satisfaction of our students (past and present), the extent to which we facilitate their development, and the utility of their degrees upon graduation. Our ability to fulfill this responsibility to the student is driven by a vigorous commitment to the following goals:

1. To attract and serve a student body diverse in its experience, age, race, gender, ethnicity, geography, and academic abilities.
2. To create and deliver high-quality and innovative programs in the undergraduate, graduate, and continuing education areas.
3. To foster an intercultural and global awareness through the presence of a socially and geographically diverse student body.
4. To seek bold, creative, yet practical approaches to evaluating, measuring, and improving the processes of teaching and learning.
5. To craft a curriculum that blends liberal arts and career education into interdependent courses of study.
6. To enhance the value of our degrees by continually advancing the reputation and image of our institution.
7. To ensure exemplary instruction, personalized academic advising, and student-centered support services and counseling.
8. To provide opportunities for students to identify, explore, clarify, and strengthen moral, ethical, and spiritual values.
9. To embrace an entrepreneurial approach to higher learning that fosters informed risk-taking.
10. To integrate information technology in areas of instructional support, program enhancement, distance learning, and the ongoing management and administration of the University.
11. To execute and support a deliberate approach to financial planning to ensure fiscal stability and informed allocation of resources.
12. To build a team of faculty, staff, administration, trustees, students, and alumni that is driven by a shared strategic vision of the future.

**Academic Advising Model**

The University of Findlay prides itself in the advising and teaching of students. Our advising model will capture the main goals of our mission statement which is to prepare students for meaningful and productive lives. Advising is teaching! We will teach our students how to prepare for their goals by analyzing, educating, and exploring their career goals. It will be very important to create relationships with your advisees. Building a relationship with your advisees will be one of the most enriching and positive experiences of the students’ and the advisor’s lives. When an institution is able to build relationships, students have a greater chance of being retained by that institution. The advising process should start prior to the student arriving at The University of Findlay and should continue through seeing that student going on to graduate school or getting a job. We want students to see that they are all part of The University of Findlay family.

Therefore, we are going to achieve this goal by employing the following model:

1. Advisors will be assigned to students as soon as students pay their deposits.
2. Advisors should make contact with their new advisees as soon as possible.
3. Advisors should prepare first-time freshman for their first registration experience at their summer orientation.
4. Advisors should make contact with their new students at least once in the time period of June and July.
5. Advisors should meet with their students preferably three times a semester. One of those meetings will be to register the student for the next semester.
6. Advisors should explore the students’ career goals and create an academic plan that will help them to succeed in achieving their career goals.
7. Advisors should work with the students to address problems proactively rather than reactively.
8. Advisors will continue to alter the academic plan as the pursuit towards the students’ career goals may change.
9. Advisors’ will help to direct the students towards the Career Planning & Placement office to get help as they look for jobs and internships.
10. Advisors’ should follow their advisees until that student gets a job or gets placed into graduate or professional school.

This model will help to ensure that the students have a positive and rewarding experience in their time at The University of Findlay.

**Role of the Advisor in Advising**

The role of the faculty adviser in the success of a student is very important. Faculty advisers will be assigned to students and are expected to provide comprehensive advising to their advisees. The role of the faculty adviser will include the following:

1. Create a relationship with the student through their college career.
2. Provide and discuss the major degree plan with the student.
3. Discuss specific requirements and expectations for the major.
4. Discuss course sequencing, specifying what years and/or semesters various courses are offered.
5. Discuss careers and various career paths for graduates in a major.
6. Discuss reported midterm grades and Starfish concerns with advisees.
7. Discuss internship and co-op opportunities.
8. Encourage students to join student professional organizations and become involved in other student life organizations/activities.
9. Discuss adjustments to the university as it concerns academic progress.
10. Encourage advisees to use available support on campus as needed.
11. Advise for registration and approve next semester’s course schedule.
12. Discuss Graduate school requirements and any other admissions requirements.
13. Help with resume building and job searches.

**Role of the Student in Advising**

Students must share responsibilities to ensure a successful advising partnership by doing the following:

1. Taking the initiative to make an appointment with their academic adviser at least three times a semester.
2. Online Payment Agreement should be submitted before the registration appointment with the advisor.
3. Preparing a list of questions or concerns before their appointment.
4. Transfer students should be equipped with a copy of their transfer credit evaluation or transcripts.
5. During registration periods have a tentative schedule.
6. Being aware of important deadlines.
7. Understand the requirements for their major(s) and degree(s)
8. Understand the current academic policies and procedures of the university, college, and department.

**Oiler Success Center**

The Oiler Success Center is here for all undergraduate and graduate students as well as all faculty and staff. College is a fun and exciting place, yet it can be difficult, stressful, and filled with anxiety. If challenges arise, it is important to respond to those challenges as quickly as possible.

Students can come into the office with concerns like homesickness, roommate conflicts, financial issues, test anxiety, time management, and family problems. Sometimes, students just need someone to listen to them. Students can also come in to the Oiler Success Center for direction on their academic and career paths. The Oiler Success Center handles all issues that may affect a student’s academic performance. Students can meet with our talented academic coaches and receive mentoring on navigating around the challenges that may arise in their college career. Academic Coaches can also advise and register students. Students can also receive information on deciding on a major and formulating career goals and creating a career path. The main goal of the Oiler Success Center is to see that all students succeed. Our commitment is to help the students have a positive and fulfilling educational experience at The University of Findlay.

The Oiler Success Center currently houses The Director of the Oiler Success Center, The Director of Academic Advising, The Director of Career Planning, and our six Academic Coaches.

