



HOOD COLLEGE ADVISING GUIDE

Updated 9/2/21
Jennifer Schum, PhD

Advising Overview AGENDA

1. What is academic advising?

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx>

NACADA Core competencies- Conceptual, Informational, Relational

2. Outcomes of Advising

Through academic advising, students will:

- a. Evaluate academic and personal interests, strengths and challenges to create and refine a degree and post-graduate plan.
- b. Identify and utilize campus resources and opportunities that enrich educational experiences, and that contribute to wellness and campus engagement.
- c. Understand key academic policies, processes, and procedures related to advising and degree progression.
- d. Apply appropriate academic success strategies to maximize learning, motivation, organization, and time management.

3. Approach to working with students

- a. Proactive advising
- b. Appreciative advising
- c. Responsive, knowledgeable, and supportive/personalized

4. Advising structure and processes at Hood

- a. Assignments, declaration

5. Core, major, graduation requirements

6. Placement

7. Self-service

- a. Schedule, transcript- earned credits and cumulative gpa,
- b. Reports> Degree progress report (advisor); graduation date; composite gpa
- c. List of advisees- Reports> Student Contact list
- d. Transfer evaluation

8. Registration checklist

- a. Advising period
- b. Authorization

9. Beacon- alerts, updates

- a. **Enter advising note as Update**
- b. Students of Concern Committee
- c. Student Success Inventory (SSI)

10. Warning, Probation, Dismissal (Academic Success Program & GNST 101)

11. Campus resources

12. Assessment of advising



2020-21 College Rankings

US News & World Report

- Best Regional Universities, North
- Best Value Regional Universities, North
- Best Overall Computer Science Program
- Best Colleges for Veterans
- Best Undergraduate Teaching, Regional Universities North

EDsmart

- Best Colleges and Universities in Maryland

Washington Monthly College Guide

- Master's Universities
- Best Bang for Your Buck Northeast

Wall Street Journal/Times Higher Education

- Best National Institution

LendEdU

- Best Colleges for Financial Aid

Nursing Schools Almanac

- Best Nursing Schools in Maryland

College Consensus

- Best Regional Universities in the North

Money Magazine

- Best Value College

Enrollment (2020-21 academic year)

Undergraduate students

1,131 full-time, 54 part-time

Graduate students

149 full-time, 706 part-time

Majors (Fall 2020)

Undergraduate

31 majors, 49 minors

Our top five undergraduate programs*

- Business
- Nursing
- Psychology
- Biology
- Computer Science

* Fall 2019

Graduate

19 master's degrees, 2 doctoral degrees
11 certificate programs

Our newest programs

- Art Therapy (B.A.)
- Public Health (B.A.)
- Sustainability Studies (B.A.)
- Project Management (Certificate)
- Thanatology (Online Certificate)

Financial Aid and College Costs

Cost of attendance

\$41,680 (2020-21 tuition only)

Average net price

(full-time undergraduate): \$20,979

Total All Aid

(full-time undergraduate): \$40,857,868,
64% from Hood College

Number Two in Maryland private colleges for lowest student loan debt per graduate.

Top 10 percent in the country for being most affordable college for freshmen with financial need.

Employees

Faculty: 101 full-time, 131 part-time

Staff: 156 full-time, 16 part-time

Contract Employees: 88 full-time

94.2 percent of full-time faculty hold the doctorate or terminal degree in their field

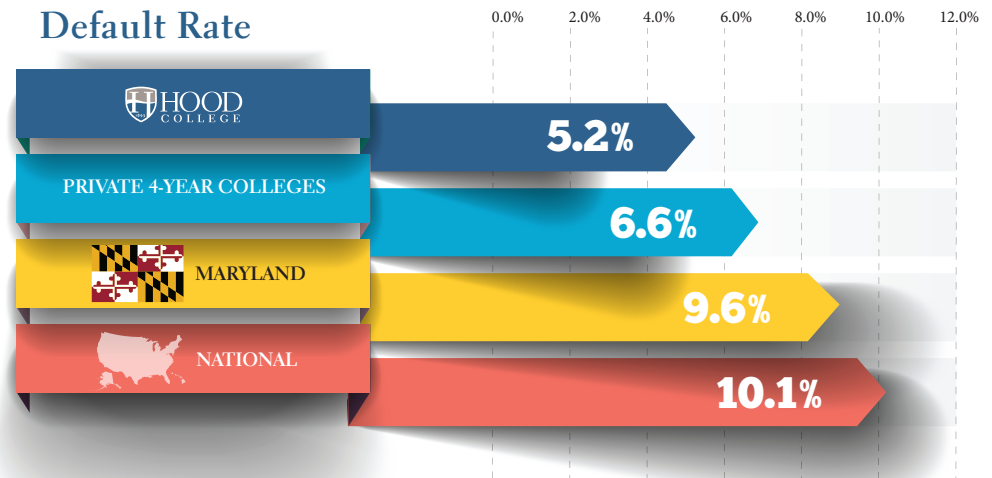
Alumni

24,176 alumni degree recipients (living and deceased)

10,756 alumni degree recipients living in MD-DC

5,020 alumni degree recipients living in Frederick County, MD

Student Loan Default Rate



ACADEMIC ADVISING CORE COMPETENCIES MODEL

At the request of the association's leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association's Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

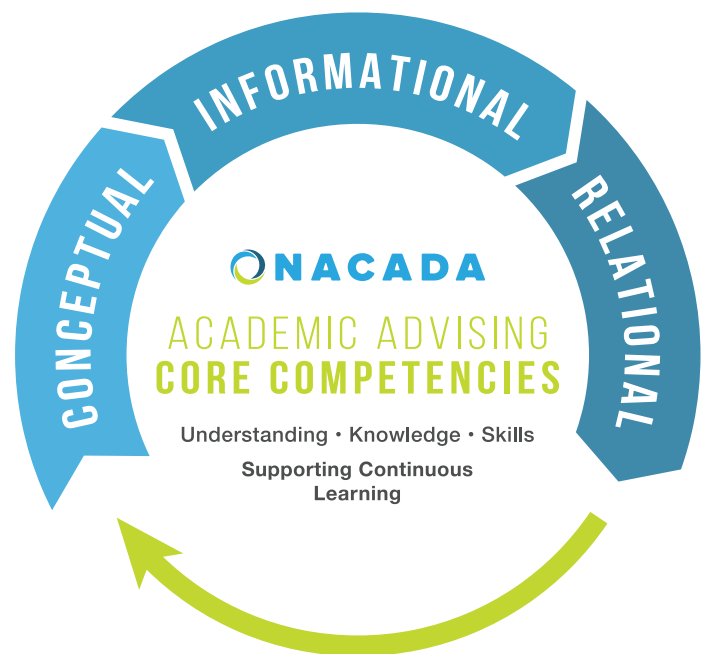
- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.



CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of:**

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

INFORMATIONAL

Core competencies in the **Informational component** (knowledge academic advisors must master) include **knowledge of:**

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the **ability to:**

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in ongoing assessment and development of self and the advising practice.

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit nacada.ksu.edu/resources/pillars/corecompetencies.aspx

HOOD COLLEGE CORE CURRICULUM REQUIREMENTS CHECKLIST

CORE Requirements for 2021-2022 Academic Year

STUDENT'S NAME _____

AREA OF INTEREST _____

**GLOBAL PERSPECTIVES
(3 CREDITS)**

**FOUNDATIONS
(12-22 CREDITS)**

**METHODS OF INQUIRY (22-23 CREDITS)
Courses with the GP notation also meet the Global Perspectives Requirement**

Developmental Courses

English

___ ENGL 099 (2 CRS)

Math

___ MATH 098 (1 CR)

___ MATH 099 (1 CR)

Developmental coursework is determined by placement exam and **does not count towards graduation credit.**

An Elective to Consider

Seminar for Academic Success

___ GNST 101 (2 CRS)

Provides additional support to students who may experience academic difficulty; focuses on building academic skills for success. **Counts towards graduation credits but is not required within the core.**

Registrar's Note

If this Information differs from that in the Hood catalog, please consider the catalog to be the final authority.

When reviewing your core and program requirements, you may always find an up-to-date version of your requirements and the full list of courses that you have completed by visiting your **Degree Progress report** in Self Service.

First Year Seminar

___ FYS 101 (3 CRS)

English Composition

___ ENGL 100, 100E (4 CRS)*

*Students who receive a grade below C- in ENGL 100 must retake and pass ENGL 100.

