TALKING POINTS FOR ADVISING LABS

1. This is *not* a prescribed script, but a sample of what you may cover in your discussions with the students.

2. The objectives of the advising session are
   - to initiate a relationship with the student and his/her intended academic department.
   - to familiarize students with the myShip registration system.
   - to ensure that students leave with an appropriate set of scheduled courses for fall.

Welcome – Settling in

1. Check to see if students are in the correct lab. Is this still their intended major? Have OT member escort students who may be in the wrong place to the correct lab or RAFT room.
2. Ask if students have an SU login. If students have not set up their SU email account, have OT member escort them to RAFT room.
3. Introduce departmental faculty/staff: Share your email address and the invitation for students to contact you through the summer if they need assistance.
4. Introduce OT Leader: Have OT Leader share his/her email address.
5. Introduce Lab Administrator.
6. Overview what is going to happen in the registration lab – register for fall courses.
   - Remind students they most likely will not create the “perfect” schedule of courses.
   - Ensure students they will leave with an *appropriate* schedule for fall.
   - Remind students the schedule is tentative. If the university must make any changes, the student will be notified. Encourage students to check their schedules in *myship* before the semester begins to see if any changes have been made.

General Information for Students

1. **Earning a college degree is a challenging journey**: Emphasize student responsibility for his/her own success and role of academic advisor as partner in their success.

2. **The key to any successful journey is getting off to a good start.** Emphasize that their first semester at SHIP may be the most important semester in their whole journey—it will set the direction and tone for the remainder of their time at SHIP. The grades earned in the first semester will impact the options they will have for programs of study. Emphasize the importance of putting being a student first in their list of priorities during their first semester.

3. **Overview what it will take to graduate from SHIP** -- a minimum of 120 credit hours. These will be composed of:
   - **Appropriate General Education courses**:
     - Explain value of General Education Program to allow students
     - to explore a variety of types of courses
     - to be introduced to new areas of study, develop new areas of interest
     - to investigate possible choices for a major
     - to leave SHIP with a well-rounded education
     - to provide foundational information for major/minor courses
   - **Required number of credits in the major**
     - A major in _______ will require _______ credit hours of major courses.
o If major allows free elective hours: Introduce how students can select a minor area of study or invest free electives to study courses of interest.

4. Designing a schedule for success for fall.

o Appropriate courses – what courses should I take?
  ▪ First semester schedule should consist of:
    ✔ Any required developmental-level courses (will already be on schedule)
    ✔ Appropriate first-semester course for major/area of interest
    ✔ Appropriate Gen Ed Required Skills courses:
      ▪ ENG 114 or HCS 100 (whichever is for the major) unless ENG 113
      ▪ Other Gen Ed courses appropriate for their major/interest

o Appropriate course load – how should I manage the selection of my courses?
  ▪ **Encourage students to schedule 5 courses.** This will allow them to stay on track for a timely graduation.
  ▪ **Inform students scheduled for RDG 050** that they will be limited to 12 credit hours in their first semester and should not schedule HIS 105, HIS 106 or a literature course.
  ▪ Avoid overloading schedule with “killer” courses (most difficult for you).

o Appropriate timing/balance for courses
  ▪ Avoid stacking courses – balance between MWF / TR
  ▪ Avoid taking killer courses back-to-back
  ▪ Be kind to your biological clock
  ▪ Encourage students to not register for a night course during their first semester.

5. Remind students they probably will not wind up with a “perfect” schedule. But, assure them they will leave with an appropriate schedule of courses.

6. Inform students they will not be able to change their schedules after they leave the registration lab. If they have any questions or want to discuss changes, they should go to the RAFT room before 4:00, or if it is after their orientation day to contact their dean’s office.

7. Emphasize the importance of ensuring that each course they register for is appropriate for their educational plan. So, instruct them to follow your directions in completing the registration process.

Course Scheduling Worksheet

1. Distribute copy of **Scheduling Worksheet** to all students.
2. Instruct students to fill in the appropriate day/time slots as they register for each course to avoid time conflicts.