**Oiler Success Center Mission and Goals**

To centralize efforts for the advocacy and retention of students, actively participate in their progress toward graduation, and help each student achieve success.

**Ombudsman Goals**

1. Guiding students toward solving problems and fostering awareness of college services and resources.
2. Guiding students through the leave of absence and/or total withdrawal process when medically or personally necessary, and assisting with the re-entry process when a student is ready to return

**Advising Outreach Goals**

1. To provide direction/assistance in major exploration, educational goals, and life goals so the students can create a plan of success to achieve these goals.
2. To provide proactive help to students who are having academic issues in order to give them the chance to succeed.

**Career Planning Goals**

1. To provide effective individual and career planning services for UF students.
2. To provide presentations, workshops, and events for students that help them align their major and career goals with their abilities and interests.

**Location and Hours**

The Oiler Success Center is located on the first floor of Old Main in office 122. The office is open Monday through Friday, 8 a.m. to 5 p.m. We are also available for appointments if those hours do not work.

**Oiler Success Center Staff**

**For a directory of the Oiler Success Center Staff please follow** [**http://www.findlay.edu/offices/student/oilersuccesscenter/Pages/Meet-Our-Staff.aspx**](https://www.findlay.edu/offices/student/oilersuccesscenter/Pages/Meet-Our-Staff.aspx)

**FERPA**

**FERPA: Basic Guidelines for Faculty and Staff**

**A Simple Step-by-Step Approach For Compliance**

William R. Van Dusen Jr., J.D.

Former Director of Advising & Counseling

Clark College

Vancouver, WA

Note: NACADA does not provide legal advice.

**Find FERPA information** at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Individuals with questions regarding FERPA interpretation at a specific college/university should contact that institution's Registrar or Student Legal Services office. Questions regarding K-12 FERPA issues should be directed to the building principal or the school district's legal counsel.**

Please note that legal advice must be tailored to the specific circumstances of each case; therefore this information will not substitute for advice from competent counsel.  NACADA does NOT provide legal counsel nor answer legal questions. Individual contemplating any action regarding a FERPA claim should seek legal counsel before going forward.

The following article will outline the disclosure requirements in the Family Education Rights and Privacy Act (FERPA). First, I will define the educational records that are covered under FERPA, and set out the types of records that are not considered educational records. Next, I will review the two types of educational records, directory information and non-directory information, and outline the specific disclosure requirements for each type. I will define the written consent requirement needed for non-directory information. Finally, I will set out the exceptions to the written consent requirement for non-directory information.

# FERPA

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines. Therefore, it is imperative that the faculty and staff have a working knowledge of FERPA guidelines before releasing educational records.

# Educational Records

FERPA gives students the following rights regarding educational records:

* The right to access educational records kept by the school;
* The right to demand educational records be disclosed only with student consent;
* The right to amend educational records;
* The right to file complaints against the school for disclosing educational records in violation of FERPA.

Students have a right to know about the purpose, content, and location of information kept as a part of their educational records. They also have a right to expect that information in their educational records will be kept confidential unless they give permission to the school to disclose such information. Therefore, it is important to understand how educational records are defined under FERPA. Educational records are defined by FERPA as:

**Records that directly relate to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution.**

Educational records are directly related to the student and are either maintained by the school or by a party or organization acting on behalf of the school. Such records may include:

* Written documents; (including student advising folders)
* Computer media;
* Microfilm and microfiche;
* Video or audio tapes or CDs;
* Film;
* Photographs.

Any record that contains personally identifiable information that is directly related to the student is an educational record under FERPA. This information can also include records kept by the school in the form of student files, student system databases kept in storage devices such as servers, or recordings or broadcasts which may include student projects.

**Records Not Considered As Educational Records**

The following items are not considered educational records under FERPA:

* Private notes of individual staff or faculty; (NOT kept in student advising folders)
* Campus police records;
* Medical records;
* Statistical data compilations that contain no mention of personally identifiable information about any specific student.

Faculty notes, data compilation, and administrative records kept ***exclusively*** by the maker of the records that are **not accessible or revealed to anyone else** are not considered educational records and, therefore, fall outside of the FERPA disclosure guidelines. However, these records may be protected under other state or federal laws such as the doctor/patient privilege. As an attorney, I recommend that you check to make sure that you fully comply with these disclosure guidelines before disseminating any of this information .

**Two Types of Educational Records**

There are two types of educational records as defined under FERPA. Each type of educational record is afforded different disclosure protections. Therefore, it is important for faculty and staff to know the type of educational record that is being considered for disclosure.

**Directory Information**

Some information in a student's educational record is defined as directory information under FERPA. Under a strict reading of FERPA, the school may disclose this type of information without the written consent of the student. However, the student can exercise the option to restrict the release of directory information by submitting a formal request to the school to limit disclosure. Directory information may include:

* Name;
* Address;
* Phone number and email address;
* Dates of attendance;
* Degree(s) awarded;
* Enrollment status;
* Major field of study.

Though it is not specifically required by FERPA, institutions should always disclose to the student that such information is considered by the school to be directory information and, as such, may be disclosed to a third party upon request. institutions should err on the side of caution and request, in writing, that the student allow the school to disclose directory information to third parties.

**Non-directory Information**

Non-directory information is any educational record not considered directory information. Non-directory information must not be released to anyone, including parents of the student, without the prior written consent of the student. Further, faculty and staff can access non-directory information only if they have a legitimate academic need to do so. Non-directory information may include:

* Social security numbers;
* Student identification number;
* Race, ethnicity, and/or nationality;
* Gender
* Transcripts; grade reports

Transcripts are non-directory information and, therefore, are protected educational records under FERPA. Students have a right to privacy regarding transcripts held by the school where third parties seek transcript copies. Institutions should require that students first submit a written request to have transcripts sent to any third party as the privilege of privacy of this information is held by the student under FERPA. As an attorney, I would advise that schools should never fax transcripts because this process cannot guarantee a completely secure transmission of the student's grades to third parties.