Quantitative Literacy

3-4 Credits required from:

- ___ ECMG 212 (3CRS)
- ___ ENSP 103 (4CRS)
- ___ MATH 111 (3 CRS)
- ___ MATH 112/112W (3 CRS)
- ___ MATH 201 (4 CRS)
- ___ MATH 213 (3 CRS)
- ___ PH 202 (3 CRS)
- ___ PSY 211 (3 CRS)
- ___ SOC 261 (3 CRS)

Health & Wellness

2-3 Credits required from:

- ___ PE 100-199 (0.5-1 CRS)
- ___ PE 225 (3 CRS)
- ___ PE 227 (3 CRS)
- ___ PE 228 (3 CRS)
- ___ PE 229 (3 CRS)
- ___ PE 250 (3 CRS)

See catalogue for exemptions for Student Athletes and ROTC students

Foreign Language

0-8 Credits required from:

- ___ Completion of 8-credit 101 and 102 Elementary level sequence in a foreign language. (ARAB, FREN, GER, or SPAN).
- ___ Exemption by placement exam at the 201-level or above.

American Sign Language and Latin cannot be used to fulfil this requirement.

Literary Analysis

3 Credits required from:

- ___ AFEN 265 (3 CRS)*
- ___ AFEN 266 (3 CRS)*
- ___ ENGL 221 (3 CRS)
- ___ ENGL 229 (3 CRS)
- ___ ENGL 230 (3 CRS)
- ___ ENGL 232 (3 CRS)
- ___ ENGL 250-289 (3 CRS)*
- ___ ENGL 281 (3 CRS)
- ___ ENPL 267 (3 CRS)
- ___ FREN 207 (3 CRS) GP
- ___ FREN 208 (3 CRS) GP
- ___ GER 207 (3 CRS)
- ___ GER 208 (3 CRS) GP
- ___ SPAN 207 (3 CRS) GP
- ___ SPAN 208 (3 CRS) GP

Scientific Thought

7-8 Credits required

including at least one Laboratory Course

Non-laboratory Courses:

- ___ BIOL 130-149 (3 CRS)
- ___ CHEM 105 (3 CRS)
- ___ CS 100 (3 CRS)
- ___ CS 110 (3 CRS)
- ___ CS 112 (3 CRS)
- ___ CS 200 (3 CRS)
- ___ ENSP 101 (3 CRS)
- ___ ENSP 110 (3 CRS)
- ___ IT 180 (3 CRS)
- ___ SUS 101 (3 CRS)

Laboratory Courses:

- ___ BIOL 110-129 (4 CRS)
- ___ CHEM 100-102 (4 CRS)
- ___ ENSP 101 & 102 (4 CRS)
- ___ PHSC 101 (4 CRS)
- ___ PHYS 101 (4 CRS)
- ___ PHYS 102 (4 CRS)
- ___ PHYS 203 (4 CRS)
- ___ PHYS 204 (4 CRS)

Historical Analysis

3 Credits required from:

- ___ AFHS 257 (3 CRS)*
- ___ AFPS 301 (3 CRS)*
- ___ CMA 204 (3 CRS)
- ___ HIST 202 (3 CRS)
- ___ HIST 217 (3 CRS)*
- ___ HIST 218 (3 CRS)*
- ___ HIST 264 (3 CRS) GP
- ___ HIST 265 (3 CRS) GP*
- ___ HIST 266 (3 CRS) GP*
- ___ HIST 268 (3 CRS) GP*
- ___ HIST 269 (3 CRS) *

Visual and Performing Arts

3 Credits required from:

- ___ ART 201 (3 CRS)
- ___ ART 219 (3 CRS) GP
- ___ ART 220 (3 CRS)
- ___ ART 221 (3 CRS)
- ___ ART 250 (3 CRS) GP
- ___ ART 275 (3 CRS)
- ___ ARTS 101 (3 CRS)
- ___ ARTS 203 (3 CRS)
- ___ ARTS 210 (3 CRS)
- ___ ARTS 243 (3 CRS)
- ___ CMA 270A, B, C (3 CRS)
- ___ CMA 280 (3 CRS)
- ___ CMA 282 (3 CRS)*
- ___ ENTH 205 (3 CRS)
- ___ MUSC 101 (3 CRS)
- ___ MUSC 103 (3 CRS)
- ___ MUSC 299 (3 CRS)*
- ___ SPAN 215 (3 CRS)
- ___ SPAN 232 (3 CRS) GP
- ___ THEA 101 (3 CRS)
- ___ THEA 102 (3 CRS)
- ___ THEA 202 (3 CRS)

Social/Behavioral Analysis

3 Credits required from:

- ___ AFAM 251 (3 CRS)*
- ___ AFPS 240 (3CRS)
- ___ ANTH 201 (3CRS)
- ___ CMA 200 (3 CRS)
- ___ CMA 209 (3 CRS) GP
- ___ CMA 222 (3 CRS)
- ___ ECON 205 (3 CRS)
- ___ LWPS 230 (3 CRS)*
- ___ MGMT 205 (3 CRS)
- ___ PSCI 202 (3 CRS)*
- ___ PSCI 203 (3 CRS)
- ___ PSCI 210 (3 CRS) GP
- ___ PSY 101 (3 CRS)
- ___ PSY 103 (3 CRS)
- ___ SOC 101 (3 CRS)*
- ___ SOC 215 (3 CRS)*
- ___ SWAG 200 (3 CRS)*

Philosophical Inquiry

3 Credits required from:

- ___ AFRL 311 (3 CRS)*
- ___ PHIL 200 (3 CRS)
- ___ PHIL 203 (3 CRS)
- ___ PHIL 211 (3 CRS)
- ___ PHIL 212 (3 CRS)
- ___ PHIL 220 (3 CRS)
- ___ PHIL 221 (3 CRS)
- ___ PHIL 319 (3 CRS)
- ___ PHIL 323 (3 CRS)*
- ___ PLRL 205 (3 CRS)
- ___ PLRL 219 (3 CRS)
- ___ PSCI 304 (3 CRS)
- ___ REL 200 (3 CRS)
- ___ REL 203 (3 CRS)
- ___ REL 204 (3 CRS)
- ___ REL 211 (3 CRS)
- ___ REL 233 (3 CRS)

Bold courses with an asterisk* have a substantial focus on diversity, equity, and inclusion.

Students with a particular interest in these areas are encouraged to select these courses for core requirements.

- ___ AFPS 353 (3 CRS)*
- ___ ARLS 231 (3 CRS)
- ___ ARLS 354 (3 CRS)
- ___ ART 219 (3 CRS)
- ___ ART 231 (3 CRS)
- ___ ART 250 (3 CRS)
- ___ CMA 209 (3 CRS)
- ___ CSIT 302 (3 CRS)
- ___ ECON 317 (3 CRS)
- ___ ECON 320 (3 CRS)
- ___ ECON 324 (3 CRS)
- ___ ENGL 463/HON 463 (3 CRS)
- ___ FREN 207 (3 CRS)
- ___ FREN 208 (3 CRS)
- ___ FREN 314 (3 CRS)
- ___ FREN 320 (3 CRS)*
- ___ FREN 323 (3 CRS)
- ___ GEOG 101 (3 CRS)
- ___ GER 207 (3 CRS)
- ___ GER 208 (3 CRS)
- ___ GLBS 200 (3 CRS)
- ___ GLBS 300 (3 CRS)
- ___ GLBS 301 (3 CRS)
- ___ GLBS 345 (3 CRS)*
- ___ HIST 246 (3 CRS)*
- ___ HIST 264 (3 CRS)
- ___ HIST 265 (3 CRS)*
- ___ HIST 266 (3 CRS)*
- ___ HIST 268 (3 CRS)*
- ___ HIST 347 (3 CRS)
- ___ HIST 353 (3 CRS)
- ___ HIST 356 (3 CRS)
- ___ HIST 357 (3 CRS)
- ___ HON 201 (3 CRS)
- ___ LSSP 333 (3 CRS)
- ___ MATH 470 (3 CRS)
- ___ MEST 300 (3 CRS)*
- ___ MGMT 314 (3 CRS)
- ___ MUSC 302 (3 CRS)
- ___ PHIL 316/HON 316 (3 CRS)
- ___ PLRL 301 (3 CRS)
- ___ PLRL 306 (3 CRS)
- ___ PSCI 210 (3 CRS)
- ___ PSCI 215 (3 CRS)
- ___ PSCI 323 (3 CRS)*
- ___ PSCI 354/HON 354 (3 CRS)*
- ___ REL 304 (3 CRS)
- ___ REL 342 (3 CRS)
- ___ SASA 112/113 (0-12 CRS)
- ___ SOC 318 (3 CRS)*
- ___ SPAN 207 (3 CRS)
- ___ SPAN 208 (3 CRS)
- ___ SPAN 215 (3 CRS)