Course Registration

1. **Remind students to not register for any course(s) for which they have earned prior college credit** through AP exams or transfer courses taken. They must submit official score report to be evaluated for credit. If they are awaiting AP scores, instruct them to not register for courses they may receive credit for.
2. Explain to students that they may have been pre-registered into some appropriate courses if they are
   
   a. required to take any developmental-level courses
   b. participating in a Living/Learning Community
   c. or, participating in the Honors Program

3. Inform students that if they encounter any registration errors not to panic, and to ask their advisor to assist them.

4. Have OT Leader guide students to verify if they have been pre-scheduled into any courses:
   
   ▪ Sign in to MyShip at https://my.ship.edu/
   ▪ Enter Ship Email Address and Password
   ▪ Click on the Student tab from the menu
   ▪ Click on My Academics
   ▪ Under My Student Resources click on My Class Schedule (fall)
   ▪ Have students record days/times for any pre-scheduled courses on the Scheduling Worksheet

5. Inform students that any pre-scheduled courses are required and they cannot delete them. Encourage students who have been registered into ENG 113, MAT 050 or RDG 050 to contact the Testing Center Office for options to fulfill any developmental placements before fall begins.

6. Have OT Leader guide students back to My Academics / Registration Tools / Add-Drop

   The OT Leader should then guide all students through the steps to schedule courses.

   ▪ Enter Alternate Pin Verification /Scheduling Pin
     This will be the number assigned for the day
   ▪ Click the “Class Search” button at the bottom of the “Add or Drop Courses” page. Select the options and criteria to search courses by, then click “Class Search.”
   ▪ Locate the course you want and check the box next to the CRN.
     The “C” will appear when the course is closed.
     An open box indicated seats are available.
   ▪ Scroll to the bottom of the page and select the “Register” button after selecting each course.
   ▪ Record days/times for each course on the Scheduling Worksheet.
7. Departmental Advising

- Encourage students to register for 5 courses – unless scheduled for RDG 050. Students in RDG 050 are limited to 12-13 credits and should not register for HIS 105/106 or literature courses.
- Students registered for ENG 113 may take 5 courses but should not register for a literature course.
- If the major has any required, first-semester major or Gen Ed courses, have students register for them first.
- Have students register for ENG 114 or HCS 100 (as designated for the major) except students registered for ENG 113.
- Have students select additional Gen Ed courses based on major or area of interest.
- **MATH:** If a student registers for a MATH course, ensure it is appropriate for the student’s placement level and area of interest.
  - **Students with Placement levels of 1 or 2:**
    - Students in calculus-required majors should take MAT 050 in their first or second semester. Students in other majors should not register for MAT 050 in their first semester.
  - **Students with Placement level of 2:**
    - Students who are NOT in calculus-required majors or area of interest are not required to take MAT 050.
  - **Students with Placement levels of 3 or higher** in non-algebra/calculus based majors are encouraged to NOT take MAT140A/B.
- **SPANISH:** SPN 101 is restricted to students with no years of Spanish in high school.

⇒ Remind students of highlighted courses that are available for the day.

8. Assist students who may have encountered a Registration Error. Most common errors will be:
- **Closed:** select a different section of the course or another appropriate course.
- **Restricted:** will have to attain departmental override if the course is required for major or area of interest. Or, see if other sections may be open to non-majors/minors. Or, select different course.

9. TO REQUEST OVERRIDE:
- Lab administrator email appropriate department – provide
  - Student name, SU ID
  - Course for which error was received
  - Error message received
  - CRN # for requested section of course
- Lab administrator will confirm override has been granted.
- The student must then enter the CRN on the registration worksheet and register.

10. Have students print 2 copies of **CONCISE schedule** (3 if registered with Office of Disability Services).
11. Remind students they can email you if they have additional questions.

12. Review each student’s schedule before they leave the lab to ensure they have scheduled an appropriate set of courses. Items that should be checked for are noted on the Registration Lab Check-Out sheet. Sign and keep 1 copy of the student’s schedule. Turn the signed copies into the RAFT room.

➔ **Refer any students with issues that cannot be resolved during the schedule time in the computer lab to the RAFT room. Have the OT member escort them.**