



Academic Advising Handbook



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Section I: Introduction to Advising

Academic advising is often the first contact a student has on campus. Academic advisors develop relationships with students. Advisors share a bond with students because they inquire about dreams and goals and help students create a plan to achieve dreams and goals. Some students feel as if they do not belong, and academic advisors help students feel like they fit in. Advisors know of opportunities offered on campus that are available for students which helps get students engaged. It is important that advising has a student-centered focus. Good academic advising helps students succeed at Briar Cliff University (BCU). Advisors help students connect to the academic community. Advisors also help students establish connections outside BCU as they near graduation and plan careers or further studies.

This handbook is intended to help BCU advisors help students succeed in achieving their academic goals. The handbook should provide a useful reference guide to university policies, procedures, and resources.

Advising Mission

Academic advising at Briar Cliff University is a process dedicated to student success. It helps students make plans to realize their personal, educational, and career goals.

Definition of Advising

Advising is about much more than selecting and registering for classes. Advising is a service that guides students through their academic experience. Good advising includes a relationship between university staff/faculty and the student. Advisors work with students during times of personal and academic discovery, change, and growth. Advisors assist students in making the most of their opportunities and developing habits they can use throughout their lives. Engaging, challenging, and supporting students as they achieve their goals are the defining characteristics of BCU's advising.

Advisors help students assume responsibility for their decisions and educational plans. In line with our institutional mission and values, Briar Cliff University uses the Proactive Advising model. The Proactive model involves and motivates students to seek help when needed. Proactive advising identifies students at crisis points and gives them the message, 'You have this problem; here is a service that can help you' (Earl, 1987). Advisors work with students during times of personal and academic discovery, change, and growth. Advisors assist students in making the most of opportunities and developing habits they can use throughout their lives.

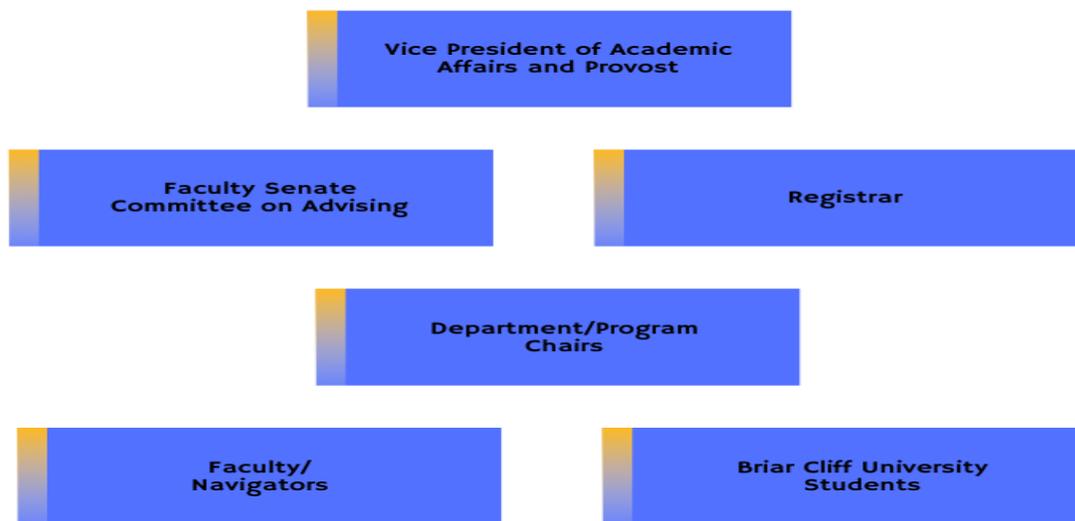
In adopting the Proactive Advising model, we create the expectation that the advising relationship changes as students mature. Advisors help students learn to make the most of their college experience. As higher education becomes more complex and constituents demand accountability, advisors must work with students to collaboratively create academic experiences which are useful and meaningful.

Section II: Advising Structure

Academic Advising Organizational Chart

Academic advising at Briar Cliff University is a collaborative process. Decisions are guided by academic policies, best practices, and student engagement strategies. Advisors must tailor their advising approach to meet student needs.

The organization chart below shows students and advisors in parallel. This represents the mutual relationship and shared responsibilities of advisors and students.



Briar Cliff University Undergraduate Advising Model

At Briar Cliff University, every student has an academic advisor that helps them plan their schedule so that they fulfill graduation requirements. Advisors help develop a balanced program that meets each student's educational goals.

First-year students work with a professional advisor/first-year advisor who assists the student in choosing a major and serves as their instructor in their first-year seminar class. First-year students are transferred to a faculty advisor in their chosen major midway through the spring semester of their first year.

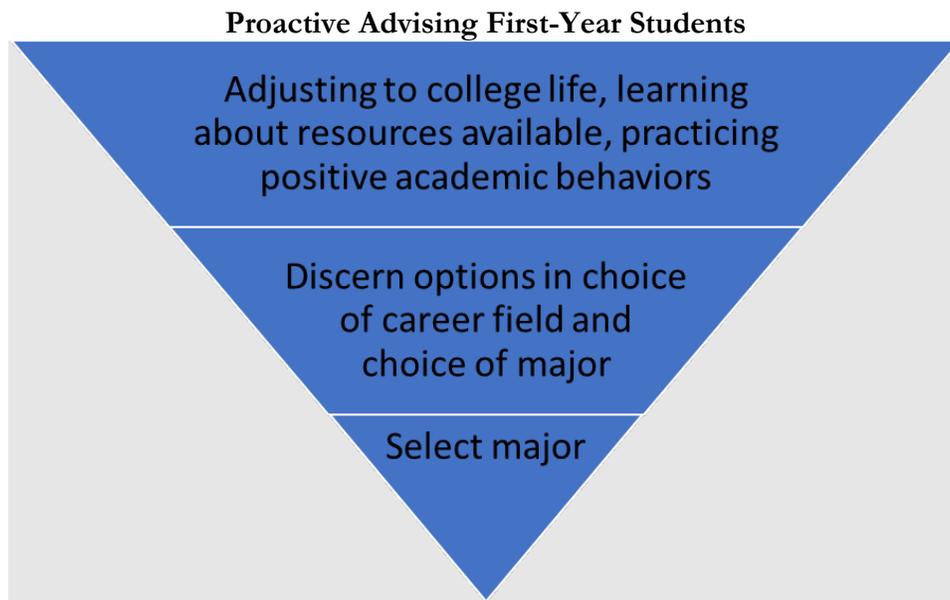
Adult learners, traditional-age transfer students, graduate students, and online students are assigned a faculty advisor in their major upon enrollment. If undecided, adult learners, traditional-age transfer students, graduate students, and online students are assigned a professional advisor. Refer to Section IV: Advising Specific Student Populations for details.

Starting at sophomore year, students are assigned a Navigator based on their major. The Navigator serves a supportive role to both the academic advisor and the student.

First Year Advising

First-year academic advising is a process by which first-year advisors assist students in setting academic, vocational, and personal goals. First-year advising bridges the gap from high school to college by offering academic and emotional support and by sharing how institutional goals are important to students. Additionally, academic advising often has a positive impact on students, helping them feel like they matter and that advisors are someone they can trust.

The advising relationship changes as students mature. For a visual example, advising can be thought of as an inverse triangle. The advisors start work with students in the broad topics of adjusting to college life, understanding the resources available, and practicing positive academic behavior. First-year advisees need help transitioning from high school to college. More advanced students still need guidance in making decisions about majors, careers, and their future.



First-year students meet their first-year advisor during their first month on campus. In that first meeting, first-year advisors discuss plans for academic success, non-academic matters, and campus resources. First-year students meet with their first-year advisor at least monthly during fall semester. First-year students enroll in Freshman Seminar and Franciscan Values, which are taught by their first-year advisor.

Students are transferred to a faculty advisor in their major midway through the spring semester of their first year. Students can be apprehensive about meeting with their new advisor. Faculty advisors can assist in this transition by being intentional about meeting with students to introduce themselves before first-year students complete the spring semester of their first academic year.

Calendar of Advising and Support for First-Year Students

<p>April-July</p>	<p>First-year students attend orientation.</p> <p>First-year students participate in the Summer Bridge program to prepare them for life as BCU students. This program lasts until mid-July.</p> <p>First-year advisors register students for fall semester classes.</p> <p>Football moves to campus in July.</p> <p>Students are encouraged to attend events on campus to promote socialization and build community</p>
<p>August</p>	<p>The rest of the student body moves onto campus.</p> <p>First-year students participate in verification with first-year advisors.</p> <p>First-year students participate in Charger Weekend.</p> <p>First-year students start fall classes at the end of August and meet their CORE 120M instructor who also serves as their first-year advisor.</p> <p>All first-year students are enrolled in CORE 120M (First-Year Seminar) and CORE 100 (Franciscan Values) taught by their first-year academic advisor.</p> <p>The first 6 weeks (about 1 and a half months) are used as vital programming opportunity; Students are encouraged to attend events on and off campus to promote socialization and build community</p> <p>First-year students are required to meet with their first-year advisor at least one time in the month of August. This is a holistic appointment addressing the academic and non-academic navigation of campus.</p>
<p>September</p>	<p>First-year students are required to meet with their first- year advisor at least one time in September. This is a holistic appointment addressing the academic and non-academic navigation of campus</p>
<p>October</p>	<p>First-year students are required to meet with their first-year advisor at least one time in October. This is a holistic appointment addressing the academic and non-academic navigation of campus.</p> <p>First-year students are required to participate in the Majors in Minutes event. This event assists students in the process of discerning their majors.</p> <p>First-year students are required to participate in the Human Library event. The purpose of this event is to highlight the Franciscan value of Peacemaking and Building A Caring Community.</p>

November	<p>Group advising and pre-registration sessions are offered to all first-year students where they can work on their 4-year plan.</p> <p>First-year students meet with their first-year advisor to register for spring semester classes.</p>
January	<p>First-year students begin Spring semester classes.</p> <p>New first-year students that start in the spring semester meet their first-year advisor. New first-year students and transfer students participate in verification with a first-year advisor</p> <p>First-year students are enrolled in CORE 101 (Franciscan Experience), a service-learning experience class that promotes the value of Connecting with Joyful Service</p>
March	<p>First-year students that have declared a major are transitioned to their declared major through meet and greet and/or meetings.</p> <p>Academic departments have Advising Transition Meetings with first-year students to welcome them to their declared major.</p> <p>First-year students who have not declared a major will remain with the first-year advisor until a major is declared</p>
April	<p>First-year students are encouraged to participate in the Mentoring and Leadership Summit</p> <p>First-year students are registered for fall semester classes.</p>

First Year Experience

The First-Year Experience (FYE) helps students transition to university life. Students work with faculty and staff members who care about students, focus on student success, and provide unique, challenging, and relevant learning experiences. Students also learn about the campus and how to connect with student support services, clubs, organizations, and other academic and co-curricular activities.