HOOD COLLEGE RECOMMENDED FIRST-YEAR COURSES BY MAJOR

<p><u>Accounting</u> Fall MGMT 205, MGMT 281 ECON 205 Spring MGMT 284, ECON 206 MATH 112 or ECMG 212</p>	<p><u>Biology</u> * Fall BIOL 110-129 (select one) CHEM 101 Spring BIOL 201 and/or BIOL 203 CHEM 102</p>	<p><u>Economics</u> Fall ECON 205 MATH 120 or MATH 201 Spring: ECON 206 ECMG 212 MATH 201 or 202</p>	<p><u>Environmental Science and Policy</u> Fall MATH 112 or MATH 201 CHEM 101 Spring CHEM 102 ENSP 101 ENSP 102</p>	<p><u>Music</u> Fall MUSC 101 Begin applied music instruction Consider joining an ensemble Spring Consider joining an ensemble</p>	<p><u>Pre-Law interest</u> There is no specific pre-law curriculum. It is highly recommended that students interested in Pre-Law study such subjects as English language and literature, political science, philosophy and logic, history, or economics.</p>
<p><u>Arabic and Middle Eastern Studies</u> Fall ARAB 101 PSCI 215 Spring ARAB 102</p>	<p><u>Business Administration</u> Fall MGMT 205 ECON 205 Spring ECON 206 MATH 112 or ECMG 212</p>	<p><u>Education</u> * Early Childhood and Elementary/Special Ed <i>Fall</i> PSY 101 <u>or</u> HIST 217 or 218 A 4-credit Lab Science course MATH 106, MATH 112, or PSY 211 An English course <i>Spring</i> PSY 101 <u>or</u> HIST 217 or 218 A 4-credit Science lab course MATH 107 or MATH 112 An English course</p>	<p><u>French</u> Fall FREN (level determined by placement test) Spring Continue sequence</p>	<p><u>Nursing</u> * Fall BIOL 104 CHEM 100 or 101 Spring BIOL 204 PSY 101</p>	<p><u>Psychology</u> First Year PSY 101, PSY 211 Additional Course Suggestions: PSY 205, PSY 206, PSY 208, PSY 239</p>
<p><u>Art and Archaeology</u> <u>Archeology:</u> Fall: ART 220 Spring: ANTH 201, ARTS 203 or 243, or CL 202 <u>Art Education:</u> Fall: ARTS 101, ART 220, PSY 101, ART 201 Spring: ARTS 123, ART 221, ARTS 211 or 214, PSY 101 (if not in fall) <u>Art History:</u> Fall: ART 220 Spring: ART 221, ARTS 101 <u>Studio Art:</u> Fall: ARTS 101, ART 200 Spring: ARTS 123, ART 221, addtl 200-lvl ARTS</p>	<p><u>Chemistry</u> * Fall CHEM 101 Spring CHEM 102 MATH 120 or MATH 202</p>	<p><u>Secondary Ed. certification</u> Students pursuing the secondary education certification (grades 7-12) will take classes from their major (Art- preK-12, Biology, Chemistry, English, French- preK-12, History, Math, Spanish- preK-12) with the addition of: PSY 101</p>	<p><u>Global Studies</u> First Year: GLBS 200, ECON 205, Foreign Language 101 and 102</p>	<p><u>Philosophy</u> Fall PHIL 207, 221, 220, 200, or PLRL 219, or other 200-level philosophy course Spring PHIL 221 or another 200-level philosophy course</p>	<p><u>Public Health</u> Fall PH 101, BIOL 112 or 138 Spring PH 102, BIOL 112 or 138</p>
<p><u>Art Therapy</u> Fall ART 220, ARTS 101 PSY 101 Spring ART 308 or 340, ARTS 203 or 243 PSY 211</p>	<p><u>Communication Arts</u> Fall CMA 200 ARTS 101 or ARTS 102* (*For photog. specialty area) Spring CMA 207 IT 180 (For web design track)</p>	<p><u>English</u> Fall ENGL 100 Spring ENGL 223</p>	<p><u>History</u> First Year: HIST 217, or HIST 218 HIST 264, HIST 265, or HIST 266 (two of these three needed)</p>	<p><u>Political Science</u> First Year: PSCI 203 PSCI 210 or PSCI 215 A 200-level PSCI course</p>	<p><u>Social Work</u> First Year: SOC 101 BIOL 138 or ECON 205 or SOC 215</p>
<p><u>Biochemistry</u> * Fall BIOL 110-129 (select one) CHEM 101 Spring BIOL 203 CHEM 102 MATH 120 or MATH 202</p>	<p><u>Computer Science</u> * Fall CS 201 MATH 120 or MATH 201 Spring CS 202 MATH 201 or MATH 207</p>	<p><u>Honors:</u> Honors students take the following courses in addition to those in their major: Fall: FYS 101H Spring: HON 102</p> <p><u>Undeclared/Exploratory:</u> Students who are unsure of major and exploring options may choose to follow a potential major path and/or take core courses: Fall FYS 101, ENGL 100, Language, Core (HA, SBA, Sci, VPA, PI, GP), PE Spring Language, QL, 3 core (LA, HA, SBA, Sci, VPA, PI, GP)</p>	<p><u>Integrated Marketing and Communications</u> First Year: English Composition Core Requirement MGMT 205 Statistics (MATH 112, ECMG 212 or PSY 211)</p>	<p><u>Law and Criminal Justice</u> First Year: CJ 230 LWPS 230</p>	<p><u>Sociology</u> Fall SOC 101 Spring A 200-level SOC course</p>
			<p><u>Mathematics</u> Fall MATH 120, 201 or 202 Spring MATH 201, 202, 207 or 213</p>	<p><u>Pre-health professions interest</u> * (Pre-Dental, Pre-Medicine, Pre-Veterinary) Fall BIOL 110-129 CHEM 101 Spring CHEM 102</p> <p>* Please exercise extra caution with these majors as deviation from the recommendations may result in a longer pathway to graduation.</p>	<p><u>Spanish: Iberian and Latin American Cultural Studies</u> Fall SPAN (level determined by placement test) Spring Continue sequence</p>

English placement advising

The core requirement for English Composition is completion of ENGL 100/100E. Exemptions from this requirement are students who enter Hood with equivalent composition transfer credit, completion of an Associate's degree (A.A., A.S., or A.A.T.), or appropriate scores on AP, IB, or GCE exams.

New first year and transfer students (without equivalent credit or exemption) are required to complete a placement test on [Blackboard](#) in the New Student Advising and Placement site, and will be placed into:

1. ENGL 099, or
2. ENGL 100/100E.

ENGL 099 (2 CRS) Basic Writing Skills

ENGL 099 is a developmental class, graded Unsatisfactory/Satisfactory, and does not earn credits towards graduation. It *does* count in a student's enrolled semester hours for financial aid purposes.

Students who earn a grade of Unsatisfactory in ENGL 099 must retake and pass ENGL 099 with a grade of Satisfactory.

ENGL 100, 100E (4 CRS) Elements of Composition

This intensive course in expository writing emphasizes the fundamentals of grammar, sentence structure and paragraph construction. Students who indicate on the placement exam that English is not their native language may be placed into 100E, a specific section with additional support for English as a Second Language (ESL). (Non-native speakers might also place into ENGL 099.)

Students who earn a grade below C- in ENGL 100 must retake and pass ENGL 100.

Foreign language placement advising

The core requirement for foreign language is completion of the 8-credit Elementary 101 and 102 sequence in a foreign language at Hood (Arabic, French, German, or Spanish). Exemptions from this requirement are students who enter Hood with equivalent foreign language transfer credits or completion of an Associate's degree (A.A., A.S., or A.A.T.). Hood awards 3 elective credits for AP exam scores of 4 or 5 in Foreign Language and Culture, but there is no direct course equivalency.

Honors program students are required to complete foreign language through the **202** Intermediate level (101, 102, 201, and 202). **Global studies majors** must complete foreign language through the **203** Conversation & Composition level. **International students** who have completed their secondary education in a foreign language, and for whom English is a foreign language, may meet the core foreign language requirement by placing into and completing a 100-level English course; if, however, English is the official language of the country, a foreign language is required.

