

PURPOSE OF ADVISING AT NORWICH UNIVERSITY

In our 2005/06 Catalog, we state that each Norwich University student has an academic advisor assigned. The advising process has the potential for influencing the growth and development of students at Norwich University. The advisor-advisee team can be viewed as a partnership which leads to student success. All students journey through their education in a unique way based on individual skills, goals, and experiences. The advisor works with students to assist them through this process of obtaining these personal goals in accordance with university regulations.

Advisor Role

The academic advisor's responsibilities include:

- 1) Facilitating the student's transition from high school to college;
- 2) Assisting each student in choosing educational objectives commensurate with his/her abilities and interests;
- 3) Working with each student to formulate a class schedule each semester that supports individual educational needs;
- 4) Assisting students in the registration process;
- 5) Assisting students in add/drop process when necessary;
- 6) Directing the student to appropriate support services;
- 7) Collecting and maintaining student academic records that document the progress of advisees towards their degrees;
- 8) Instructing students how to maintain their own academic records;
- 9) Acting as a resource for students about the policies, procedures, services, and educational opportunities of the University;
- 10) Assisting students in understanding the possible short and long-term consequences of their academic choices for career opportunities;

Student Responsibilities

It is the responsibility of each student to know and meet graduation and other requirements and to make every reasonable effort to obtain adequate academic advising. Frequent advisor contact will help to ensure that the student has current academic information and is making adequate progress towards his or her educational goals. In addition, the student is responsible for

- 1) Working with the advisor on class schedules;
- 2) Informing the academic advisor of illness or problems that may affect academic performance;
- 3) Responding to advisor messages in a timely fashion;
- 4) Maintaining a record of completed courses and further courses required to meet graduation and/or commissioning requirements;
- 5) Knowing Norwich University academic regulations.

Important Markers and Deadlines for Students

Before every Semester:

- Students need to review their class schedule on Banner Web to note any changes.
- Students should review the prior semester grades and plan any needed adjustments to the course schedule to be made during Drop/Add.
- Use the Banner Degree Evaluation (Audit) to track degree requirements.

Before every Registration

- Students must meet with their academic advisor to plan courses for the following semester.
- Consult the Banner Degree Evaluation (Audit).

After every Registration

- Students should check their schedule on Banner Web for accuracy.

Freshmen Year

August

- Academic Day, Rook Training, Orientation

November

- Select Spring Courses.

Courses that must be completed by the end of the freshman year:

- EN005-if required
- MA005-if required

April

- Select Fall Courses
- EN101 or EN107, EN102 or EN108 must be completed by the end of the sophomore year.
- 100 level math courses must be completed by the end of the sophomore year.

Sophomore Year

October

- Investigate semester abroad opportunities.

November

- Select Spring Courses
- Undesignated Bachelor of Arts and Bachelor of Science students must select a major by the end of their fourth semester.
- The foreign language requirement must be completed by the start of the junior year.

April

- Select Fall Courses

Junior Year

- When making decisions on courses for future semesters, students should pay thorough attention to remaining degree requirements.

November

- Select Spring Courses.
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April-

- Select Fall Courses

Senior Year

August

- Students should be attentive to their remaining degree requirements.

November

- Select Spring Courses
- Apply to grad schools
- Begin job search

May

- Graduation
- Commissioning
- Nurses Pinning
- Order of Engineers

THE STATE OF ACADEMIC ADVISING

There is increasing interest in Academic Advising on a national level. The National Academic Advising Association (NACADA) consists of members from colleges and universities across the country. Through national surveys of advising practices and other research, a set of goals for academic advising was developed. These goals are the basis of the development of standards for Academic Advising. (The National Academic Advising Association (NACADA), 2000, p. 40).

The goals are:

1. Assisting students in self-understanding and self-acceptance(values clarification; understanding abilities, interests, and limitations)
2. Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
3. Assisting students in developing an educational plan consistent with their life goals and objectives
4. Assisting students in developing decision making skills
5. Providing accurate information about institutional policies, procedures, resources, and programs
6. Referring students to other institutional or community support services
7. Assisting students in evaluating or reevaluating progress toward established goals and educational plans
8. Providing information about students to the institution, college, academic departments, or some combination thereof. (NACADA, 2000, p.40)

GETTING TO KNOW YOUR ADVISEE

Admissions Information:

The test scores are available on Banner Web. [Link to instructions to access Banner Web.](#)