Learning communities at Briar Cliff University are three co-enrolled courses taught by faculty and instructors. The students take First-Year seminar, Franciscan Values, and Writing in the Digital Age. The purpose of the learning communities is to ensure students' successful transition to college. Students learn academic skills, campus resources, and leadership strategies that support them throughout their undergraduate experience. Franciscan Values exposes students to the BCU's core values and significant events in the life of St. Francis and St. Clare. Writing in the Digital Age is a college writing course. This course prepares students to work at the college level by teaching critical reading, research, and writing.

The Sophomore Transition (From First Year Advisor to Faculty Advisor)

During the sophomore year students must enroll in general education courses avoided in the first year, and are under pressure to declare a major. Sophomores must assimilate into the larger academic community. Faculty advisors can assist students by fostering a sense of belonging, encouraging student voice and choice, and modeling positive interactions.

Students who have declared a major are transitioned from their first-year advisor to their faculty advisor in the spring of their first academic year. The first-year advisor will transition student advisees by completing a Change of Major/Minor form for each of their advisees. The First-Year Advisor communicates declarations to the Compass Director, and then the Compass Director will contact the Department Chair of the declared student majors. The Chair of each department will assign the advising load to their new faculty advisor, who will complete registration and advising for the sophomore, junior, and senior students.

Sophomore/Junior/Senior Advising

There should be a minimum of one meeting between the student and the faculty advisor each semester. These meetings include the creation of a 4-year course plan of study, registration for courses, referral to student support as appropriate, and career planning. The Change of Major/Minor form can be located here: <https://www.briarcliff.edu/future-changers/admissions/registration/declare-a-major> and on the employee portal.

Students who have not declared a major will remain with the first-year advisor until a major is declared.

Navigators

All undergraduate students who have declared a major are assigned a Navigator based on their major and student type. Students who are enrolled in TRIO SSS (Student Support Services) are assigned a Trio Navigator. Students who are not enrolled in TRIO SSS are assigned a Compass Navigator. The academic clusters are as follows:

1. Arts & Letters (History, Digital Communication, Theology/Philosophy)
2. Health Sciences (Applied Health, Kinesiology)
3. Health Sciences (Nursing)
4. Physical & Life Sciences (Biochemistry, Chemistry, Environmental Science, Computer Science, Math)
5. Physical & Life Sciences (Nursing, Biology, Med Lab, Respiratory Therapy, Radiology Tech)
6. Social Sciences (Social work, Behavior Analysis, Psychology, Sociology, Criminology/Criminal Justice)
7. Social Sciences (Business, Accounting, International Business, Marketing, Sports Management)
8. Social Sciences (Elementary Education, Secondary Education, Special Education)

Navigators work with faculty advisors to provide academic and non-academic support. The primary role of a Navigator is to support students and connect them to the resources at Briar Cliff University. Navigators are responsible to educate students on policies, procedures, and processes so that students communicate and advocate for themselves.

The BCU early alert platform creates progress reports to monitor student progress. Collaboration and commitment from athletic coaches and faculty advisors are key components to keeping students accountable and motivated for success.

Navigators also assist faculty advisors in supporting students who are on academic probation by creating plans for success. Navigators check in with students on a regular basis throughout the semester.

Section III: Fundamentals of Advising

Advisor Roles and Responsibilities

Students and advisors share responsibility for the success of advising. Students are ultimately responsible for their choices in college, and BCU realizes that to make informed decisions, students need guidance from academic advisors and the rest of the university community. Please note that the information below provides broad guidance for advisors and advisees. Refer to individual department handbooks for further guidance on advising/retention.

The academic advisor is a primary resource regarding academic issues, opportunities, and programs.

Advisor's Role

- Answer questions about university policies, regulations, programs, and procedures.
- Meet with students each semester for academic advising.
- Keep regular office hours and be available to meet with students.
- Offer advice on course selection
- Assist students in the development of their academic plan to meet degree requirements and achieve educational goals.
- Refer students to appropriate support services when needed, including Compass, counseling, health, and disability services.
- Discuss student grades and how earned grades affect progress toward graduation and admission into future graduate and professional programs.
- Help students to explore their interests, abilities, and goals.
- Know about career opportunities in their area of expertise.
- Help students understand all their options and avoid mistakes.

Advisor's Responsibilities

- Know university and department requirements, policies and procedures.
- Work with students as needed when making changes to their major.
- Maintain required office hours throughout the semester.
- Provide a respectful, supportive atmosphere.
- Keep accurate records.
- Provide access to services on a fair and equitable basis.
- Avoiding any conflict of interest and the appearance of conflict of interest.
- Refuse to participate in sexual harassment.
- Discourage students from circumventing institutional policies and regulations.
- Confront students who have violated university policies, address issues, and refer students to the appropriate university support service.
- Recognize their limitations and make appropriate referrals for student problems they are not qualified to address.
- Maintain confidentiality.
- Be aware of and follow Title IX policies, FERPA, mandatory reporting

Advisors help students choose and/or change their major, register for classes, complete their major coursework according to plan, achieve academic success, and discover career options. Advisors refer students to university support services when needed. Refer to individual department handbooks for further guidance on advising/retention.

Advisee's Role

The students' roles in the advising relationship are:

- Take the initiative to contact their advisor.
- Work with the advisor during posted office hours or make an appointment.
- Prepare a list of questions or concerns before meeting with their advisor.
- Know the requirements of the major(s) they are pursuing.
- Look up the prerequisites for each course and know how prerequisites affect courses sequencing.
- Plan courses each semester to meet graduation requirements by their desired graduation date.
- Plan their class schedule before coming to the appointment.
- Know university and athletic policies, procedures, and requirements. These can be found in the - University Catalog-
<https://www.briarcliff.edu/filesimages/future%20chargers/registration/view%202021-2022%20academic%20catalog.pdf>
- Follow university procedures for registering for classes and changing their class schedule (add/drop/withdrawal).
- Meet all academic deadlines. Schedule appointments with their advisor well in advance of these deadlines.
- Tell their advisor about changes in their academic progress and academic/career goals.
- Keep their own record of their progress towards their degree.
- Participate in their classes by completing assignments on time and attending class.
- Understand academic performance standards, academic probation, academic suspension, and academic dismissal and know GPA (Grade Point Average) requirements. These are located in the Academic Catalog and Student Handbook.
- Keep their contact information current by informing the Office of the Registrar of any changes.
- Read their university email and mail.
- Inform their advisor and/or the Compass immediately whenever a serious problem (medical, financial, personal) disrupts their focus on their education.

Advisee Responsibilities

- Initiate and maintain contact with their advisor.
- Keep scheduled appointments.
- Discuss their academic performance.
- Follow through on advisor recommendations or explicitly state they do not intend to do so.
- Learn requirements for their department and the university.
- Use programs and organizations available to them as needed.
- Seek the assistance needed to achieve their goals.
- Know their plan of study and fulfill all necessary graduation requirements.
- Accept ultimate responsibility for their actions and decisions.

The University Catalog is the authoritative source of information on requirements and regulations. Students must be officially registered for courses to earn credit. Each student's official schedule is on file in the Office of the Registrar and on Datatel and reflects their current class responsibilities. Students who have questions about their official class credits should check the Registrar's office.

Matching the Advisors' Role to Undergraduate Student Academic and Personal Development

	Academic	Personal	Advisor's Role
First-Year	Fear of failing. Unsure of requirements. Confused or unrealistic expectations. New academic demands. Vague career goals.	Managing emotions. Finding a social fit. Exposure to new values. Financial worries. Separation from family. Change Anxious/vulnerable	Be accessible Listen Give information Be nonjudgmental Make referrals
Sophomore	More aware of expectations. Tired of school. Impatient to get into major. Pressure to find a major.	Mixed confidence level Increased self-awareness. Developing support systems. Campus involvement More relaxed.	Encourage further exploration Help with assessment of skills Focus options on realistic choices
Junior	Settled into a major or desperately seeking one. Looking for enhancements (e.g., minor or double major). Developing faculty relations. Application of learning.	Balance of work, study, and free time More confident Looking beyond college Leadership roles in organizations Romantic involvement	Begin mentor relationship Encourage responsibilities Provide information on graduate school/careers Encourage creativity to enhance degree
Senior	Winding down Applying and integrating knowledge Commencing job search/preparing for grad school Graduation audit	Nervous Stressed Unsure of future Transition to independent adult	Assist with graduation audit Prepare student to make transition Continuing discussion of career Continuing mentor relationship Write recommendations

Legal and Ethical Issues in Academic Advising

Publications provided by the university (catalog, departmental materials, etc.) establish contractual obligations between BCU and students. Responsibility for knowing requirements rests with students, and advisors will not be held liable for negligent, irresponsible, or capricious behavior of students. Advisors can avoid problems by keeping complete and accurate notes on each student.