New first year and transfer students without equivalent credit or exemption are required to complete a language placement test in French, German, or Spanish through the TrueNorth placement test on [Blackboard](#) in the New Student Advising and Placement. Students interested in Arabic should contact the Global Languages & Cultures department for evaluation. **Students placing into level 201 and above have met and are exempt from the core requirement for foreign language.** No credits are awarded for exemption unless a student completes coursework according to the guide below.

Placement Test

<u>Raw Score</u>	<u>Course Placement</u>
0-225	Level 101

226-400	Level 201. Core requirement is <u>met</u> . Students may choose to enroll in 201 and earn an additional 3 elective credits, on top of the 3 credits for 201, for completion with a grade of C- or better in their first semester. (No additional credits for students awarded AP credit.)
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401-550	Level 203. Core requirement is <u>met</u> . Students may choose to enroll in 203 or a civilization course and earn an additional 6 elective credits, on top of the 3 credits for the course, for completion with a grade of C- or better in their first semester. (3 additional credits for students awarded AP credit.)
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551+	Level 207 or a 300-level course. Core requirement is <u>met</u> . Students may choose to enroll in 207 or a 300-level course and earn an additional 9 elective credits, on top of the 3 credits for the course, for completion with a grade of C- or better in their first semester. (6 additional credits for students awarded AP credit.)
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Mathematics Advising Guide.xls

To use this guide, ask your student in what they plan to major. Find the appropriate Major Plan row.

Follow Placement Code column down to your student's row.

MAJOR PLAN	Placement Code / Catalog Placement Level					Notes
	M098	M099	M99L	M100	M200	
	1	1B	2L	2	3	
Accounting	Math098	Math112		ECMG212 or Math112		Math112 or ECMG212 is required. Math201 is strongly recommended.
Art Therapy	Math098	Psy 211				
Biochemistry	Math098	Math099	both Math120 & Math120L	Math120	Math 201	Math201 is required.
Biology	Math098	Math099	Math 112		Math 201 or Math 112	Chem101 (required for Bio majors) math pre-requisites are: Math099 credit <u>or</u> M99L placement. Math112 is required. Math112 or ECMG212 is required.
Business Administration	Math098	Math112		ECMG212 or Math112		Math201 is recommended for students planning a graduate degree or professional certification in business.
Chemistry	Math098	Math099	both Math120 & Math120L	Math120	Math 201	Math201 is required.
Computational Science or Information Technology	Math098	Math099	both Math120 & Math120L	Math120	Math 201	Math201 is required.
Economics	Math098	Math099	both Math120 & Math120L	Math120	Math 201	Math201 is required AND
		Math112		ECMG212 or Math112		Math112 or ECMG212 is required.
Education - Early or Elementary/Special Education	Math098	Math106				<u>12 Credits of Mathematics Required:</u> Math106 AND Math107 AND Math108
		Math112 or Psy211				AND Math112 or Psy211.
Environmental Science - Costal & Watershed Studies or Environmental Biology or Environmental Policy	Math098	Math099	Math112		Math112 or Math 201	Chem101 (required for EnSci majors) math pre-requisites are: Math099 credit <u>or</u> M99L placement. Math112 is required.
Environmental Science - Environmental Chemistry	Math098	Math099	both Math120 & Math120L	Math120	Math 201	Math201 is required.
Law and Criminal Justice	Math098	Math112 or Psy211 or PSci205 (see Note)				Math112, Psy211 or PSci205 are required. PSci205 does not fulfill QL Requirement.
Math	Math098	Math099	Math120 & Math120L	Math120	Math201 or Math213	Math201 is required.
Nursing	Math098	Math112 or Psy211		Math112 or Psy211 or ECMG212		Math112 or PSY211 or ECMG212 is required.
Psychology	Math098	Psy211 or Soc261 (see Note) or Math112				Psy211 or Soc261 or Math112 is required. Soc101 is prerequisite to Soc261.
Public Health	Math098	PH202 (see Note)				PH101 and 201 are prerequisites to PH202.
Social Work	Math098	Soc261 (see Note) or Psy211				Soc261 or Psy211 is required. Soc101 is prerequisite to Soc261.
Sociology	Math098	Soc261 (see Note) or Psy211				Soc261 or Psy211 is required. Soc101 is prerequisite to Soc261.
Sustainability Studies	Math098	Math 112				
<u>Majors not listed above:</u> Art and Archaeology, English, Integrated Marketing Communication, Communication Arts, Arabic and Middle Eastern Studies, French, Spanish & Latin American Studies, History, Music, Philosophy, Political Science, Global Studies.	Math098	ENSP103 or Math111 or Math111A or Math 111B or Math112 or Math112W or Psy211 or Soc261		ECMG212 or ENSP103 or Math111 or Math112 or Math112W or Psy211 or Soc261	ECMG212 or ENSP103 or Math111 or Math112 or Math112W or Math201 or Math 213 orPsy211 or Soc261	The classes listed fulfill Hood's quantitative literacy core requirement and these majors have no specific mathematics requirements of their own.

Self-Service Faculty Quick User Guide

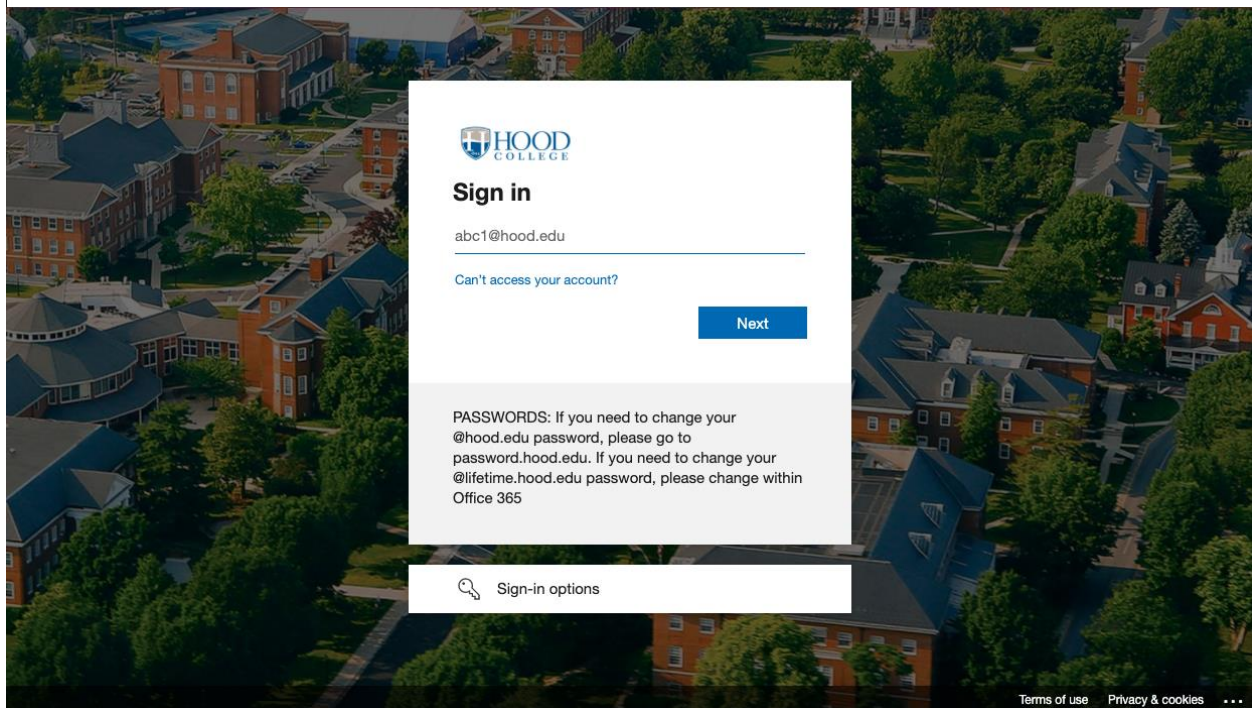
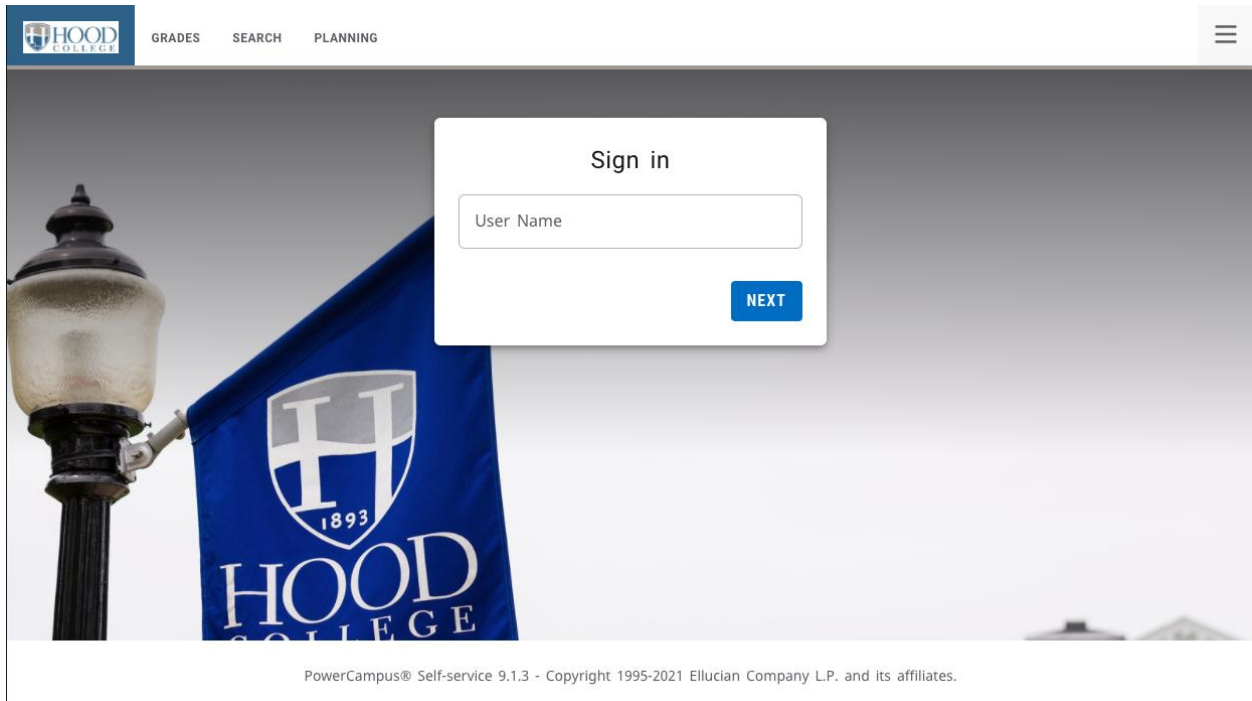
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Self-Service Faculty Quick User Guide