<i>Test Scores</i>		
Test Description	Test Score	Date Taken
SAT Verbal	Listed here	May 01, 2004
SAT Mathematics		May 01, 2004
ACT English		Oct 01, 2004
ACT Math		Oct 01, 2004
ACT Composite		Oct 01, 2004
SAT Total		May 01, 2004
LSC Arithmetic Percent		Aug 03, 2006
LSC Algebra Percent		Aug 03, 2006
LSC Pre-Calc Percent		Aug 03, 2006
LSC Total Math Percent		Aug 03, 2006
Math Placement Score		Aug 03, 2006

Students are directed to take a math placement test, located on the web, during the summer before they enroll. Math placement scores establish the course level of a student. A score of "0" requires that a student take a remedial course, MA005. Remedial courses carry 3 credits and the grade is figured into the Grade Point Average however, they only serve as pre-requisites and will not meet any degree requirement.

Math Placement Scores

- 0 – student must take MA 005.
- 1- student may take MA10 or MA102. If the student is planning on taking MA107 Precalculus, he or she will be required to take MA103 with a score of 1. MA103 will serve as a prerequisite to MA107, but will not meet general education requirements or math elective requirements. [Math course selections](#)
- 2- May take MA232, elementary statistics-[Math course selections](#)

English Placement English placement is determined by the writing sample on the SAT. If the sample indicates, a student will be placed in a remedial course, EN005.

Foreign Language Placement for Bachelor of Arts majors

Students may meet the foreign language requirement as indicated below.

Knowledge of a foreign language as indicated by: satisfactory scores (570) on the College Entrance Examination Board Listening and Reading Achievement tests; or by passing an achievement test administered by the Department of Modern Languages; or by passing six hours of a foreign language at the 112 level; or by passing three hours of a course taught in a foreign language at the 206 level or higher. (NOTE: Modern Language Topics courses taught in English do not satisfy this requirement.)

Students who test out of modern language courses at the 111 and/or 112 level have six credits of modern language waived for 111 and six credits waived for 112. The waived credits are replaced with free electives. Students who demonstrate knowledge of a foreign language by passing modern language at the 206 level or higher have 12 credits waived that are replaced with free electives.

Freshman Questionnaire- This is completed and returned to Norwich by a new student during the summer before enrollment. It is designed to help an advisor get to know the student. Completing the questionnaire gives the new student a chance to focus on their goals. The Questionnaires will be distributed to divisions prior to the start of the new school year.

Transfer Students-A significant number of students transfer to Norwich each year. It is important to review the transfer course evaluations when helping the student select courses. The course evaluation process includes the Admissions Office, the Registrar's Office and faculty department chairs. Giving credit for evaluated transfer courses requires that the Registrar's Office is in possession of an official transcript from the previous college and course descriptions if the course has not been evaluated in the past. The Registrar's Office maintains a data base that includes the Norwich equivalent for thousands of courses. Norwich regulations require a grade of C on a transfer course and that the course was taken at a regionally accredited college or university.

Advanced Placement Credit is the result of a student passing specific examinations during high school if they have taken an advanced placement course. Based on the score of the advanced placement exam, either a 3 or 4, students will be given either transfer credit or a course waiver. (Link to the policy)_A waiver fulfills a specific requirement but does not give the student credit for the course. The student is still responsible for the credits of the waived course(s).

Conditional and Provisional Acceptance- As an advisor you will find this information about your advisee on your copy of the admissions letter that is in your folder for the student. **Conditional Acceptance** requires the student to successfully complete two specified college courses during the summer after high school prior to attendance at Norwich. In addition the student will be limited to 14 credits their first semester and will

have further restrictions as indicated in the acceptance letter. **Provisional Acceptance** limits the student to 14 credits in the first semester and any other provisions will be on the acceptance letter.

General Education Requirements at Norwich University

General Education Goals

Norwich University General Education Goals are designed to provide students with the intellectual tools to experience, explore and master new topics throughout a period of life-long learning. To this end, at least a third of the credits in every major must be dedicated to basic literacy in English, mathematics, humanities, social sciences, and science outside the area of major concentration. Students majoring in both liberal arts and professional programs must demonstrate the following competencies to meet graduation requirements:

- 1) Students must be able to write and speak with clarity and precision, read and listen with comprehension, and analyze, synthesize, and critically evaluate information. This objective will be met beginning with EN101 and EN102, be reinforced by reading and writing throughout the curriculum, and culminate in a capstone course in each major. Wherever written work is required, part of the grade must be used to evaluate clarity and precision, and to reinforce the writing mechanics learned in EN101 and EN102.
- 2) Students will achieve an understanding of mathematical and quantitative reasoning and its place in today's world. They should understand how to construct mathematical models as a means of formulating problems and be able to apply appropriate logical, quantitative, and technological methods to solve problems. This objective will be met by all students by taking two mathematics courses. [MA 005 and MA 103, College Algebra do not satisfy General Education]
- 3) Students will possess a knowledge of and appreciation for the variety of human expression found in cultures and civilizations of the United States and the world. This will be achieved by requiring all students to take one course in history, one course in literature and one course in arts and humanities.
- 4) Students will gain a basic level of literacy in current scientific knowledge and theories and develop an appreciation for the natural world, in part through classroom and hands-on laboratory experiences by completing two courses in laboratory science. This will expose students to the scientific method and provide the critical thinking skills, necessary to make intelligent, well informed decisions.
- 5) Students will possess an understanding of the institutions and processes that are characteristic of human societies. This will be accomplished beginning with a course in psychology, sociology, economics or political science.
- 6) Students must be able to think critically and make ethical decisions. Critical thinking begins with integration of course work from all general education areas and culminates in the capstone course in each major. Ethical decision-making begins with adherence to the honor code and must progress through either course work in ethics with a substantial writing component, or a senior paper outlining ethical standards based on a student's life experience.
- 7) Students must develop a sound foundation in an area of major concentration by meeting curriculum requirements specified for each program in the catalog. Integration of

- reading, writing, speaking, and critical thinking skills within the area of expertise culminates in a capstone course in each major.
- 8) Students are encouraged to develop leadership skills through participation in leadership classes and activities.

Meeting the General Education Goals

Goal 1 - Required 100 level courses in English must be taken by the end of the sophomore year.

Goal 2 - College Algebra, MA 103, does not fulfill the General Education requirement. It does count as a free elective. MA 103 should only be taken by students who have a math department placement test score of 1 and need Precalculus, MA 107. Students who test into MA 005 must take this course their freshman year. Required 100 level math courses must be taken by the end of the sophomore year.

Goal 3 - Any three credit history course is allowed for General Education except HI 109, Historical Methods. Literature courses are: EN201, 202, 205, 206, 210, 220, 225, 226, 227, 228, 244, 250, 251, 270, 333, 334, 372, 375, 376, 377, 391, 393, 394, 395, 396, 397, 398, 399, 406, 420, 450; FR 321, 322, 327, 328, 415, 421; GR 322, 324, 326, 415, 421; SP 321, 322, 327, 328, 415, 421; and courses transferring in as EN2LT. Arts and humanities courses are: CM 109, 261, 335, 436; all FA(Fine Arts) courses; all EN courses above 206 (except 240, 241, 242); all CN(Chinese) courses; all modern language courses above 112; MU 101, 271; all PH(philosophy) courses and courses transferring in as HUXXX..

Goal 4 - Laboratory science courses must include a laboratory and at Norwich these courses are 4 credits. Courses in Biology, Chemistry, Geology (excluding 260 and 450), Physics, or ID 110 may be taken at Norwich to fulfill this requirement. Transfer courses that carry the designations: BI, CH, GL, PS, or SCLXX may also be used.

Goal 5 - The General Education social science requirement differs from the B.A. social science requirements. General Education requires one course from psychology, sociology, economics or political science. The B.A. requires four courses representing two or more of the following areas: criminal justice (excluding 102 and 301), economics, cultural geography, history, psychology, political science, and sociology. It is possible to satisfy the B.A. requirement and not take one of the four areas required by General Education.

Goal 6 - The General Education ethics requirement is met in each major by a required course. Courses that have an ethics component that satisfy General Education are: BI 401 Senior Seminar, CM 436 Communications Law and Ethics, ES 451 Environmental Seminar, GL 451 Geology Seminar, NR 300 Thematic Seminar, IS 330 Ethics in Computing & Technology, IS 455 Contemporary Issues in Computer Science, MG 341 Business Law I, SM 437 Senior Seminar I, EN 450 Senior Seminar, EG 450 Professional Issues, EG 043 Conference, PH 303 Survey of Ethics, PH 340 Philosophy of Non-

Violence, PH 350 Medical Ethics, PH 360 Philosophy of Science, PH 324 Criminal Justice Ethics, PY 360 History and Systems of Psychology, PY401 Senior Seminar, AP 436 Project Delivery and Documentation, PE 406 Readings in Physical Education, SM 437 Senior Seminar I, HI 109 Historical Methods, PO 220 Research Methods, PO 410 Capstone Seminar, PH 322 Business Ethics, CJ 410 Senior Seminar, and PH 323 Environmental Ethics.