Advisors must recognize when and where to refer students who present questions or problems that are beyond the scope of their expertise. Advisors need to be informed of university policies provided through the University Catalog, Faculty Handbook, and other publications.

Family Educational Rights to Privacy Act (FERPA) of 1974

The Family Education Rights and Privacy Act of 1974 gives students in post-secondary institutions the right to inspect records, files, documents, and other materials which contain information directly related to them. Under FERPA, student confidential records cannot be shared with anyone but the student unless there is written consent from the student, except under limited and specific circumstances. Briar Cliff fully complies with federal law on student records. A complete statement of the Family Education Rights and Privacy Act of 1974 is available in the Office of the Registrar

Title IX

Faculty and staff have mandatory reporting responsibility under the Title IX Educational Act of 1972 which prohibits violence, harassment, and discrimination based on sex and gender. Faculty are required to share information regarding sexual misconduct or information about any crime that occurs on Briar Cliff University's campus or in online courses with the Title IX Coordinator or Deputy Title IX Coordinators.

The Briar Cliff University Sexual Violence and Harassment policy and information pertaining to on-campus confidential resources, reporting to University officials, and additional off-campus resources can be found at: <http://www.briarcliff.edu/legal-and-consumer/sexual-abuse,-assault-and-title-ix-procedures/>

If you or someone you know has been harassed, assaulted, or discriminated against because of sex or gender, the following resources are available:

On Campus Confidential Resources:	
Reporting to University Officials / Title IX Resources Title IX Coordinator: Dave Arens Deputy Title IX Coordinators: Ben Irlbeck & Liz Rembold Security Department: (712) 898-1888	Contact BCU VPAA (Vice President of Academic Affairs) to determine who is currently in each of these roles

The Sexual Violence and Harassment policy and additional off-campus resources can be found at: <http://www.briarcliff.edu/legal-and-consumer/sexual-abuse,-assault-and-title-ix-procedures/>

Disability Services

Individuals with disabilities and/or medical/mental health conditions who attend or plan to attend Briar Cliff University may need reasonable accommodations to have equal access to programs and services offered. To receive accommodation, a student must notify Student Access and Accommodation Services to initiate the process and determine eligibility for accommodations.

Limitations of Advising

Hardee (1959) and Brown (1972) indicate that faculty advisors cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of faculty advisors are:

- A faculty advisor cannot make decisions for an advisee, but he/she can be a sympathetic listener and offer various possible solutions to the student's problem.

- A faculty advisor cannot increase the native ability of an advisee, but he/she can encourage the maximum use of the ability that the student has.
- A faculty advisor cannot unilaterally reduce the academic or employment load of a floundering advisee, but he/she can make recommendations that such adjustments be made.
- A faculty advisor should not criticize a fellow faculty member to a student, but he/she can make a friendly approach to any teacher involved in the student's problem.
- A faculty advisor should not betray a student's confidence on matters of a personal nature, but he/she can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972, pp. 94-95).
- A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the normal behavioral pattern of students.
- When complex problems arise concerning financial aid, mental or physical health, or personal or social counseling, faculty should refer students to professional personnel in the Compass and/or student Counseling Services (Example Advising Handbook, NACADA Clearinghouse).

When an Academic Advisor Should be Concerned

The following behaviors and attitudes indicate that a student may need additional assistance. If you are not professionally qualified to address these issues, please refer the student to the appropriate campus resource (i.e., the Compass, Student Health, Student Counseling Services, Office of Personal and Professional Development). If in doubt, contact the Compass personnel, who can assist the student in accessing campus resources.

Unusual Behavior

1. Withdrawal from usual social interaction
2. Marked seclusion and unwillingness to communicate
3. Persistent antisocial behavioral such as lying, stealing, or other deviant acts
4. Lack of social skills or deteriorating personal hygiene
5. Inability to sleep or excessive sleep
6. Loss of appetite or excessive appetite (starving or bingeing behavior)
7. Unexplained crying or outburst of anger
8. Acutely increased activity (i.e., ceaseless talking or extreme restlessness)
9. Repeated absence from classes
10. Unusual irritability
11. Thought disorder (i.e., the student's conversation does not make sense)
12. Suspiciousness, irrational feeling of persecution

Traumatic Changes in Personal Relationships

1. Death of a family member or a close friend
2. Difficulties in marriage or family relationships
3. Dating and relationship difficulties
4. Sexual abuse (i.e., rape, incest, harassment)
5. Terminal/chronic illness of a family member

Drug and Alcohol Abuse

1. Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking, excessive class absences, lying, stealing)
2. Severe drug reaction (i.e., bizarre behavior, unexplained blackouts of memory)

3. Being a child of an alcoholic or drug addicted parent

Academic Problems

1. Dramatic drop in grade point average
2. Poor study habits
3. Incapacitating test anxiety
4. Sudden changes in academic performance
5. Lack of class attendance

Career Choice Problems

1. Dissatisfaction with academic major
2. Unrealistic career aspirations
3. Confusion about interests, abilities, or values
4. Chronic indecisiveness or choice conflict
5. Uncertainty of career alternatives (Crockett, 2001)

Section IV: Advising Specific Student Populations

Adult learners

Non-traditional students are a growing part of our student population. Non-traditional students are looking to balance academics and their family and work responsibilities. Advisors should refer non-traditional students with information or referrals concerning:

- Personal Counseling
- Tutoring options
- Student Health

Anyone advising non-traditional students should be familiar with options such as online coursework, acceleration mechanisms, and nontraditional degrees.

Double Majors

A student may request a double major but must meet the requirements of both departments for course work. It is important that the student and advisor work collaboratively with the department chair or designee of both majors to ensure the completion of all requirements.

Graduate Students

Graduate students are assigned an Academic Advisor upon enrollment into their prospective program. The graduate student and Academic Advisor are required to meet at least one time per semester for advisement. Additional advisement sessions may be scheduled as recommended and/or needed by the student and/or Academic Advisor. Refer to the handbooks of each graduate program for additional policies and procedures related to student advisement and retention.

Honors Students

The Honors Program at Briar Cliff creates a community of like-minded, motivated students who come together and share transformational experiences. To be eligible for the BCU Honors Program, students must be an incoming student (first-time first-year student, transfer, or part-time) who meets at least two of the following three criteria:

- Cumulative GPA of 3.5

- The top 10 percentile of their high school class
- ACT score of 26 or higher

Incoming students must also complete an entrance interview with Honors Program coordinators. Information about the Honors program is available on the BCU website:

<https://www.briarcliff.edu/current-chargers/get-involved/student-organizations/honors-program>

International Students

International students who have a student visa (F1) are served through the Office of International Student Enrollment during their time at Briar Cliff.

The International Admissions office director, Karla McCollum, can be reached at karla.mccollum@briarcliff.edu or 660-654-2968.

The office director is the Primary Designated School Official (PDSO) assigned through the U.S. Department of Homeland Security. International Students should meet with the PDSO regularly to assure compliance with student visa requirements. The International Student Office works cooperatively with the Multicultural Navigation to meet the needs of international students.

Requirement of full-time enrollment each term

- International students cannot drop below 12 full-time hours
- International students cannot drop below 9 credits in the classroom; 3 credits can be online
- Summer term is an exception. Because summer is not a required term, if the student has completed at least one full academic year, there are no guidelines.
- The average load for international students is 15 credits per term.
- No student can take more than 18 credit hours in a term without permission.

Insufficient reasons to drop below full-time enrollment

- Poor grades in a prior term
- Fear of failing a class
- Lack of money to pay for bill
- Completing “incomplete” from previous semester

Part-time enrollment may be authorized for:

- Medical Reasons (documentation required)
- Student is in FINAL term and is taking all necessary credits to complete degree requirements (classes cannot be online)
- This is at the discretion of the BCU International Office

Changing Majors

- International students must contact the International Admissions Office of any change in major
- International students must complete a new I-20 Form to reflect the new major
- International Admissions Contact: Karla McCollum, karla.mccollum@briarcliff.edu, 660-654-2968.

Multicultural Aspects of Advising

Briar Cliff University is attracting students of diverse cultural, racial, and linguistic backgrounds. Being able to communicate effectively both verbally and nonverbally is important. Some suggestions for advising a more diverse student population include:

- Become aware of your own cultural values and beliefs and recognize how they influence your attitudes and behaviors.
- Become aware of the cultural values and beliefs of others and understand how they influence their attitudes and behaviors.
- Avoid stereotyping.
- View each student as an individual, rather than as a representative of a particular culture or country.
- Appreciate students' value systems and help them understand the learning community's values.
- Understand that nonverbal behaviors are not universal in meaning--eye contact, gestures, body positions, space.
- Do not let varying styles of communication interfere with having a meaningful advising session.
- Be a good listener and try to understand what students are asking. To improve communication, rephrase their remarks to verify your interpretation.

Advising diverse individuals requires openness to change, acknowledgment of diversity, knowing and respecting the norms of other groups, understanding, and accepting those differences, and the ability to be nonjudgmental and inclusive.

Online Degree Completion Students

Students admitted into an online degree completion program are advised by faculty in their major.

Virtual advising is a process in which an advisor will assist, support, coach, mentor, and empower a student using technology. The communications and interactions between the advisor and the learner occur from remote locations (Golubski, 2016). Virtual advising poses challenges because it is harder to get to know the students. Advisors should use a systematic approach so that roles are defined, expectations set, and communication consistently established in the virtual advisor-advisee relationship (Simpson, 2018).

Advisors should attempt proactive and frequent contact, encourage goal setting, offer individual assistance, provide encouragement, and guide students to services provided by the university. Advisors should interact personally with online students using Zoom, phone messages, and emails.

If an advisor does not hear back from the student, it is important to continue contact. Messages, whether sent by email, phone, or Zoom, should be personalized. Online students should be reminded about important dates, such as deadlines for registration. Keep the tone of your messages short, conversational, and professional.