Logging In

When you first visit Self-Service, you will see a Sign-In box in the middle of the screen. You will enter your Hood email address and once you click “Next”, you will be taken to the Office 365 login where you will enter your Hood email address and network password. Click Sign-In on that screen.



Self-Service Faculty Quick User Guide

Searching for Courses in the Course Catalog or a Section Search

You can access the Search tab one of two ways.

1. Through the full menu:
 - a. Click the accordion icon next to your name in the top right corner
 - b. Find “Search”
 - c. Select either “Course” or “Section”

2. Through the menu tab:
 - a. Hover over the “Search” tab on the main menu bar
 - b. Select either “Course” or “Section”

In Section Search, you can perform a Basic Search with the search bar or an Advanced Search where you will have more options to narrow your search. Always at least choose a Period and Session to narrow your search and make searches faster. After you click the Search button, you can increase the number of courses show on the page by using the “Per page” setting at the bottom right of the list of results.

Viewing a list of all course sections

1. Under the Reports menu tab
2. Click on List All Course Sections
3. If prompted for login credentials, type in your Hood email address in the Username box. Type in your Hood network password and click OK.
4. Select the desired Academic Year and select the desired Academic Term
5. Click View Report

Viewing a general list of students by various criteria

1. Under the Reports menu tab
2. Click on Student Contact List
3. If prompted for login credentials, type in your Hood email address in the Username box. Type in your Hood network password and click OK.
4. Select the desired Academic Year and select the desired Academic Term
5. Select any of the other criteria to narrow your search
6. Click View Report

Self-Service Faculty Quick User Guide

Faculty

The Faculty Course Management Dashboard

To manage your courses:

1. In the top menu bar under Classes
2. Select Course Management
3. Select your options: (You may only have Period/Course)

Course Management

Period: 2021/Fall/Main Session

Select...

FYS 101/First-Year Seminar/Seminar/17

To start working, select a course

4. This will give you the Course Management Dashboard:

Course Management

Options

Dashboard

GNST 101: Seminar for Academic Success

Subtype: Lecture/Lab | Section: 01
Type: Course | Duration: 8/23/2021 - 12/14/2021
Credit type: Credit | Credits: 2.00

August 2021

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Tuesday, August 24, 2021

9:50 AM - 10:45 AM
[Take attendance](#)

Hood College, Rosenstock Hall, Floor 3, Room 317

[Add notes](#)

Instructors

Copenhaver, Lisa

5. Options for instructors include:
 - a. Class List
 - b. Wait List

Self-Service Faculty Quick User Guide

- c. Activity Grades
- d. Overall Grades
- e. Overall Attendance
- f. Daily Attendance

Viewing your Class List

1. Navigate to the Course Management Dashboard (located under Department or Classes tab)
2. Select Class List
3. On the far right are options to change between list view and image view
4. To download the class listing to Excel, Word, etc. click the Download option on the right side
5. To email one or more students, click the box to the left of the student's name in the list view and click the envelope icon at the top of the list


The screenshot displays the Course Management Dashboard for FYS 101: Protest & Pop Culture. The top navigation bar shows the Period as 2021/Fall/Main Session and the Course as FYS 101/First-Year Seminar/Seminar/17. The sidebar on the left contains the following navigation options: Dashboard, Class List (selected), Wait List, Permission Requests, Activities, Grade Mappings, Activity Grades, Overall Grades, Alerts, Overall Attendance, Daily Attendance, and Manage Assistants. The main content area shows a list of students with their activity grades represented by colored circles:

Student Name	Activity Grade
Adimasi, Bibet	A
Ellenberger, Brenna	E
Hurdle, Logan	H
Nair, Priya	N
Scheibach, Hannah	S
Stout, Matt	S
Todki, Jai	T
White, DelShaun	W

Self-Service Faculty Quick User Guide

Viewing the Waitlist for a Class

The screenshot shows the 'Course Management' interface. At the top, there are two dropdown menus: 'Period' set to '2021/Fall/Main Session' and 'Course' set to 'FYS 101/First-Year Seminar/Seminar/17'. Below these is a sidebar menu with options: Dashboard, Class List, Wait List (highlighted), Permission Requests, Activities, Grade Mappings, Activity Grades, Overall Grades, Alerts, Overall Attendance, Daily Attendance, and Manage Assistants. The main content area is titled 'FYS 101: Protest & Pop Culture' and contains a table with the following data:

Student	Curriculum	Class Level	Date Added	Credit Type	Credits	Rank	Status
<input type="checkbox"/>  Anderson, Ashley 000418026			8/4/2021	Credit	3.00	1	0/3 Waiting

Totals - Students: 1

1. Select the Classes tab
2. Select the Enrollment menu item
3. Select the Waitlist option on the left side (see graphic above)
4. From the list of years, terms, and sessions, select the course
5. Contact the registrar's office via email registrar@hood.edu if you have questions or would like to grant approval to add a student
 - a. Students are typically permitted to be added to the course in the order in which they registered

Entering Overall Grades for a Course (Midterm or Final)

1. Go to [Self-Service](#)
2. Hover over the **CLASSES** tab in the main menu
3. Select the **COURSE MANAGEMENT** menu item
4. Select the Period (term) and Course in the drop-down menus
5. Select the **Overall Grades** option on the left-side menu
6. For any student in the list, choose the grade in the appropriate grade column (midterm or final)
7. Click the **SAVE** button if you just want to save the grades and be able to edit them later.
8. You can change grades for students for whom the **Approved midterm** or **Approved final grade** has not yet been approved or posted
9. If midterm or final grading is open, you will see a **Submit** button. Click the **Submit** button to submit the students' midterm or final grade.

Self-Service Faculty Quick User Guide

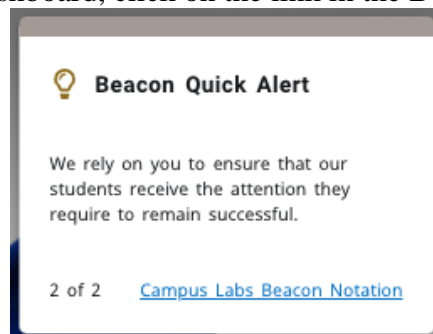
- a. You will not be able to change grades after you officially submit them. For grade changes, please contact registrar@hood.edu for undergraduate courses or hoodgrad@hood.edu for graduate courses as soon as possible.