**Prior Written Consent**

In general, a student's prior written consent is always required before institutions can legitimately disclose non-directory information. institutions may tailor a consent form to meet their unique academic needs. However, prior written consent must include the following elements:

* Specify the records to be disclosed;
* State the purpose of the disclosure;
* Identify the party or class of parties to whom the disclosure is to be made;
* The date;
* The signature of the student whose record is to be disclosed;
* The signature of the custodian of the educational record.

Prior written consent is not required when disclosure is made directly to the student or to other school officials within the same institution where there is a legitimate educational interest. A legitimate educational interest may include enrollment or transfer matters, financial aid issues, or information requested by regional accrediting organizations.

Institutions do **not** need prior written consent to disclose non-directory information where the health and safety of the student is at issue, when complying with a judicial order or subpoena, or where, as a result of a crime of violence, a disciplinary hearing was conducted by the school, a final decision was recorded, and the alleged victim seeks disclosure. In order for institutions **to be able to disseminate non-directory information** in these instances **FERPA requires that institutions annually publish the policies and procedures** that the institutions will follow in order to meet FERPA guidelines.

FERPA has strict guidelines regarding disclosing the educational records of dependent students. Though FERPA allows such disclosure, the act mandates that the institution first publish clearly delineated policies and procedures for the disclosure of these records. The institution must publish these guidelines annually in a format that is easily accessible to interested parties. As an attorney, I would recommend that both the dependent student and parents sign written disclosure agreements stating, at minimum, the following:

* The dependent student understands and allows parental access to these educational records;
* The dependent student and his/her parents have been given a copy of the institution's policies and procedures for the disclosure of students' records.

Most institutions charge their registrar's office with the responsibility to determine how their institutions will comply with FERPA disclosure requirements.  Registrars commonly work with legal council in fashioning and publishing these guidelines. As advisors, it is advisable to check with your registrar's office if you have any questions or concerns before disclosing any student information to third parties.

**Conclusion**

The Family Education and Privacy Act was enacted by Congress to protect the privacy of student educational records. This privacy right is a right vested in the student. Generally:

* Institutions must have written permission from the student in order to release any information from a student's educational record.
* Institutions may disclose directory information in the student's educational record without the student's consent.
* It is good policy for the institution to notify the student about such disclosure and to seek the written permission of the student to allow disclosure of any educational records including directory information.
* Institutions should give the student ample opportunity to submit a written request that the school refrain from disclosing directory information about them.
* Institutions must not disclose non-directory information about students without their written consent except in very limited circumstances.
* institutions should notify students about their rights under FERPA through annual publications.
* When in doubt, it is always advisable to err on the side of caution and to not release student educational records without first fully notifying the student about the disclosure.

Finally, the school should always seek a written consent from the student before disseminating educational records to third parties.

Note: An new interpretation of FERPA as it applies to mental health and campus safety was issued by the US Department of Education in December, 2008.  The following articles address this topic:

* [Education Department Reworks Privacy Regulations](http://online.wsj.com/article/SB122878222728889843.html?mod=googlenews_wsj) via 12/09/08 Wall Street Journal
* [Education Department Gives Colleges New Flexibility on Student Privacy Law](http://chronicle.com/weekly/v55/i17/17a01801.htm?utm_source=cc&utm_medium=en) via The Chronicle of Education. (You may need your institution's Chronicle user name and password to access this article.
* [Updated privacy law addresses student safety](http://www.eschoolnews.com/news/top-news/index.cfm?i=56670) via E-school News
* [FERPA revisions](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/FERPA-Revisions.ppt) podcast PowerPoint February 2009

**References:**

Federal Register, (Thursday, July 26, 2001). 34 CFR Part 99, Part V, Family Education   Rights and Privacy, Final Rule.

Office of Family Policy Compliance, Family Education Rights and Privacy Act   (FERPA). Retrieved October 17, 2004 from <http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html>.

Ramirez, Clifford A. (2004). FERPA: What You Can and Can't Disclose, An LRP Publications Audio Conference.

University of Connecticut, Office of the Registrar, Guidelines for Faculty Relating to Educational Records. Retrieved October 16, 2004 from   <http://www.registrar.uconn.edu/ferpguid.html>.

University of Illinois at Urbana-Champaign, Office of Admissions and Records  (OAR), FERPA Tutorial. Retrieved October 15, 2004 from  [http://registrar.illinois.edu/staff/ferpa\_tutorial/index.html .](http://registrar.illinois.edu/staff/ferpa_tutorial/index.html)

**Resources:**

* [Education Department Reworks Privacy Regulations](http://online.wsj.com/article/SB122878222728889843.html?mod=googlenews_wsj) via 12/09/08 Wall Street Journal
* [FERPA and social media](http://www.facultyfocus.com/articles/teaching-with-technology-articles/ferpa-and-social-media/?c=FF) via facultyfocus.com
* [FERPA updates](http://www.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf) US Department of Education 12/09/08
* FERPA revisions [podcast](http://www.nacada.ksu.edu/podcasts/promotions/ferpa-robinsonPart02.mp3) [PowerPoint](http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/FERPA-Revisions.ppt) February 2009
* [Resources](http://www.nacada.ksu.edu/Clearinghouse/Links/legal.htm) linked from the NACADA Clearinghouse
* [FERPA and Social Media](http://www.facultyfocus.com/articles/teaching-with-technology-articles/ferpa-and-social-media/)

Cite the above resource using APA style as:

Van Dusen, William R., Jr. (2004). FERPA: Basic guidelines for faculty and staff a simple step-by-step approach for compliance. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/FERPA-Overview.htm>

This article should not be considered legal advice from NACADA nor from the author. Individuals contemplating any action regarding a FERPA claim should seek legal counsel before going forward.