Summary of Best Practices in Virtual Advising

- Well-timed and accessible support
- Respond to advisees with empathy, flexibility, and innovation
- Proactive and frequent contact between the advisor and advisee
- Encouragement of goal setting
- Provide individual and group assistance
- Offer positive encouragement and reinforcement
- Guide students to additional services provided by the university
- Interact personally via several collaborative methods and technology tools

Online Student Transfer Credits

The Registrar's Office transcribes all transfer credits for all newly enrolled students into Datatel. If a student tells you they have college credit and you cannot see the credits in Datatel, you will want to inform the student to request their transcripts and have them sent to the Registrar's Office. Transcription of credits occurs when the Registrar's Office has final official transcripts from the institutions attended.

The mailing address is:

Briar Cliff University

Attention: Registrar's Office

3303 Rebecca Street

Sioux City, IA 51104

Electronic delivery of transcripts to Registrar@briarcliff.edu .

Transfer Students

Transfer students constitute a sizable portion of the current college population, and they use a lot of advisor time and effort. While transfer students bring some higher education experience with them, they are new to BCU.

Transfer students who have declared a major will be advised by faculty within the major. Students who transfer to Briar Cliff University who have not declared a major will be assigned to a first-year advisor.

The Registrar's Office transcribes all transfer credits for all newly enrolled students into Datatel. If a student tells you they have college credit and you cannot see the credits in Datatel, you will want to inform the student to request their transcripts and have them sent to the Registrar's Office. Transcription of credits occurs when the Registrar's Office has final official transcripts from the institutions attended.

The mailing address is:

Briar Cliff University

Attention: Registrar's Office

3303 Rebecca Street

Sioux City, IA 51104

Electronic delivery of transcripts to Registrar@briarcliff.edu .

Student Athletes

Advisors are urged to refer students with eligibility questions to their coaches.

Eligibility Outline for Student-Athletes

Student-athletes must register with and complete the NAIA Eligibility Center to become eligible to participate in athletics in the NAIA. This includes all first-year students and any transfers who have not previously competed at an NAIA institution. NAIA Eligibility Center (www.play.mynaiia.org)

GPA Rules

Student-athletes need to maintain a minimum grade point average as follows:

- First-year students after their first term of attendance, a 1.500
- Students after their second term of attendance (Sophomores), a 1.750
- Juniors a, 2.000

- Seniors a, 2.000

This is based on their academic year, not athletic year.

*** Student-athletes who did not have an ACT or SAT score when completing the Eligibility Center due to the COVID-19 pandemic, may need to have a 2.000 GPA in their Sophomore year depending on if they met other Eligibility Center requirements.

Credit Rules:

Undergraduate student-athletes must be enrolled in a minimum of 12 credit hours at the time of participation. If student-athletes drop below 12 credits at any point, they immediately become ineligible.

Graduate student-athletes must be enrolled in a minimum of 9 credit hours at the time of participation. If graduate student-athletes drop below 9 credits at any point, they immediately become ineligible.

First-year student-athletes must pass a minimum of 9 credit hours in their first term of attendance to be eligible during their second term. After completion of the second term of attendance and from then on, student-athletes must have accumulated a minimum of 24 credit hours in their two immediate previous full-time terms of attendance. Summer and non-term credits can be included towards the 24.

The maximum number of summer and non-term credits that can be used for eligibility is 12.

If a student-athlete takes a course or courses during Briar Cliff's semester break, those classes must be completed before the first day of Briar Cliff's second term to be used for eligibility for the second term. If the courses are completed after the first day of Briar Cliff's second term, then those credit hours cannot be used until the following Fall term's eligibility.

Credits Progress Rule:

To participate in a second season in a sport, all student-athletes must have accumulated at least 24 credit hours. To participate in a third season in a sport, all student-athletes must have accumulated at least 48 credit hours. To participate in a fourth season in a sport, all student-athletes must have accumulated at least 72 credit hours, and at least 48 credit hours of which must be in general education and/or in the student's major field of study.

10 Semester Rule:

A student-athlete must complete their 4 years of eligibility within 10 full-time semesters of attendance. Part-time semesters do not count towards the 10-semester rule.

*** Student-athletes have received extra semesters and seasons of eligibility due to the COVID-19 pandemic.

Seasons of Eligibility Rule:

No student-athlete shall be permitted to participate in intercollegiate athletics for more than four seasons in any sport. Student-athletes who participate in less than 20% of allowable contests in a year will not be charged a season of competition. However, if a student-athlete participates in a post-season competition, they will automatically be charged a season of competition.

*** Student-athletes have received extra semesters and seasons of eligibility due to the COVID-19 pandemic.

Transfers

If a Briar Cliff student-athlete wishes to transfer, they should inform their coach and contact COMPASS to start the official withdraw process. If a student-athlete wishes to transfer to another school within the GPAC conference, they will be ineligible to compete for one calendar year from the first semester they attend the new school, per GPAC transfer rules. Student-athletes can discuss transfer rules and paperwork with the Assistant Athletic Director (Kristy Sandman).

Briar Cliff University Drug Education and Testing Program

All Briar Cliff University student-athletes are subject to random drug testing. The Drug Education and Testing policy is located on the Briar Cliff Athletics website. Go to: bcuchargers.com – Inside Athletics – Student-Athlete Forms – Drug Education & Testing Policy or follow this link:

[https://bcuchargers.com/documents/2021/7/15//Briar Cliff Drug Testing Policy Revised June 2021.pdf?id=802](https://bcuchargers.com/documents/2021/7/15//Briar%20Cliff%20Drug%20Testing%20Policy%20Revised%20June%202021.pdf?id=802)

Students with Disabilities

Some BCU students will require disability-related advising or accommodations. Disability information is confidential and should be treated that way.

Students with disabilities must provide the necessary documentation to the Coordinator of Student Disability Services. Instructors should not provide accommodation to students who have not contacted Student Disability Services. Instructors with a student with a disability in their class will be contacted by Student Disability Services. Student Disability Services will tell instructors what accommodations are required for the student. Please direct any questions to the Student Disability Services coordinator.

Students with Unsatisfactory Academic Progress

Academic advisors often work with students who are failing their classes. There are a variety of reasons why students end up on academic probation, suspension, or dismissal. Some of the reasons include:

- Inadequate or no study habits.
- Working too many hours
- Lack of motivation
- Test-taking anxiety
- Overwhelming personal or family issues
- Lack of preparation for college
- Lack of direction
- Mental illness
- Drug and alcohol use or addiction

Students may not recognize poor academic performance. Early intervention may help students avoid failing classes. Intervention strategies include:

- Help students determine the reason(s) for unsatisfactory academic performance
- Assist in determining what could be done
- Review mid-term grades with student and encourage them to change their behaviors to improve performance
- Discuss the short term and long-term consequences of failing their classes
- Refer students to appropriate campus resources
- Help students realize that their academic ability may not be in line with their educational choices

- Reduce student course load

TRIO Student Support Services

The TRIO Student Support Services (TRIO SSS) program is funded by the U.S. Department of Education. TRIO serves and advocates for first-generation students, income-eligible students, and students with disabilities who have been traditionally underrepresented in higher education. TRIO is located on the top floor of the Bishop Mueller Library.

TRIO SSS helps its students transition into and out of college and address their unique academic, financial, and career issues. TRIO SSS offers programs for academic support, financial wellness, and career readiness. The TRIO SSS advising model is designed to complement, not replace, faculty advising. TRIO SSS helps students learn about themselves, identify their strengths, select their majors, and make plans for their futures.

Students who participate in TRIO SSS are asked to:

- Complete two TRIO SSS sponsored workshops each semester.
- Meet with their TRIO advisor at least once per month during the first semester of program participation and once per semester in subsequent terms.
- Complete and annually update an Academic Success Plan
- Sign an agreement that gives the TRIO SSS staff consent to contact instructors at any time.

TRIO Student Support Services are available for full-time students who are U.S. citizens working toward their first bachelor's degree, have academic need, and meet at least one of the following criteria:

- First generation college student, meaning neither parent holds a bachelor's degree
- Income eligible (guidelines set by the U.S. Department of Education, using TAXABLE income, which is different from the Adjusted Gross Income figure used by financial aid).

Everything offered through TRIO SSS enhances the current advising services offered to Briar Cliff students. Through advocacy, advising, mentoring, and inspiration, TRIO SSS empowers program participants to become responsible, life-long learners.

Veteran Students

Briar Cliff University is a Military Friendly School and participates in all active military and Veterans Administration programs, including the 9/11 GI Bill – Yellow Ribbon Program at the 100% level for eligible veterans.

Students participating in Veterans Administration education programs or receiving Veterans Vocational Rehabilitation benefits must notify the Financial Aid Office and Registrar's Office of their intention to register. These offices assist with all federal certification requirements. Active military and veterans are required by the Veterans Administration to maintain satisfactory progress in pursuit of their educational program. The specifics of these requirements are available from the Financial Aid Office and/or Registrars and are enforced by Briar Cliff University.

Section V: Academic Information

Academic Calendar

The calendar of Briar Cliff includes a Fall and Spring semester and an optional summer session. All Briar Cliff credits are recorded in semester hours with a normal student load between 12 and 18 hours per semester. The academic calendar is published on the BCU Employee Portal.

Academic Status and Normal Load

Undergraduate:

Twelve to 18 credits are considered full-time status for undergraduate students. Students must complete 120 credits to earn an undergraduate degree. It is recommended that students take an average of 15 credits every semester. Undergraduate eligibility for financial aid and athletics must meet additional requirements, including being enrolled in a minimum of 12 credits per semester. Further questions on eligibility should be directed to Financial Aid or Athletic Administration.

- **Full time enrollment status:** Undergraduate students must have 12 hours of registration for full time status.
- **Half time enrollment status:** Half-time status for undergraduate students to be eligible for financial aid is 6 hours.

Graduate and Online Degree Completion:

Nine or more credits are considered full-time enrollment for graduate students and students enrolled in the online degree completion program.