Student	Credit type	Submitted midterm grade	Approved midterm grade	Submitted final grade	Approved final grade
<input type="checkbox"/> A Adimasu, Betel	Credit	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> E Ellenberger, Brenna	Credit	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> H Hurdle, Logan	Credit	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> N Nair, Priya	Credit	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> S Scheibach, Hannah	Credit	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> S Stout, Matt	Credit	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> T Todd, Jai	Credit	<input type="text"/>		<input type="text"/>	
<input type="checkbox"/> W White, DeShaun	Credit	<input type="text"/>		<input type="text"/>	

Adding a Student Academic Alert

In the new Self-Service there are two ways to add a Beacon Alert

1. On the Self-Service Dashboard, click on the link in the Beacon Quick Alert Widget:



2. In the main menu bar, under “Quick Links”
 - a. Select “Campus Labs”
 - b. Sign in with your hood email and network password
 - c. Select the “Beacon” tile
 - d. Search for the student to add an alert for
 - e. On the right-hand side under “Stream” click “Create Notification”

Self-Service Faculty Quick User Guide

Adding a Student Greensheet

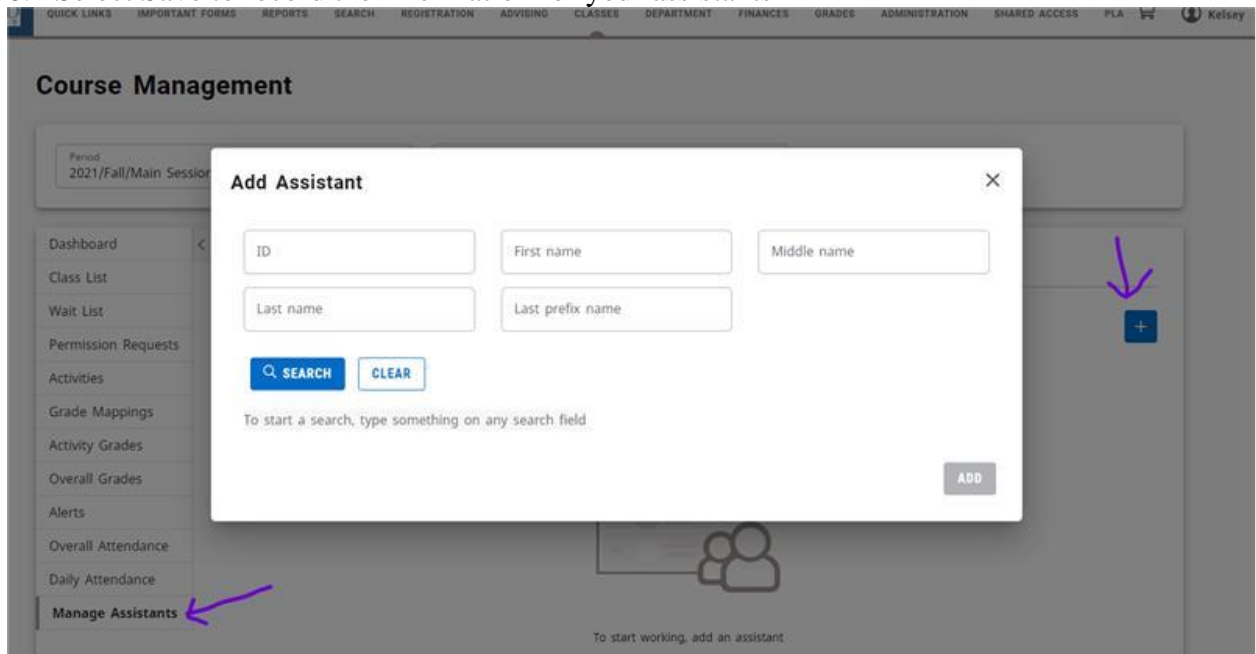
1. Follow the same steps for creating an alert above.
2. When prompted for a category, please select “Greensheet”
3. When prompted for a reason, please select “Greensheet”

Managing Your Faculty Assistants for a Class

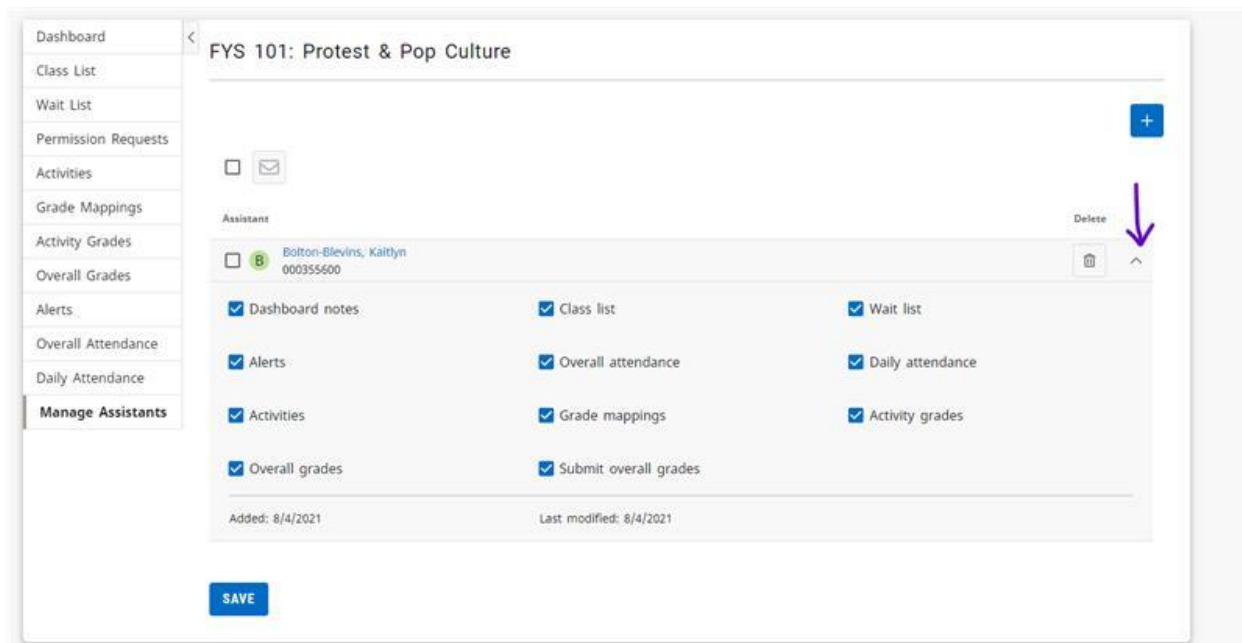
You can let other faculty view your class list and perform certain functions by adding them as an assistant.

Adding an Assistant for a Class

1. From the Course Dashboard
2. Select the Manage Assistants menu item
3. Click the + icon in the top right
4. On the Faculty Assistant Search window, enter all, or part, of the name or ID of the person you want to be your assistant
5. Highlight the assistance you want to add by clicking on their name
 - a. To make sure you are selecting the correct person as your assistant, click the person’s name. The system will display the person’s dossier
6. Select add to acknowledge that the assistant has been added. The system will email the person about being named as an assistant for the course
7. For each assistant, select the features you want him or her to access
8. Select Save to record the information for your assistants



Self-Service Faculty Quick User Guide



Removing an Assistant for a Class

1. From the course Dashboard
2. Under Manage Assistants
3. Click the trash can icon to the right of the assistant you wish to remove

Self-Service Faculty Quick User Guide

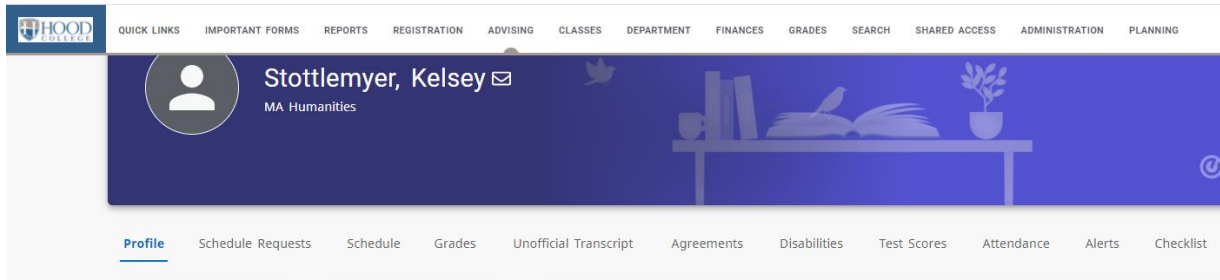
Advising

Searching for Students to Advise

1. Select the Advising tab
2. Select the Manage Advisees menu item
3. Type in boxes what you know about the student such as a Last Name
4. In the drop-down box under “List” choose the appropriate group that this advisee is in such as “My Advisees” or “All Students” if you are a Global Advisor
5. Click Search
6. You will see the student's name appear in the results box
7. To view transcripts, placement scores and more, click on pull-down arrow to right of student’s name to “show more.” Click “View Profile” box.
8. To view the student’s dossier and course schedule, click on their name