**Individuals with questions regarding FERPA interpretation at a specific college or university should contact the institution's Registrar or Student Legal Services office.** Questions regarding K-12 FERPA issues should be directed to the building principal or the school district's legal counsel.

**University of Findlay FERPA Tips**

\*To avoid violations of FERPA rules:\*

\*DO NOT\*\* at any time use the social security number (or UF identification number) of a student in a public posting of class grades or in a circulated attendance roster or in any comparable public manner.\*

\*DO NOT\*\* leave graded tests, papers, lab books, etc. in a stack for students to pick up by sorting through the papers of all students.\*

\*DO NOT\*\* discuss the academic progress of any student with parents or any persons outside the University (e.g. employers) without the written consent of the student.\*

\*DO NOT\*\* discuss the academic progress of any student with other students.\*

\*DO NOT \*\*discuss the academic progress of any individual student with other UF faculty members or administrators unless their official responsibilities identify their legitimate educational interest in the student.\*

\*DO NOT\*\* provide anyone with lists of students enrolled in your classes for any purpose.\*

\*DO NOT\*\* provide anyone with student schedules or assist anyone other than University employees in finding a student on campus.\*

To help assure compliance with FERPA:

Do keep only those individual student records necessary for the fulfillment of your teaching and advising responsibilities.

Do keep any private notes or correspondence concerning a student (e.g. letters of recommendation ) that are intended for a faculty member's own use separate from official educational records.

Do refer factual directory changes or mistaken academic records to the Office of the Registrar.

WHEN IN DOUBT, err on the side of caution and do not release student information. Contact the Office of the Registrar for guidance.

**Advising Procedures, Tips, Forms, and Other Helpful Information**

This section will contain important information that all advisors should know. These procedures will be used, in most cases, on a weekly basis. All of the procedures that are included will be vital in the education of our students.

**Faculty/Staff Computer System Manuals**

**My Findlay Manual –** accessing this manual will get you entry into the my Findlay system, which is the link to grade entry and advising. The link to this manual is <https://my.findlay.edu/ics/icsfs/myFindlay_Faculty_Manual.pdf?target=0e09fc3c-6d98-4c21-bb44-85736df724d8>

**Advisor Registration Manual –** accessing this manual will give you all of the necessary information so that you can advise your students in a clear and concise manner. This manual allows you to access grades, transcripts, and other important information. The link to this manual is <https://my.findlay.edu/ics/icsfs/Adviser_Registration_Manual.pdf?target=a423397b-31e5-450f-97cb-77e49919e28c>

**Grade Entry Manual –** accessing this manual allows you to see your class lists and enter final grades. The link to this manual is <https://my.findlay.edu/ics/icsfs/Grade_Entry_Manual.pdf?target=bda5a542-ad35-49be-9015-ab51e796ad28>

**Starfish Early Intervention System**

As faculty advisors, you are on the front lines when it comes to offering support, and you need the tools and information to do your job effectively, efficiently, and personally. Starfish is a retention management tool which is a real-time tracking and early warning system. Starfish makes you aware more quickly who needs help and allows you to take a more holistic approach to student success.

Starfish will automatically display all students that have been assigned to you or are enrolled in your courses. From there, you can conveniently begin raising flags about students when you observe a pattern of behavior that concerns you, ensuring that the people on campus who can intervene are aware. It also allows you to review flags that have been raised about your students, present kudos, and provide and/or see additional information.

The system also provides you one-click access to a student’s profile and performance history, including flags, grades (including tests and quizzes as recorded in the Blackboard system if the faculty member inputs grades in the system), notes, and referrals.

Starfish is here to help you accomplish your goal of helping students achieve their goals.

**Placement Exams**

Prior to New Student Registration students will have the opportunity to take placement exams either in person the day of registration or online before they arrive for registration.

Placement tests are utilized for evaluation of the students’ ability to be placed in course work at UF.  Placement in a course with the appropriate level of challenge is vital to their success in the classroom.  By having the results of the various tests, academic advisors are better able to register students for classes. The results will be logged into the online advising system under the Placement Scores report.

**Add/Drop Courses**

The add/drop form is used to add or drop a student from a class. The form listed below can be printed out and submitted to the Registrar’s Office with both the student’s and advisor’s signatures: <https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/adddropform.pdf>

Advisors may also drop a student, in consultation with that student, from a class using the drop/add a class function in MyFindlay student advising.

**Registration**

Approximately eight weeks into the semester, the Office of the Registrar sends registration materials to enrolled students. Students are issued a registration date based on their cumulative earned hours. Seniors register first to ensure that courses required for graduation are available to them. Registration is handled by the faculty adviser and runs for approximately 22 working days. Students are permitted to register via the adviser on or after their assigned registration date. New students must be accepted first through the Office of Admissions or the Graduate and Professional Studies Office before meeting with their faculty adviser. Students, with an outstanding financial balance will not be permitted to register.

**Late Registration**

Registration after the sixth class day is considered to be late registration. In order to register late, the student must take an add/drop form to the instructor of the course and they must sign the form in order to let her/him into the class. The add/drop form should be submitted to the Office of the Registrar so that they may add the course to the system.