- **Full time enrollment status:** Graduate students must have 9 hours of registration for full time status.
- **Half time enrollment status:** Half-time status for graduate students to be eligible for financial aid is 5 hours.

Academic Catalog

The academic catalog can be located here:

<https://www.briarcliff.edu/filesimages/future%20chargers/registration/view%202021-2022%20academic%20catalog.pdf>. The academic catalog is updated annually.

Apply to Graduate:

Seniors should apply to graduate as soon as possible after registering for the spring courses, if their anticipated completion is May, August, or December. Advisors of students preparing to graduate in May and August can assist these students in preparing for degree completion while advising for spring semester by registering them for remaining coursework. Having your seniors apply to graduate as early as possible helps the Registrar's Office prepare students for graduation. Applications are on the Briar Cliff website at: <https://www.briarcliff.edu/future-chargers/admissions/registration/graduation>

Assigning and Changing Advisors

Department Chairs are responsible for assigning advisors. First-year advisors will assist newly declared majors with completing the Change of Major form. If students wish to change their academic advisor, they

should communicate with their advisor or the Department Chair. When a change of advisor occurs, the Office of the Registrar should be informed to ensure the change of advisor is completed within Datatel.

Changing Majors

If a student indicates that they want to declare a first or second major or change their major, then the current advisor is responsible for the following:

1. The current advisor emails the Department Chair responsible for overseeing the student's **new** major, copies Office of the Registrar on the email, and informs them of the change. The current advisor takes any advising materials to the Department Chair of the new major.
2. The Department Chair of the new major will assign the **new** advisor and email the new advisor, the student, and the Office of the Registrar
3. The new advisor sets up a meeting with the advisee, completes a new declaration of major form, and discusses their four-year plan. The declaration of major form is available online:
<https://www.briarcliff.edu/forms/declaration-of-majorminor/>

Course Schedules

Course schedules are published before each fall and spring before advising opens. Course schedules are also available on the Briar Cliff University website.

Cengage Courses

Courses using the Cengage Unlimited program will be listed on the course schedule. Students enrolled in a course that uses Cengage Unlimited will be charged a fee for their textbook and the accompanying website. One fee covers all courses using Cengage Unlimited during each semester.

Four Year Curriculum Map (Degree Plans)

Department chairs are required to provide the Director of Compass with a four-year curriculum map, updated annually. First-year advisors can access degree plans for all departments in the Q: drive in the "FY Advisors" folder. There are folders for each academic year with the degree plans that have been received for that particular year. Faculty advisors can access degree plans for all departments in the Q: drive in the "Advising" folder.

Repeating a Course

The Department of Education limits the number of times a student can repeat a course and continue to receive financial aid. Once the student has successfully passed a course with a grade of a D or better, the student may repeat the course only once to improve their grade and receive financial aid. If the student repeats a successfully passed course more than once, the student will not receive financial aid for the second or subsequent repetitions of the class

When students repeat a course, the most recent grade received is used in the calculation of the cumulative GPA unless the student performs worse. In that case, the better of the two grades is counted toward cumulative GPA.

Students who need to repeat a course due to an unsatisfactory grade will need to complete a "Request to Repeat a Course" form. These forms are located in the employee portal under the "faculty" tab. Completed forms are submitted to the Office of the Registrar..

Registration

Registration opens in early November for Spring and Summer, and in April for fall courses. Advisees may pick up a copy of the schedule in the Compass Office.

Students can register for Summer School at this time as well. Registering for Summer School is especially valuable for seniors to enroll in the final credits they need to complete degree requirements. If registering a student for summer school, remind students to keep this registration noted in their calendar so they remember to access their summer classes when they open.

Transcript Evaluations

While Briar Cliff is transitioning to the degree audit process through Datatel, the Registrar's Office is supporting the transition with new transfer student transcript evaluations on the Collaboration Drive in the Transcript Evaluation Folder. Each advisor has a folder with advisee records. If you are missing an advisee evaluation, contact the Registrar's Office. If you cannot access your folder, contact the IT Help Desk. Due to the extensive time involved in the preparation of the evaluations, the Registrar's Office only prepared new transfer evaluations.

It is a joint responsibility between advisor and student to identify missing courses during advising and registration to guide advisees to successful completion of their degree requirements.

Withdrawal Process

Changes in registration require communication with anyone associated with the student. The Assistant Athletic Director should be notified of any athletes electing to withdraw from a course or courses. The Compass and the Office of the Registrar should be included in communication about withdrawals from the institution. At every step, it is important to review any consequences tied to decisions of withdrawal to best protect and inform the student.

When a student informs the advisor of their wish to withdraw from a course or courses identify the course name(s), name of the instructor, any athletic involvement, and name of the head coach. The advisor assists the student in completing the "Change in Student Registration" form available on the employee portal located under the "faculty" tab along the right-hand side. The advisor should send an email to the instructor(s) indicating they approve the withdrawal. The instructor(s) must put the last date of attendance on the change of registration form when approving a withdrawal. This date is required to process change of registration. If the student is an athlete, the withdrawal will also need to be approved by the coach and the Assistant Athletic Director. Once all approvals are obtained the withdrawal request should be forwarded to the Vice President of Academic Affairs (VPAA). The VPAA will forward the approval to the Office of the Registrar who will make the appropriate changes in Datatel.

When a student informs the advisor of their wish to withdraw from the university the student should be directed to The Compass. The Compass collects data related to student withdrawals. The student will need to complete a form provided by the Compass. Official Withdrawals from the university will not be processed until the proper documentation is obtained.

Section VI: Resource Material

Academic Advising File

It is necessary for departments/divisions to create and maintain accurate advising files for all advisees within the department. Each department will determine the appropriate materials to include in the advising file. “The advisor should record information in the advisees’ files which may be helpful in future advising sessions with the students and for use by other advisors in case of referral or change of major. The advisor should also keep a record of those courses which the students were advised to take and a record of the students’ final selections” (Craig, 1981, p. 10).

Undergraduate student advising files are saved on the collaboration drive, under Advising, then by the semester of enrollment. All faculty should have access to the folder, but please let Information Technology (IT) know right away if you do not. You may print the documents in the folder if you prefer hard copies. Each student has a record of academic progress located in the Early Alert Software program. When students change their major the contents of the student's advising file are sent to the new department for their new major. Each time a *Change of Major Form is submitted* the department will forward the file to the appropriate area.

Graduate student academic advising files are saved on the program’s share drive, under Advising, then by cohort. The core faculty of the graduate program have access to the folder to document any important student academic advisement that occurred.

Datatel

Datatel the online system used by Briar Cliff University faculty and staff to view class schedules, view open classes, register for courses, view/print class schedules, view grades, view demographic information, view transfer credit and equivalencies, along with many other features. Advisors can log into Datatel by following these steps:

- Navigate to www.Briarcliff.edu
- Click on “About” at the top of the page
- Click on “Employee Portal”
- Enter User ID
- Enter Password
- Click on “Log In” box
- Click on “Home”
- Locate “Employee Links” at the right
- Click “Datatel (Colleague)”
- Login using User ID and Password

Datatel Screen Codes & Screen Purpose

Datatel screen codes assist advisors in navigating to the appropriate screen. Within Datatel there is an option to search for a student and an option to search for a form. Both options are located at the top of the Datatel screen to the left of the text box. To search for a student, select the person icon and enter the student’s name in the text box. To search for a form, select the form icon and enter the appropriate Datatel screen code. Below is a list of commonly used Datatel screen codes with the screen purpose:

- CWLI Course waitlist inquiry
- EVAL Evaluate student transcript
- FGCL Final Grading by Class Level
- PSPR Proposed Student Program (undeclared majors)
- RGN To register. When registering, remember to put the semester first and then the course.
- RSTR Roster for classes
- SATK Section Attendance Tracking
- SATS Section attendance by student
- SCHD Student Schedule-PRINT
- SPRO Student Profile (Advisors and majors)
- SRSI Section Roster Inquiry
- SSUM Section Summary
- STAC Show previous registrations, foreign languages, and transfer credits
- STAT Student Academic Transcript (Cumulative GPA, and lists by semester of courses taken)
- STSC Student Schedule
- SWLI Section Waitlist
- TRCL Transcript Course Listing
- TSUM Placement test results

Course Restrictions

There are times when a course has a course restriction. Trying to register an ineligible student will bring up this warning.



Program Restrictions

Section 91, 92, 93, and 94 sections are offered specifically for the online degree completion programs. These sections have restrictions on them preventing all other students from registering for these sections. Trying to register an ineligible student for section 91, 92, 93, or 94 class will bring up this warning.

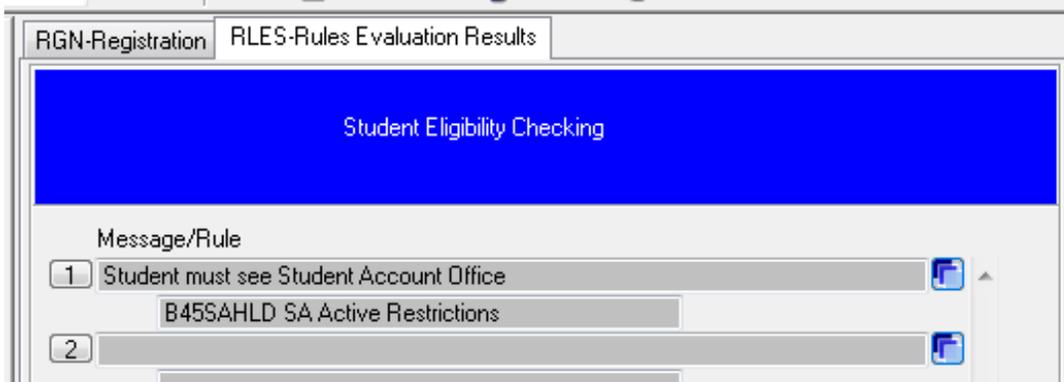


Registration Restrictions

Restrictions have been placed on registration by Student Accounts. Here is what you may see when trying to register a student that has a registration hold.