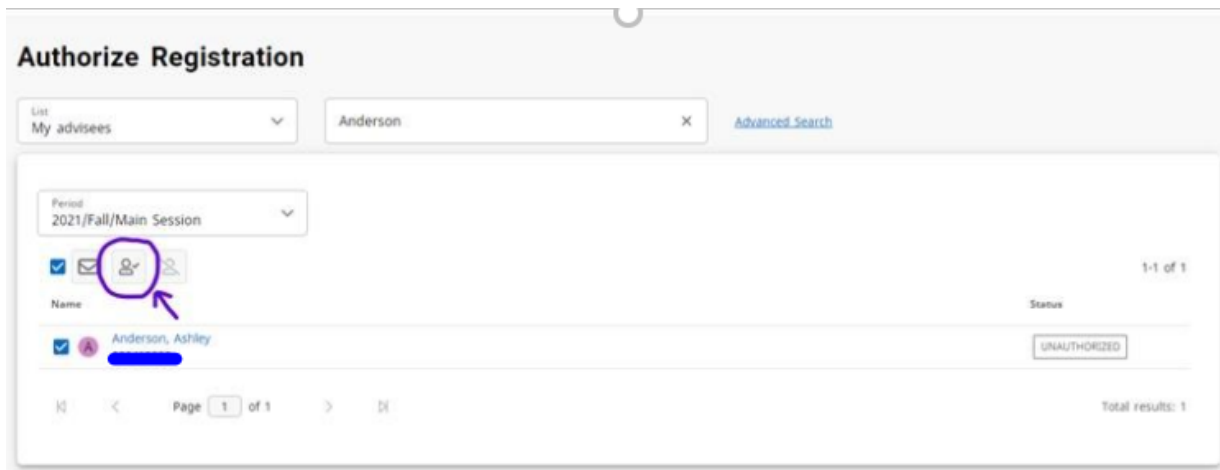
The screenshot displays the 'Manage Advisees' interface. At the top, there is a header 'Manage Advisees' and a navigation bar with various menu items including 'QUICK LINKS', 'IMPORTANT FORMS', 'REPORTS', 'REGISTRATION', 'ADVISING', 'CLASSES', 'DEPARTMENT', 'FINANCES', 'GRADES', 'SEARCH', 'SHARED ACCESS', 'ADMINISTRATION', and 'PLANNING'. Below the header, there is a search area with a dropdown menu set to 'My advisees', a search input field containing 'Search student Id, name...', and a magnifying glass icon. A large empty box with a magnifying glass icon and the text 'To start, search for a student' is shown below the search area. The bottom part of the screenshot shows the search results for 'All students'. The results list includes a checkbox, an email icon, a share icon, and a 'Download' button. The student name 'Stottlmyer, Kelsey' is displayed with a yellow profile icon to the right. The page number 'Page 1 of 1' and 'Total results: 1' are also visible.

Self-Service Faculty Quick User Guide



Authorizing Students to Register for Classes

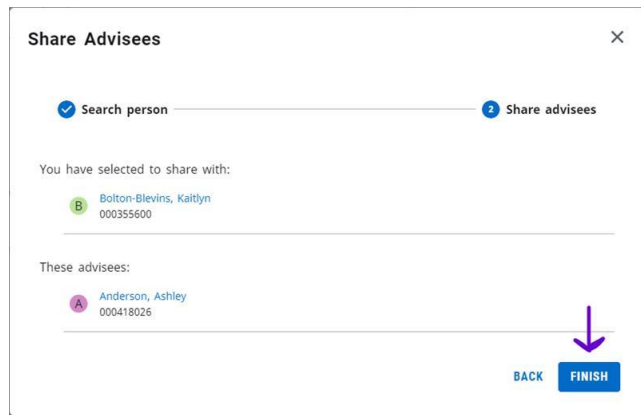
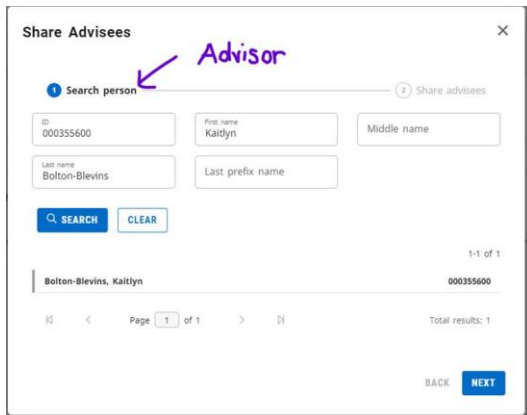
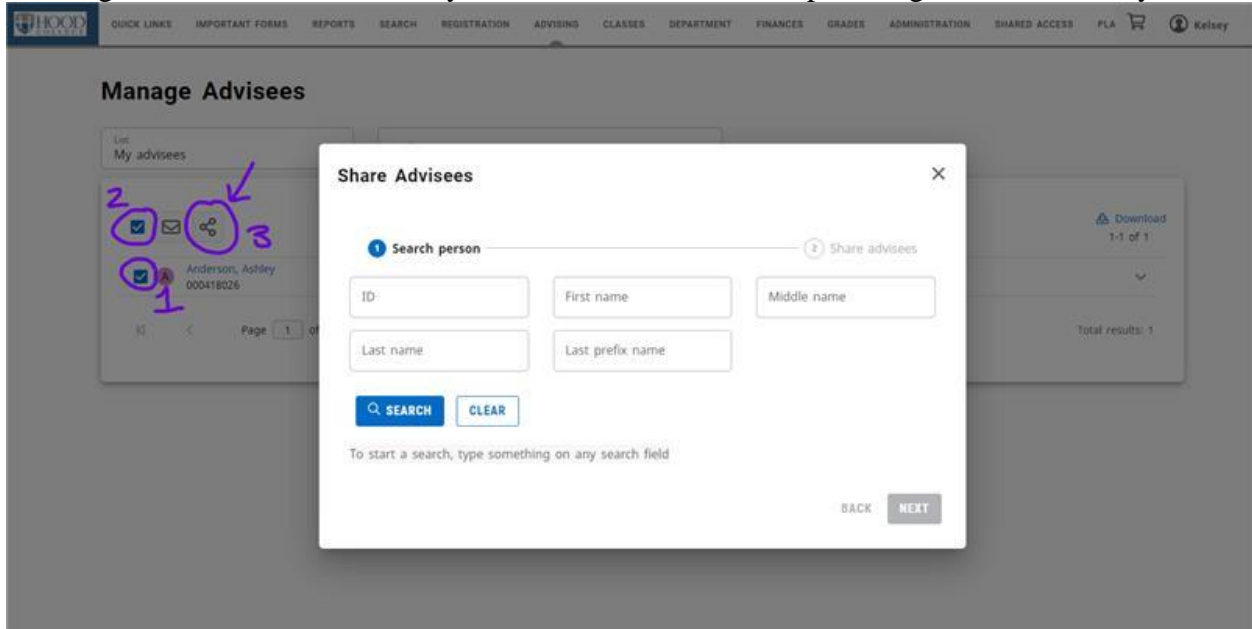
1. Select the “Advising” tab
2. Select the “Authorize Registration” menu item
3. In the drop-down box under “List” choose the appropriate group that this advisee is in such as “My Advisees” or “All Students” if you are a Global Advisor
4. Type in the search box what you know about the student such as a Last Name or select “Advanced Search” to find the “Retrieve All” option
5. Hit Enter
6. Select the Year and Term dropdown for which you want to authorize the students to register
7. Check the box to the left of the students you want to authorize
8. Click on the Authorize button at the top of the list (the icon is a small person with a checkmark)



Self-Service Faculty Quick User Guide

Sharing Advisees with Other Advisors

You now have the ability to share advisees with other advisors. Any student that you see in your advising list can be shared with any other advisor. You can stop sharing an advisee at any time.