**Course Load**

The usual course load at The University of Findlay is 15 to 18 credit hours per semester. Twelve or more credit hours per semester is considered full- time by the University for certain purposes such as housing regulations and financial aid. If concerned about eligibility for participation in varsity athletics or financial aid programs, students should consult with the athletic director or the director of financial aid, respectively.

Payment of the regular full-time tuition covers from 12 to 18 credit hours per semester. Students will not be permitted to take more than 18 hours during one semester unless a minimum grade point average of 3.0 is attained during the last semester enrolled. In all cases of overloads, prior approval must be obtained from the student's faculty adviser. The per-hour tuition rate is charged for any hours beyond 18 semester hours except for approved honors and travel courses.

Students can be registered for an overload (more than 18 hours) by meeting with their advisor or by completing the overload approval form at:

<https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/overloadapprovalform.pdf>

and returning it to the Office of the Registrar for processing.

**Withdrawal from Selected Courses**

Withdrawals made after the first six days but within the first 50 days of a semester are recorded as a non-punitive "W" on a transcript.  Students may petition for withdrawal after the first 50 days. If the petition is denied and students fail to complete the semester, they will receive "F" grades for unfinished courses.  The Student Academic Standards Committee reviews all petitions for withdrawal made after the first 50 days.  If a student leaves a course without following withdrawal procedures, he/she automatically receives an "F" grade.  (See section on expenses for refund policy.)  **Courses that meet for only a portion of the semester (e.g., first or second half HPE activities) can be withdrawn from only up to midpoint of the duration of that course.**

When a student has violated University rules, regulations, or policies of an academic nature the student will not be permitted to withdraw from the course.

The add/drop form can be used to process a withdrawal for a selected class. The add/drop form can be found at: <https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/adddropform.pdf>.

**Withdrawal from the University**

When a student withdraws from all classes during a semester, it is the University’s responsibility to assign an official withdrawal date. For a student withdrawing while regularly attending classes, the withdrawal date is the date that the student notifies the Oiler Success Center of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form. If a student ceases attending classes without notice, the withdrawal date will be the student’s last date of attendance or participation in a course-related activity, as documented by his/her University instructors.

**\*\*Faculty should never drop a student from all of his/her courses without contacting the Oiler Success Center.\*\***

Failure to attend class(es) does not constitute an official drop or withdrawal. Students wishing to withdraw from the University must follow the current withdrawal procedures. **To withdraw from the University students must obtain a withdrawal form in the Oiler Success Center.**

The [withdrawal form](https://www.findlay.edu/NR/rdonlyres/67F5AC0D-209E-4453-BD0C-0C5FB8671AE7/24363/v4Withdrawal_Form_Revised2212013.pdf) must be used to withdrawal from the University.  This form needs to be completed and returned to the Oiler Success Center located on the first floor of Old Main.

**Declaration/Change of a Major, Minor, and/or Advisor**

Majors and minors should be declared no later than the start of the student’s junior year. The later a major is declared, the higher the risk that the student will need to stay in school longer than 4 years. A major and/or minor can be declared by filling out the Change of major, minor, Advisor Form which can be found at <https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/ChangeofMajorMinorAdviserForm.pdf>.

**UF Repeat Policy**

If students register for a course not intended to be repeated, they will receive only the credit and quality points earned in the most recent registration. The credit and grade earned previously will remain on the student’s record but will not be counted in the grade point average. A course will count only once toward cumulative hours earned. Repeating a three-hour course means the student will receive only three hours for that course rather than three hours for each time

he/she takes the course.

The University retains the right to flag repeat courses and adjust grade point averages at its own discretion in adherence with the repeat course policy outlined above. The repeated courses will be designated as such at the end of each academic semester.

If a student is registering for a course for the third time, he/she will be required to have academic assistance for this course. In general, students are limited to registering for an undergraduate course three times. If a student elects to register for a course more than three times, he/she is limited to taking only the course being repeated and he/she may see an impact on his/her visa status, eligibility for federal financial aid (i.e., loans/grants), tuition remission and/or athletics. A course is considered a repeat when a student is registered for the course after the last day to add a class.

A student has the right to appeal the repeat policy with the Student Academic Standards Committee.

**Minimum Progress**

**University Undergraduate Student Minimum Progress**

Students are expected to make normal progress toward meeting degree requirements. Failure to do so will result in academic warning, probation, or suspension. Progress will be reviewed at the end of each semester. A change in a student’s academic status will become effective at the point final grades are processed by the Office of the Registrar. The cumulative grade point average is based only on grades earned at The University of Findlay.

A student’s semester or cumulative grade point average, as well as completion rate (i.e., credit hours completed for a passing grade as a percentage of total registered credit hours) may impact financial aid status, scholarship eligibility, intercollegiate athletic eligibility, participation in performing arts events or campus media roles, and visa status (for international students), in addition to individual program participation. It is the student’s responsibility to know or seek guidance on the pertinent academic progress policies applicable to their individual activity at The University of Findlay. A student should review his/her financial status with the Office of Financial Aid when his/her semester or cumulative grade point average is determined to be deficient.

**WARNING:** If a student’s cumulative grade point average falls below 2.20 but is above the probation level as indicated by the following table, the student will be placed on academic warning.

If a student’s semester grade point average falls below 2.00 while attempting six or more semester hours but whose cumulative grade point average is above 2.20, the student will be placed on academic warning.

A student who is on academic warning will receive a letter of concern from the Oiler Success Center inviting her/him to contact the Center to review his/her academic performance and will also outline available support services.