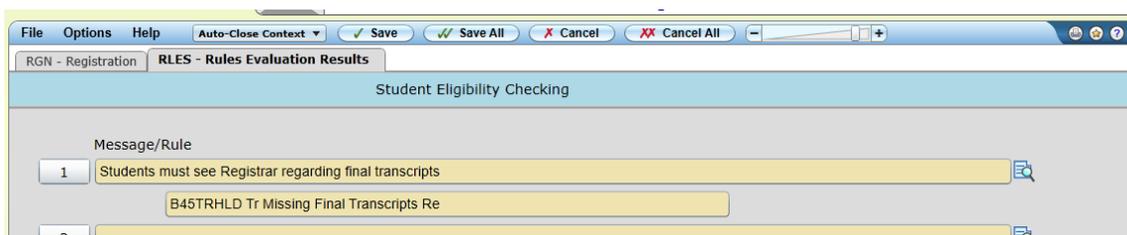
By pressing OK, you will then be told which office has placed the hold on your advisee's registration. Please direct your advisee to the office indicated to resolve the matter.



Types of Holds

Administrative holds on students' records may prevent students from registering for courses. Students are responsible for visiting the office that placed the hold and work with the office to resolve the issue and remove the hold.

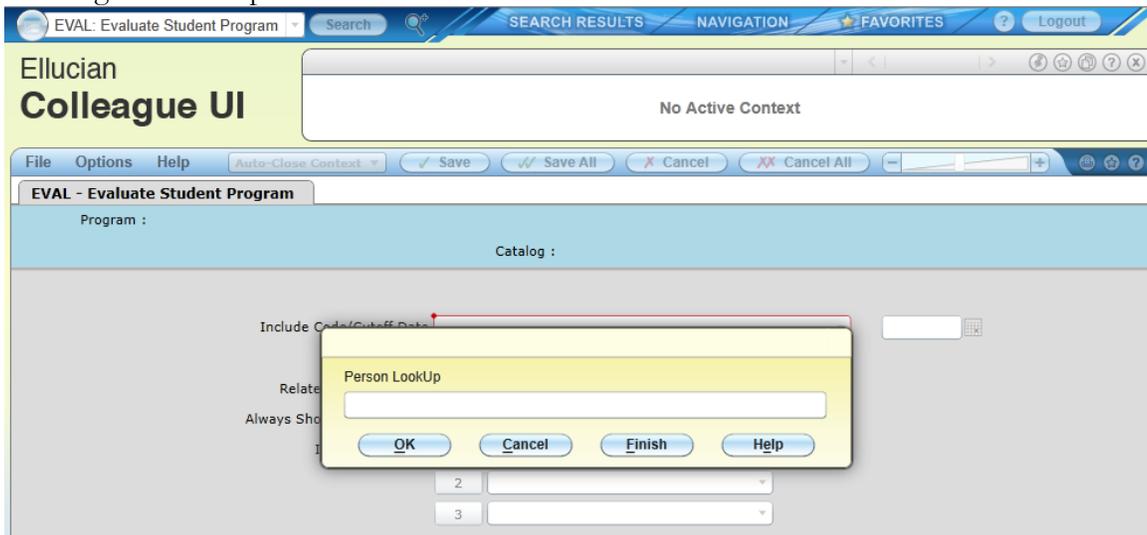
There are two types of holds that create registration restrictions. One is a Student Accounts Office (SA) hold and the other is a Transcript (TR) hold. A TR hold is based on an academic policy requiring students to have all their official transcripts from high school, and previous colleges attended on file in their permanent academic record before they are allowed to register for subsequent semesters. All students that have a hold on their account based on a missing record have been sent a letter and an email to notify them about this hold.



Transcript Evaluations

Advisors are encouraged to use the degree audit system within Datatel to view transcript evaluations. Instructions for using the Datatel system to evaluate credits follow. The Registrar's Office, in support of faculty advisors, has evaluations on the Collaboration Drive/Transcript Evaluations/faculty folder for juniors and seniors. If you are missing a file, please contact the Registrar's Office for an update.

You begin with the mnemonic EVAL in Datatel.

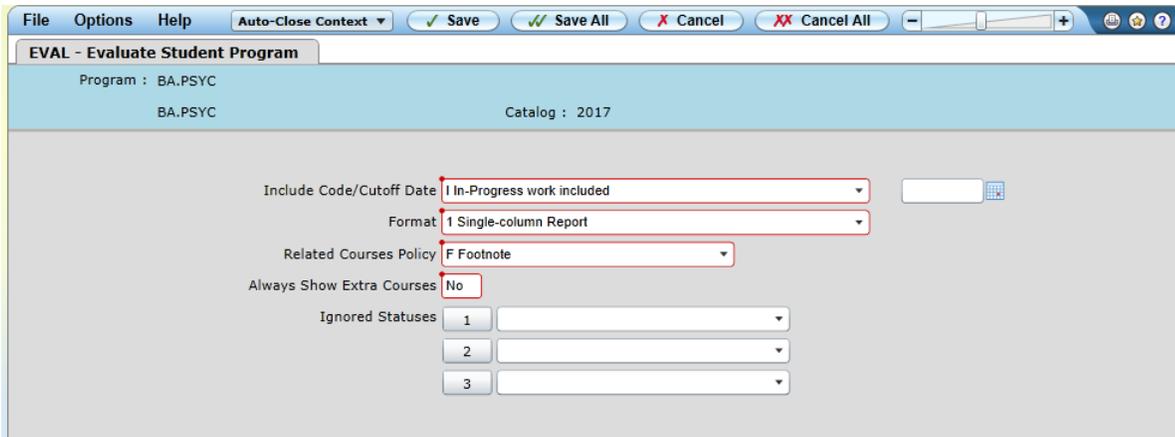


Enter the last name, first name of your advisee in the Person Lookup.

Select your advisee, and press enter. The student's program(s) will be listed. EVAL works for declared majors only – those beginning with BA..., BS..., BSN..., BSW..., MA..., MS...



Select the academic major from the screen options.



You may change the code for courses to include:

I = in progress

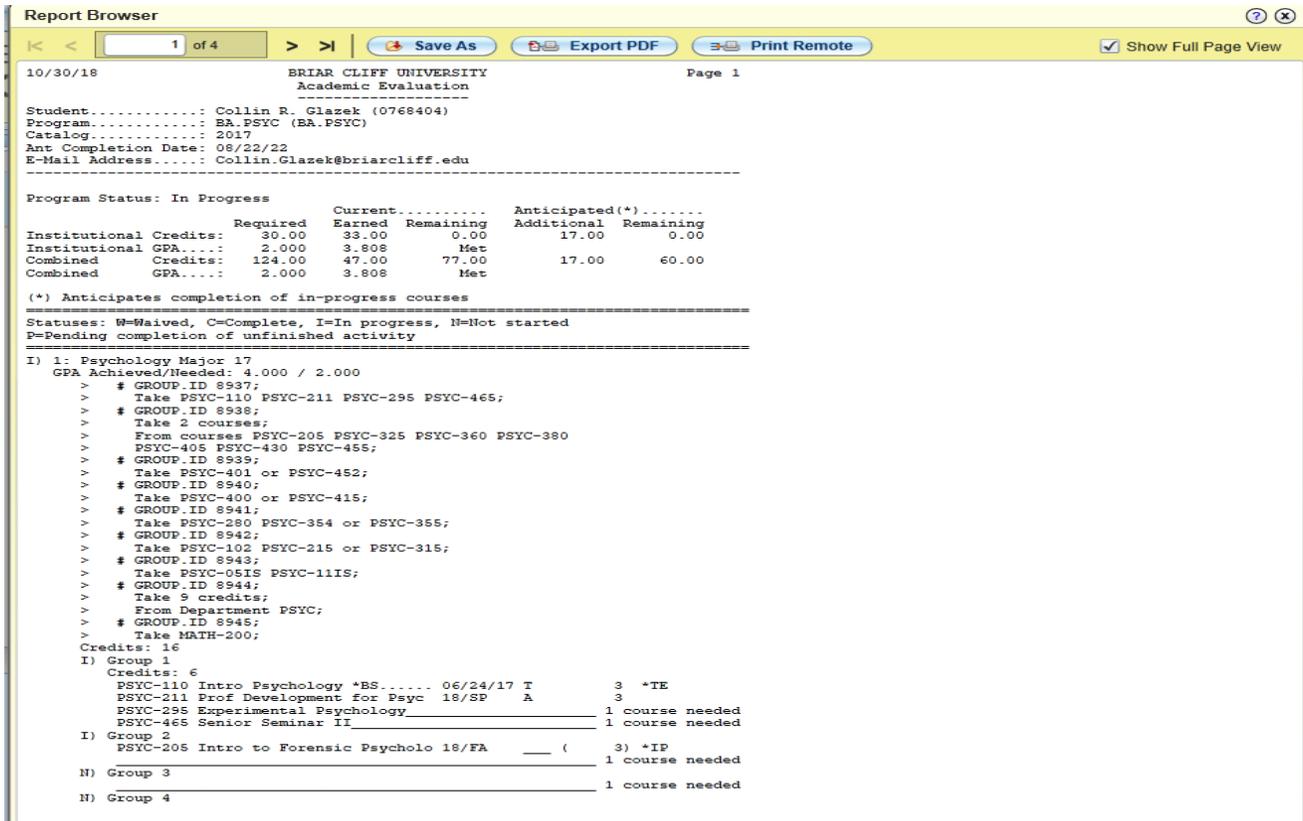
R = registered/preregistered

A – all

Click on save, then update.

Output will then be on your screen. You can “Save As” to your network space and then open file with notepad to get a printout.

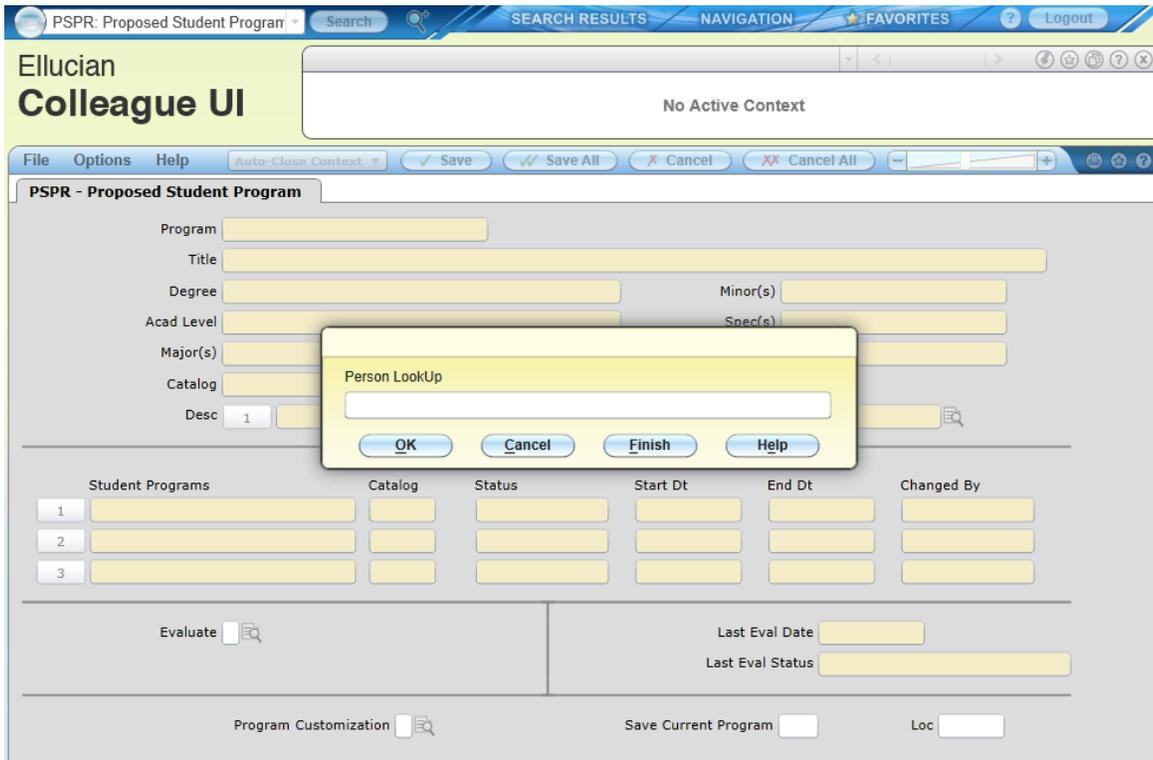
To close out of the degree audit, click on the ‘X’ in the top right corner.



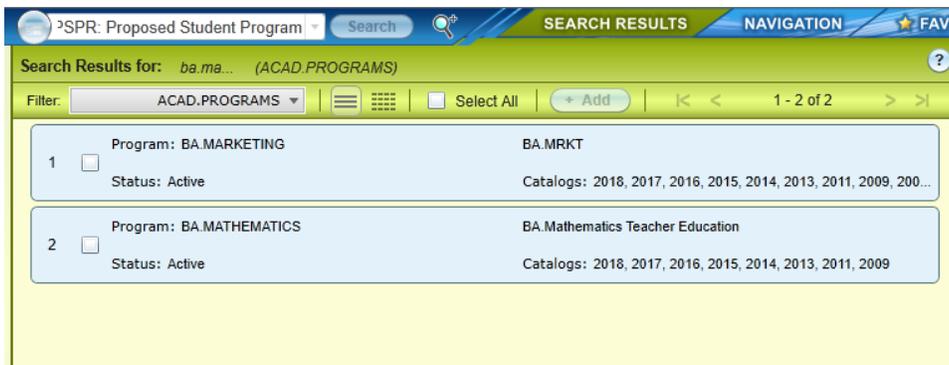
If the major has not been declared use the proposed program process. You will use the mnemonic PSPR for the Proposed Student Program.

Enter PSPR

In the person lookup, place the last name, first name of your advisee.



Enter the name of the program degree followed by the major, example
BA.BUAD
BS.BIOL
BA.MA... (three periods will give a list of everything matching what precedes the periods)



Select the catalog from the list
To evaluate – click on blue box by evaluate.

Go back to the direction for EVAL beginning with the selection of the academic program.

Course Substitutions & Waivers

Department Chairs are permitted to make substitutions or grant waivers for major required coursework. Chairs should notify the Office of the Registrar if a substitution or waiver of a major course requirement has been approved. The Registrar will program the substitution or waiver into Datatel, so the degree audit process is updated to reflect the exception.

While Briar Cliff is transitioning to the degree audit process through Datatel, the Registrar's Office is supporting the transition with new transfer student transcript evaluations on the Collaboration Drive in the Transcript Evaluation Folder. Each advisor has a folder with advisee records. If you are missing an advisee evaluation, contact the Registrar's Office. If you cannot access your folder, contact the IT Help Desk. Due to the extensive time involved in the preparation of the evaluations, the Registrar's Office only prepared new transfer evaluations.

Note to advisors of seniors: The Registrar's Office will attempt to look at your senior's records during spring semester to identify student shortages prior to graduation, as time allows. It is your responsibility to identify shortages during advising and registration for spring and summer to guide your advisees to successful completion of their degree requirements.

Early Alert Program and Software

The Early Alert program is part of the student support initiative for undergraduate students at Briar Cliff University. The overall purpose of an Early Alert program is to provide early intervention to any student struggling—which in turn we hope increases the students' success, sense of belonging, academic efficacy, and retention.

Briar Cliff University uses a software package called Navigate as an early alert system to communicate internally about student progress and concerns. The early alert program is a collaboration between faculty, advisors, and Navigators. The early alert program requires instructors to identify students at risk and to share that information.

There are two main components of the early alert program: grades and progress surveys.

1. Grades: Grades are pulled three times a semester from Brightspace to Datatel and then exported into Starfish.
2. Progress Reports: Progress reports are completed by instructors periodically during the semester. The progress surveys give everyone in the student's network information about how a student is doing.

Advisors should use Starfish as the tool for communication and record keeping about a student's academic progress. Communication should flow through the early alert program to ensure all interested parties are kept in the loop. Information taken from the early alert program should never be used to punish students.

Faculty advisors are responsible for addressing early alerts for their advisees. Anyone in a student's network with a concerns should create flags and refer students to resources and support.

Advisors who have an advisee with a flag should reach out to the student via Navigate. Advisors close the flag once you have interacted with the student. Advisors should try to discuss the flag and options for

addressing it. The student chooses a course of action. Advisors can also close flag when repeated attempts to contact the student are met with no response.

New faculty workshops include training on the use of the early alert system. New coaches are trained on the use of early alert through the Compass. Additional training on the use of early alert is provided via the Compass upon request. A manual on how to use the early alert system is emailed to all student facing staff at the beginning of every semester. An updated list of campus resources is included in this manual. The “All Things Academic Calendar” also highlights early alert deadlines.

The early alert software is accessed through the employee portal under the “Home” tab, along the right-hand side of the screen.

Reporting Services

Reporting Services is a tool available to advisors to assist in identifying current declared and undeclared majors per department, list of advisees, students who have yet to register, athletic rosters per sport, course availability, and student course schedules.

Reporting Services can be accessed in the employee portal by following these steps:

- Navigate to www.Briarcliff.edu.
- Select “About” at the top of the webpage
- Select “Employee Portal”.
- Enter User ID
- Enter Password
- Locate the “Home” tab in the Employee Portal
- Locate “Employee Links”.
- Select “Reporting Services”
- Login using your BCU username and password

List of Declared and Undeclared Majors Per Department

Department faculty should review their list of majors to ensure each student has a faculty advisor. Academic departments can locate the list of declared majors for their program in Reporting Services under Academics in the Declared and Undeclared Majors Per Department file.

Advisee Detail Report

Advisors can identify their list of advisee using the Advisee Detail Report located in Reporting Services under the Academics file. Select the Advisee Detail Report. Select the name of the advisor in the drop-down menu. It is important to keep this report up to date. If you identify any errors, please inform the Registrar’s office.

Section VII: Campus Services & Resources

Academic advisors will need to effectively handle questions and face student situations that are beyond their expertise. In this situation, advisors should refer students to appropriate support services. It best for the student and the advisor to acknowledge their limitations and refer students to other resources when appropriate.

The Compass

A part of the Empowering Learning Initiative (ELI), funded by Title III, The Compass provides students with services for academic success. Located in the Heelan Hall Atrium, The Compass provides a one-stop-shop for students. Through one-on-one appointments, peer support and mentoring, workshops, and other activities, the Compass helps students develop life and academic skills, connects students with campus resources, and offers social, academic, and personal support. The Compass also refers faculty to resources available for students.

Faculty can always refer a student to The Compass to ensure that student is connected with needed resources.

Location:	Heelan Hall Atrium
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events on</i>
Contact:	
Phone:	712.279.5425
Website:	https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/compass
Email:	Compass@briarcliff.edu

The Compass offers the following programs:

First-Year Advising:

Academic advising is based on the understanding that all students come to Briar Cliff University to pursue their academic and personal goals. Advisors use proactive techniques to assist students in defining their passion and purpose so that the student's decisions are well informed.