**PROBATION**: If a student’s cumulative grade point average falls below the level required under suspension as indicated by the following table, the student will be placed on academic probation until the deficiency is remedied. A student on academic probation will be required to do a Learning Contract with the Oiler Success Center for each semester he/she is on academic probation.

**SUSPENSION**: If a student’s cumulative grade point average falls below the level required under suspension as indicated by the following table, the student will be suspended from the University for a period of at least two semesters. The summer semester may count as one of the semesters. A student returning to the University after suspension will be placed on probation, will be required to do a Learning Contract, and must be advised by an Oiler Success Center adviser. As noted within the description of a Learning Contract, re-entry after suspension may also include restriction on course selection or load.

Students requesting early re-admission or to take course work elsewhere during the mandatory two-semester suspension must have the approval of the Student Academic Standards Committee with support from the Oiler Success Center. Students requesting to return after the mandatory two-semester suspension only need approval through the Oiler Success Center.

A student wishing to return to the University after his/her second suspension must appeal to the Student Academic Standards Committee for readmission.

SEMESTER HOURS WARNING PROBATION SUSPENSION

(credits attempted plus transfer credits) (cumulative grade point average)

0.50—27.00 Below 2.20 Below 1.80 Below 1.60

27.01—45.00 Below 2.20 Below 2.00 Below 1.80

45.01 or more Below 2.20 Below 2.00

**Program Minimum Progress**: Some programs at the University have set stricter minimum progress standards, and/or reserve the right to review and apply minimum progress standards for courses ending within a semester. These program minimum progress standards may include grades. However, minimum progress standards may also include other non-academic standards (e.g., fitness, personal, and/or professional behavior). A student’s failure to meet these stricter progress standards does not preclude the student from being eligible to register within another program at the University if he/she meets University minimum progress standards.

**Learning Contract**: The Learning Contract is a written agreement between a student and The University of Findlay that delineates what academic progress is required at The University of Findlay, how that academic progress can be achieved, and what methods of assessment will be employed to help a student achieve his/her academic progress. A Learning Contract may include, but is not limited to class attendance expectations, homework assignment due date expectations, study skills, tutoring, restricted academic loads, personal counseling, career service counseling, and weekly meetings with an Oiler Success Center academic coach.

The goal of a Learning Contract is to outline available support and provide a documented means of how the Oiler Success Center intends to work together with the student in a collaborative effort to improve the student’s academic performance and standing at The University of Findlay.

**Transient Course Work**

Students desiring to take courses at other institutions must submit a Transient Approval Form, which may be found at

<https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/transientapprovalform.pdf>

to the Office of the Registrar. The Transient Approval Form must be approved by the student’s adviser and chair or program director along with the Office of the Registrar.

Students must submit all transient work to UF within six months of completion, otherwise transient work will not be posted to the UF transcript. Students may complete up to 50 percent of the hours required in their major using transfer and/or transient course work.

The University of Findlay reserves the right to deny accepting courses from another institution if course credit has already been earned at UF, and to require a student to reapply to UF as a transfer student if absent from UF for more than one semester, excluding summer, unless the student was on a University-approved internship, work study, or study abroad program during that time period.

Approval will be limited to the term for which approval is requested. Normal policy is that any approval given is voided if course work is taken during suspension or dismissal status. Course work that is contained within a course already completed (e.g., pre-calculus after passing Calculus I) will not transfer. Please review the University’s Transfer Credit Policy regarding transfer credit policies.

Any student taking a transient course to apply back to The University of Findlay as a replacement of a previously completed course will have his/her transcript adjusted to reflect zero hours of credit and quality points for The University of Findlay course and only the credit hours from the transient course. Both courses will be flagged on the University transcript as a repeated course and a replacement course respectively.

**Course Waiver/Substitution in a Major or Minor**

Course waivers and substitutions are sometimes necessary when a scheduling conflict arises. Course substitutions and waivers can only be made if there is another course that is deemed to be the equivalent of the course that you are substituting for. Waivers and Substitutions should only be done if unique circumstances arise. In all cases, the official waiver or substitution letter should be sent to The Office of the Registrar immediately and should include the Advisor, the Area Director’s, and the College Dean’s signatures.

**Incompletes**

A grade of "X," initiated by the student, will be approved only when documented circumstances beyond a student's control (such as serious illness or family emergency) have prevented the student from completing the course work.  Inability to get work in on time will not constitute a reason for the grade of "X."  A student must complete an Incomplete Grade Request Form and get it approved by the instructor and the appropriate college dean. The approved Incomplete Grade Request Form must be submitted to the Office of the Registrar for processing prior to the last date and time to submit final grades. A student must complete the course work within ten weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the “X” was given.  The time limit may be extended up to one year following the end of the course session in which the “X” was given at the discretion of the instructor and the dean of the college responsible for the course.  If a student does not complete the required course work within the prescribed time period, the “X” grade will automatically convert to an “F.”

The incomplete grade request form may be found at <https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/IncompleteGradeRequest.pdf>

And must be completed and returned to the Office of the Registrar.

**Extended Credits**

The grade of “EC” is used for courses such as clinicals, internships, capstone courses, and band (undergraduate only) that extend more than one semester. The grade “EC” will be replaced by the grade finally reported for the completed course work. A student must complete the course work within the semester (or a shorter time period based on the discretion of the instructor with documentation on file in the Office of the Registrar) immediately following the end of the course session in which the “EC” was given. If a student does not complete the required course work within the prescribed time period, the “EC” grade will automatically convert to an “F.”