Academic Navigation:

All undergraduate students who have declared a major are assigned a Navigator. Students are assigned to their Navigator based on their major and student type. Students who are enrolled in TRIO SSS are assigned a Trio Navigator. Students who are not enrolled in TRIO SSS are assigned a Compass Navigator. The academic clusters are as follows:

1. Arts & Letters (History, Digital Communication, Theology/Philosophy)
2. Health Sciences (Applied Health, Kinesiology)
3. Health Sciences (Nursing)
4. Physical & Life Sciences (Biochemistry, Chemistry, Environmental Science, Computer Science, Math)
5. Physical & Life Sciences (Nursing, Biology, Med Lab, Respiratory Therapy, Radiology Tech)
6. Social Sciences (Social work, Behavior Analysis, Psychology, Sociology, Criminology/Criminal Justice)
7. Social Sciences (Business, Accounting, International Business, Marketing, Sports Management)
8. Social Sciences (Elementary Education, Secondary Education, Special Education)

Navigators work with faculty advisors to provide academic and non-academic support. The primary role of a Navigator is to ensure students are supported and connected to the resources available. Navigators educate students on policies, procedures, and processes so students may learn to advocate for themselves. The BCU early alert platform creates progress reports to enhance the monitoring of student progress. Collaboration and commitment from athletic coaches and faculty advisors are key components to keeping students accountable and motivated for success.

Navigators also assist faculty advisors in supporting students who are on academic probation by creating plans for success. Navigators check in with students on a regular basis throughout the semester. The BCU early alert platform creates progress reports to enhance the monitoring of student progress.

Academic Peer Mentors:

Academic Peer Mentors (APMs) are undergraduates who work with peers on learning strategies, study skills, social integration, and overall familiarity with BCU. The purpose of the APM program is for students to create peer relationships. APMs are trained to assist peers. APMs help with athletic study halls, work with students individually, and maintain student drop-in hours. Each APM is assigned 6 - 8 students to consistently work with throughout the semester.

Early Alert Program:

The Early Alert program is a partnership between the Compass and Briar Cliff University faculty and staff. Faculty input academic data into the Early Alert Software every two weeks. This data generates a report for the Compass indicating which students need academic support.

Financial/Billing Navigation

The financial navigator educates students about how to apply for loans, the differences between the types of loans available to students, and an overview of the Department of Education's verification process. In addition, the financial navigator provides information about borrower responsibilities and repayment options. The financial navigator also coordinates and processes applications for Annual & Endowed Scholarships.

Learning Communities:

Learning communities at Briar Cliff University are comprised of co-enrolled courses taught by faculty and instructors. The students take three courses together: First-Year seminar, Franciscan Values, and Writing in the Digital Age. The purpose of the First Year Seminar classes is to ensure students' successful transition to college. Students will learn academic skills, campus resources, and leadership strategies that will support them throughout their undergraduate experience. Franciscan Values exposes students to the BCU's core values and significant events in the life of St. Francis and St. Clare. Writing in the Digital Age is the third college writing course. This course prepares students to work at the college level by teaching critical reading, research, and writing.

Multicultural Navigation

Multicultural Navigation provides holistic aid to students of different ethnic and cultural backgrounds. Students receive unique support for their academic and social needs rooted in the Franciscan value of "Building A Caring Community." The Multicultural Navigator increases student success by encouraging

campus leadership opportunities, influencing cultural student connections, authentic cultural advisement, and develops cross-cultural programming. Multicultural Navigation connects with all students of color.

Peer Advising Leaders:

The Peer Advising Leaders (PALS) are sophomores, juniors and seniors who give incoming students an instant group of friends. The PALS engage new students in social activities to aid their successful transition into BCU. PALS support students during Charger Orientation, Charger Weekend, and in Learning Communities. PALS are positive role models that provide campus information and actively engage with first-year students.

Bishop Mueller Library

The Bishop Mueller Library offers many services to students: computer labs, research mentors, and the BCU Writing Center. There are also books. Students can contact the library by phone, email, and chat to receive one-on-one research help from mentors and librarians. The library also houses the TRIO/Student Support Services (SSS) offices, the Digital Media Creation Studio, the Charger Cupboard and Food Pantry, and technology check out.

Location:	Bishop Mueller Library
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Breanne Kirsch
Phone:	(712) 279-5449
Website	https://briarcliff.libguides.com/home
Email:	Library@briarcliff.edu

Campus Ministry

Individuals from every faith background and belief systems are welcomed and encouraged to get involved in Campus Ministry at Briar Cliff University. Options include Men’s Faith Group, Catholic Daughters, volunteering at Mass, attending weekly Mass, Antioch Retreat, Freshmen Retreat, Busy Person’s Retreat, and Weekly Bible Study. More about Campus ministry can be found on the BCU website:

<https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/ministry-on-campus>.

Location:	Heelan Hall 030
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Jason Salisbury
Phone:	712-279-5227
Website:	https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/ministry-on-campus
Email:	Jason.Salisbury@briarcliff.edu

Counseling Services

Briar Cliff's Counseling Center helps individuals in our community with mental challenges. The Counseling Center assists with programs that promote and develop healthy social and mental skills. Students needing the assistance of the Counseling Center are encouraged to make an appointment.

Location:	Alverno Hall Ground Floor 4A
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Terese Copple
Phone:	712.279.5433
Website:	https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/counseling-center
Email:	Terese.Copple@briarcliff.edu

Disability Services

Individuals with disabilities and/or medical/mental health conditions who attend or plan to attend Briar Cliff University may need reasonable accommodations to have equal access to programs and services offered. To receive accommodation, a student must notify Student Access and Accommodation Services to initiate the process and determine eligibility for accommodations.

Location:	Heelan Hall 108
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Jeanene Sampson
Phone:	712-279-5562
Website:	
Email:	Jeanene.Sampson@briarcliff.edu

Financial Aid

The Financial Aid office assists students with the application for and distribution of grants, loans, scholarships, and/or federal work. Students who are planning to withdraw from the university need to visit the Financial Aid office.

Location:	Noonan Hall First Floor
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Maria Shaulis
Phone:	(712) 560-7414
Website:	https://www.briarcliff.edu/future-chargers/tuition-and-aid/student-financial-services
Email:	financial.aid@briarcliff.edu

Professional Development Service

The Professional Development Service (PDS) helps students explore careers and graduate school options. The PDS offers skill development, networking opportunities, resume assistance, internship and job placement help, and individualized coaching. Students can practice interviewing, get information on graduate school applications, and get feedback on their professional documents.

Location:	Heelan Hall Atrium
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Nicole McGlaulin
Phone:	712-279-5494
Website:	https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/career-development
Email:	nicole.mcglauflin@briarcliff.edu

Registrar's Office

The Registrar's Office assists students with registration, course overloads, processing add/drop forms, transcript requests, enrollment verification letters, and major/minor/concentration changes. The Registrar's Office is the final word on which credits count.

Location:	Noonan Hall First Floor
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Deidre Engel
Phone:	712-279-5448
Website:	https://www.briarcliff.edu/future-chargers/admissions/registration
Email:	deidre.engel@briarcliff.edu

Residence Life

Residence Life is a resource for student welfare concerns such as dorm rooms, room-mate conflicts and student conduct issues.

Location:	
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Ashley Pawlowski
Phone:	712-279-1721
Website:	https://www.briarcliff.edu/future-chargers/residence-life
Email:	Ashley.pawlowski@briarcliff.edu

Student Health

Our Student Health Center includes licensed nursing services. The center provides basic services at no cost. Minimal charges may be incurred for diagnostic testing, immunizations, TB screenings, and annual flu shots. The Student Health Center provides educational programs that promote healthy lifestyles.

Location:	Alverno Hall Ground Floor 4A
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	
Phone:	712-279-5426
Website:	https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/student-health
Email:	Chargerhealth@briarcliff.edu

The Writing Center

The Briar Cliff Writing Center assists students in developing critical writing, proofreading, research, and editing skills. The Writing Center offers feedback on students' assignments. Writing mentors review student work and help them revise.

Location:	Bishop Mueller Library Basement
Days/Hours:	Monday- Friday 10: 00 am - 2:00 pm Sunday-Thursday 6:00 pm-10:00 pm Saturday Closed <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Jeff Gard, PhD
Phone:	
Website:	https://briarcliff.libguides.com/writingcenter
Email:	writing.center@briarcliff.edu

TRIO SSS

The TRIO Student Support Services (TRIO SSS) program is funded by the U.S. Department of Education. TRIO serves and advocates for first-generation students, income-eligible students, and students with disabilities who have been traditionally underrepresented in higher education. TRIO is located on the top floor of the Bishop Mueller Library.

Location:	Bishop Mueller Library Top Floor
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events</i>
Contact:	Brenda Parkhill
Phone:	
Website:	https://www.briarcliff.edu/current-chargers/get-involved/student-support-services/trio
Email:	triostudentsupportservices@briarcliff.edu

Veteran's Services

Briar Cliff University is a Military Friendly School and participates in all active military and Veterans Administration programs, including the 9/11 GI Bill – Yellow Ribbon Program at the 100% level for eligible veterans.

Students participating in Veterans Administration education programs or receiving Veterans Vocational Rehabilitation benefits must notify the Financial Aid Office and Registrar's Office of their intention to register. These offices assist with all federal certification requirements. Active military and veterans are required by the Veterans Administration to maintain satisfactory progress in pursuit of their educational program. The specifics of these requirements are available from the Financial Aid Office and/or Registrars and are enforced by Briar Cliff University.

Location:	Noonan Hall, room 108
Days/Hours:	Monday- Friday 8:00am to 4:30 pm <i>*Regular hours may vary during summer break, holiday breaks, or for special events on</i>
Contact:	Deidre Engel
Phone:	(712)279-5448
Website:	
Email:	Deidre.engel@briarcliff.edu

Section VIII: Advising Forms

Add/Drop Form:

Available on the employee portal-faculty-change in student registration form (along right column)

Change of Major/Minor Form

Available on the employee portal-faculty-Grade change or grade extension form (along right column) and also available online at <https://www.briarcliff.edu/future-changers/admissions/registration/declare-a-major>

Request to Repeat a Course Form

Available on the employee portal-faculty-request to repeat a course (along right column)

Withdraw Form/Procedure

Available on the employee portal. Titled "Change in Student Registration"