**Dean’s List**

Full-Time students who achieve a grade point average of at least 3.50 while taking at least 12 semester hours of graded course work are named to the Dean’s List for that semester. Part‑time students who are taking between four and 11 semester hours of graded course work and maintain a 3.50 grade point average also will be named to the Dean’s List for Part-time Students.

**Class Standing**

Class standing is determined by the following qualifications:

Freshman 0‑27 semester hours credit

Sophomore 27.01‑57 semester hours credit

Junior 57.01-87 semester hours credit

Senior 87.01 semester hours credit

**Scheduling First Year Students**

First impressions are ALWAYS important. Advising is no different!! It will be critically important to advise students in a positive manner. Relationship building is critical to us forming a bond with the students. We MUST make them understand that they are a part of The University of Findlay family. We are going to employ several changes to help us with the advising of first year students. They are listed as follows.

* 1. Advisors will be assigned to students as soon as students pay their deposits.
	2. Advisors should make contact with their new advisees as soon as possible.
	3. Advisors should prepare first-time freshman for their first registration experience at their summer orientation.
	4. Advisors should make contact with their new students at least once in the time period of June and July.

**Scheduling Transfer Students**

The number of transfer students in college education is on the rise. We must be able to effectively and efficiently analyze where they are at and form a plan of success for the students’ career paths. The information below deals with important information that applies to transfer students.

**Helpful Information for Advising Transfer Students**

**Transfer Credit Policy**

Transfer students with 12 or more hours will contact the Undergraduate Admission Office for application materials. The University of Findlay must receive an official transcript sent directly from each college or university attended by a prospective student. An official high school transcript or General Education Diploma (G.E.D.) is also required for each transfer student. If a student is currently enrolled in classes at another institution, they need to have final transcripts sent at the end of the session.

**An** unofficial**transcript evaluation will be completed by the Transfer Coordinator after the student has applied to determine course equivalencies.  However, an** official**transcript evaluation can only be completed by the Registrar's Office for the student’s final transfer evaluation.** An evaluation of the number of credits and courses accepted for transfer will follow the letter of conditional acceptance for domestic students and the application for international students. Once the official transcript evaluation has been completed, the results may be found under Transfer Course Equivalency Report on MyFindlay/ student advising.

For domestic students, transfer credit is normally granted when courses taken at a post-secondary institution are completed with a verifiable grade of “C” or better and are not developmental in nature as defined by The University of Findlay.

For international students, transfer credit is normally granted when courses taken at an approved, as defined by the appropriate governmental body in the international student’s home country (e.g. Ministry of Education), degree granting post-secondary institution are completed with a verifiable grade of “C” or better and not developmental in nature as defined by The University of Findlay.

The decision regarding the acceptance of credit rests with the Office of the Registrar. Decisions about validation of courses are based on a comparison of syllabi or course descriptions and when the validation is in question, it will revert to the demonstrated student competencies.

Courses completed at a two-year institution are not found to be equivalent to upper-level courses at The University of Findlay. Therefore, transfer credit from a two-year institution will either transfer in as an equivalent to a 100- or 200-level course or will transfer in as an elective.

Course equivalencies received from any institution to The University of Findlay are reviewed periodically and are subject to change. Therefore, a student’s transfer evaluation will only become official after he/she enters The University of Findlay and his/her credits have been posted to The University of Findlay transcript. Modifications to a student’s program can only be made with the approval of the appropriate program director.

A student transferring credit from an institution not on the semester system will have his/her transfer credits converted to semester hours. For example, a three-quarter-hour course transfers as a two semester hour course.

Students from accredited two-year institutions can transfer a maximum of 62 semester hours of credit. In most cases, the holder of an associate’s degree from an accredited two-year institution will receive junior class status.

International students entering The University of Findlay’s undergraduate program must submit a verified TOEFL score of at least 500 or a verified Academic IELTS score of at least 6.0. International students whose medium of instruction was English at the secondary and/or post-secondary level may apply for exemption from this requirement.

If a student wishes to challenge the transfer credit policy, or the application of the policy, then an appeal must be submitted in writing to the Student Academic Standards Committee. The SASC will review all available information and make the final decision. All appeals must include a statement from the student’s program director.

**Graduation Policies and Forms**

To graduate, a student must declare his/her intention to graduate and show the approval of the program director or college dean by completing a declaration of candidacy form and turning it in to the Office of the Registrar. This declaration of candidacy form is available in the Office of the Registrar or online under advising forms on the Office of the Registrar website. This form MUST be received six months prior to the expected graduation date.

Undergraduate students are strongly recommended to turn in the declaration of candidacy form prior to the end of the second semester of their junior year.

The Undergraduate Declaration of Candidacy form can be found at:

<https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/UNDGGradApplication.pdf>

The Graduate Declaration of Candidacy form can be found at:

https://www.findlay.edu/offices/academic/registrar/Shared%20Documents/DeclarationofCandidacyGradDegree.pdf

**Graduation Countdown**

Graduation Countdown is an event that is held towards the beginning of the spring semester. The purpose of this event is to have graduates make sure that their names are on the graduation list and that the information we have is correct. This is also an opportunity for the student to order their graduation cap, gown, and so on.

**Senior Salute**

Senior Salute is an event that is held towards the end of the Spring semester. The purposee of this event is to be able to check the spelling of the student’s name in the program, check on outstanding balances, order invitations, and seek career opportunities.

**Commencement Ceremonies**

The University of Findlay has one commencement ceremony each year, at the end of spring semester in April or May. Students who have a 2.00 cumulative grade point average, and have completed all degree requirements, or those who are in the process of completing all degree requirements, or those who are within two courses of completing their degree program and have registered for Findlay classes in the following semester in order to complete their degree, may participate in the scheduled commencement ceremony.

Students who complete an application for graduation will be automatically assigned to participate in the first commencement ceremony that follows the semester in which their degree requirements are projected to be completed. Students are eligible to participate only in their assigned commencement ceremony.

**Graduation Conferral Date**

The University of Findlay confers degrees three times each year, December, May, and August. The degree date is posted after successful completion of all degree requirements. Participation in a commencement ceremony is independent of degree conferral.

The December graduation date is given to those students completing their degree requirements by the end of the fall semester.

The May graduation date is given to those students completing their degree requirements during the winter or winter weekend term, the spring semester, or the spring weekend term.

The August graduation date is given to those students completing their graduation requirements during the summer semester or the summer weekend term.

Students who do not complete graduation requirements by the date for which they applied MUST re-file a graduation application. An application is not automatically considered for the next graduation conferral date.

**Graduation with Honors**

Academic honors will be awarded based on the following cumulative grade point averages:

3.60 Cum Laude

3.75 Magna Cum Laude

3.90 Summa Cum Laude

To qualify for honors, a student must have attended The University of Findlay for a minimum of 50 semester hours of graded course work. (A minimum of 40 semester hours is acceptable for those students transferring with a previous cumulative GPA of 3.60 or higher.)

**Center for Career & Professional Development**

Mission: To actively engage the University of Findlay students and alumni by guiding, educating, and empowering them through experiential learning and professional development opportunities.

The CCPD provides students and alumni with job shadow, internship, and job search assistance for successful employment after graduation. They offer assistance with resume and cover letter writing; interview preparation, including mock interviews; job search techniques; advice on employment issues and latest trends in career-related topics; and LinkedIn assistance.

The CCPD posts internship/job openings on Purple Briefcase and sponsors a variety of workshops, job fairs, and on-campus interviewing days throughout the academic year.

For additional information email ccpd@findlay.edu or call 419-434-4665.

**Internship Program**

The Internship Program enables students to acquire practical knowledge that complements classroom learning, increases marketability for job placement after graduation, and enhances preparation for graduate or professional school programs. Internships are developed to assist employers in meeting their goals while simultaneously providing hands-on, supervised career-related experience, for the student. Internships can be taken for academic credit (course pre-requisites apply), but are also available not-for-credit. The responsibilities listed below are in regard to for-credit internships.

**Responsibilities: Faculty Internship Adviser**

* 1. *Determine if the student meets qualifications for an internship* (i.e. meets course pre-requisites).
	2. Assist the student in developing specific learning objectives.
	3. Approve the internship via email notification from Purple Briefcase if all is OK.
	4. Visit the internship work site (if possible) during the semester to meet with the supervisor and the intern.
	5. Read, evaluate, and grade the intern’s assignments, evaluations, and final paper and submit the internship grade by the required date.

The Center for Career & Professional Development operates under Purple Briefcase. This site is maintained by our office and is accessible by students, faculty, and employers. All internship approval happens through this system. Once a student has reported their internship on Purple Briefcase, an automated email will be sent to you that includes the key pieces of information regarding the internship. A link is in the email for you to approve or deny the internship, or you can access the entire record if you want more information.

**\*\* By Clicking on the Purple Briefcase logo below it will take you to Purple Briefcase.**

**

Faculty internship advisers are registered on Purple Briefcase through the Center for Career & Professional Development. This access also allows faculty internship advisers to provide job search assistance and suggestions for internship and post-graduation opportunities for their advisees.

The Center for Career & Professional Development also conducts mid-term and final evaluations (from the intern and employer) for each internship through SurveyMonkey. If you would like these evaluations to help determine the student’s grade, please make your request by contacting your college’s liaison within the office and he/she will send you the appropriate evaluations.

**Responsibilities: Student/Intern**

* Create a resume suitable for the internship.
* Meet with your academic adviser and faculty internship adviser to discuss the opportunity.
* Complete and submit the “I got an internship” report on Purple Briefcase.
* Sign the Student Internship Contract.
* Inform the site supervisor of start and end dates of the internship and of any academic objectives that might require absence from work.
* Report to the work site as scheduled and on time.
* Meet all assignment deadlines with accuracy and diligence.
	+ Maintain timely communication with the site supervisor.
	+ Maintain a weekly log of hours worked and progress made toward completion of the learning objectives.
	+ Work hours for each semester hour of credit registered (for most programs, 50 work hours equates to 1 credit hour). Inquire with your faculty internship adviser/program if you’re unsure of the requirements.
	+ Immediately inform your faculty internship adviser or the Center for Career & Professional Development if your site supervisor changes or if you have any problems related to your internship.
	+ Submit final paper to your faculty internship adviser by specified due date.
	+ Complete mid-term and final evaluations of your internship experience.

**To begin a student’s internship search, contact the Center for Career & Professional Development at** **ccpd@findlay.edu** **or 419-434-4665.**

**Career Planning**

Many students who enter Findlay with a major will question their choice because of grades or interest and face the decision of finding a new major. For some, changing majors may mean having to decide if they can stay at UF. Jan Taylor in Career Planning helps those students look at their options and develop a career path that meshes their career ideas with majors and programs.

Career Planning helps students assess their career interests and explore the major programs and career fields that are best suited to their strengths through individual counseling. The office also provides academic advising for undeclared freshmen and students transitioning to a new major.

If you think an advisee or a student in one of your classes needs to be looking at alternative majors, contact Jan Taylor, Director of Career Planning, 419-432-4615 or jantaylor@findlay.edu. The most successful referrals occur when the student knows the faculty member cares about their success and there is a coordinated effort with Jan Taylor in Career Planning.