Self-Service Faculty Quick User Guide

Sharing Student Information with Other Advisors

Please note that it is possible to choose someone in step 6 that is NOT an advisor; however, they will not be able to see the advisee that you shared because that person needs to be an advisor to see ANY advising information at all. Please be sure to choose someone who is actually an advisor.

1. Search for advisees as shown in the Searching for Students to Advise section above.
2. Select the checkbox to the left of the names of the students you want to share with other advisors. (Number 1 in the images above for an individual student, Number 2 for all students in the list.)
3. Select the Share Advisees option. (Number 3 in the images above)
4. Under Share Advisees, specify the ID number of the advisor with whom you want to share the specified students. If you do not know the advisor's ID number, you can fill in any name information you may know and search.
5. Review the search results and find the name of the advisor with whom you want to share the specified students
6. Click the name of the advisor to highlight your choice, then click Next.
7. Make sure the ID and Name are correct for the advisor with whom you want to share the specified students
8. Select Finish

Stop Sharing Student Information with Other Advisors

1. Select the Advising tab
2. Select the Shared Advisees menu item
3. Find the name of the student who you no longer want to share with an advisor
4. For that student, select the X to the write of the name of the advisor with whom you no longer want to share information about the student



Self-Service Faculty Quick User Guide

Managing and Authorizing Your Shared Advisees

Viewing Information Other Advisors Are Sharing with You

1. Select the Advising tab
2. Select the Manage Advisees menu item
3. Select the My Shared Advisees list
4. Review the list of all the students that other advisors are sharing with you. You can show all students by selecting Advanced Search and “Retrieve All” which is found above the “Clear” button

The screenshot shows the 'Manage Advisees' page. At the top, there is a navigation bar with the Hood College logo and various menu items: QUICK LINKS, IMPORTANT FORMS, REPORTS, SEARCH, REGISTRATION, ADVISING, CLASSES, DEPARTMENT, FINA, a shopping cart icon, and a user profile for Kaitlyn. Below the navigation bar, the page title is 'Manage Advisees'. There are two search input fields: one with a dropdown menu showing 'List My shared advis...' and another containing the text 'ashley'. To the right of the second input field is a link for 'Advanced Search'. Below the search fields is a list of advisees. The first entry is 'Anderson, Ashley', which is selected with a checkmark. To the left of the name are icons for a checkmark, an envelope, and a trash can. To the right are a 'Download' icon and the text '1-1 of 1'. Below the name is a 'VIEW PROFILE' button. Underneath the name, there are links for 'Schedule requests', 'Grades', 'Schedule', and 'Attendance'. At the bottom of the list, there is a pagination control showing 'Page 1 of 1' and 'Total results: 1'.

Removing an advisee that has been shared with you

5. Select the Advising tab
6. Select the Manage Advisees menu item
1. Select the My Shared Advisees list
2. Check the box to the left of each student you want to remove
3. Click the trashcan icon at the top of the list
4. Select OK to confirm that you want to remove the specified students from your list of shared advisees

Self-Service Faculty Quick User Guide

Authorizing Registration for Shared Advisees

1. Select the Advising tab
2. Select the Authorize Registration menu item
3. Select the My Shared Advisees list
4. Review the list of all the students that other advisors are sharing with you. You can show all students by selecting “Advanced Search” and “Retrieve All” which is found above the “Clear” button.
5. To authorize registration, check the box to the left of the students’ names and then click the person icon with the check mark
6. To un-authorize registration, check the box to the left of the students’ names and then click the person icon which is crossed out

The screenshot displays the 'Authorize Registration' page in a web application. At the top, there is a navigation bar with the Hood College logo and various menu items: QUICK LINKS, IMPORTANT FORMS, REPORTS, SEARCH, REGISTRATION, ADVISING, CLASSES, DEPARTMENT, FINA, a shopping cart icon, and a user profile for 'Kaitlyn'. The main content area is titled 'Authorize Registration'. It features a search bar with the text 'ashley' and a dropdown menu set to 'List My shared advisees...'. To the right of the search bar is an 'Advanced Search' link. Below the search bar is a modal window containing a 'Period' dropdown set to '2021/Fall/Main ...'. There are four icons: a checkbox, an envelope, a person with a checkmark, and a person with a crossed-out checkmark. The table below has columns for 'Name' and 'Status'. One row is visible for 'Anderson, Ashley' with a status of 'AUTHORIZED'. At the bottom of the modal, there are navigation arrows, a page indicator 'Page 1 of 1', and a total results count of 'Total results: 1'.

Self-Service Faculty Quick User Guide

Department Chairs

The Department Course Management Dashboard

To manage your courses:

1. In the top menu bar under Department
2. Select Course Management
3. Select your options

Course Management

Options ^

1 Select a filter

Filter Department

Department Academic Services

2 Select a course

Period 2021/Summer I/Main Se...


Course GNST 101/Sem Academic...

4. This will give you the Course Management Dashboard:


Dashboard <

GNST 101: Seminar for Academic Success

Subtype: Lecture/Lab | Section: 01
Type: Online | Duration: 5/24/2021 - 7/3/2021
Credit type: Credit | Credits: 2.00


There is no schedule

Instructors

 Instructor has not yet been assigned

5. Options for Department Chairs include:
 - a. Class List
 - b. Wait List
 - c. Activity Grades
 - d. Overall Grades

Self-Service Faculty Quick User Guide

- e. Overall Attendance
- f. Daily Attendance

Viewing your Class List

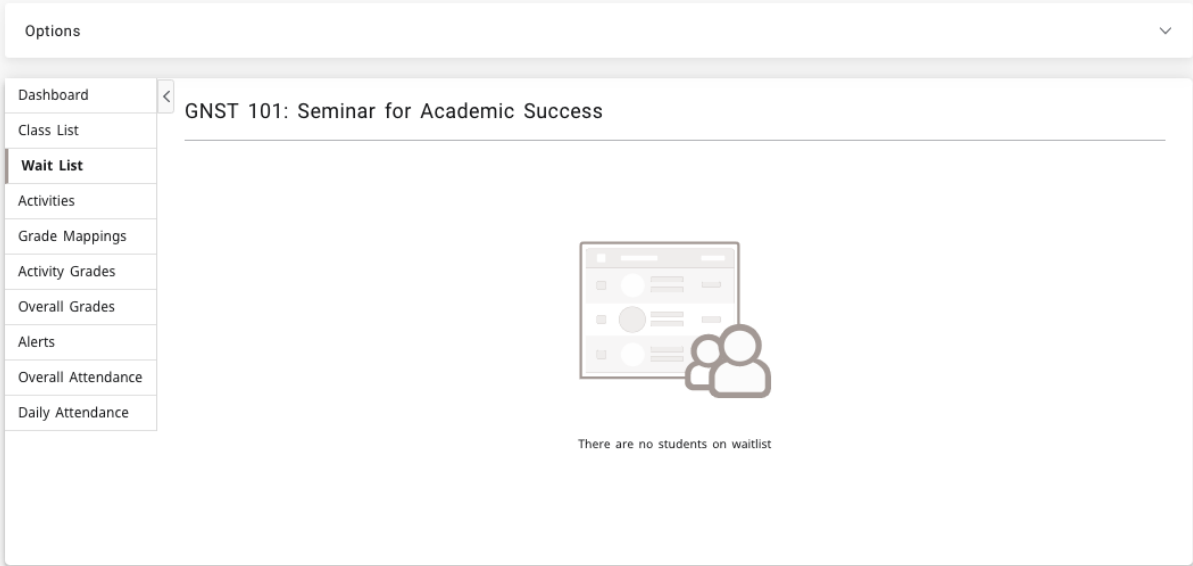
6. Navigate to the Course Management Dashboard (located under Department or Classes tab)
7. Select Class List
8. On the far right are options to change between list view and image view
9. To download the class listing to Excel, Word, etc. click the Download option on the right side
10. To email one or more students, click the box to the left of the student's name in the list view and click the envelope icon at the top of the list

The screenshot displays the 'Class List' for 'FYS 101: Protest & Pop Culture'. The interface features a sidebar on the left with navigation options: Dashboard, Class List (selected), Wait List, Permission Requests, Activities, Grade Mappings, Activity Grades, Overall Grades, Alerts, Overall Attendance, Daily Attendance, and Manage Assistants. The top navigation bar shows 'Period: 2021/Fall/Main Session' and 'Course: FYS 101/First-Year Seminar/Seminar/17'. The main content area has a 'Select Status: Add' dropdown and a 'Download' icon. The student list is organized by first letter:

Letter	Student Name	Attendance Status
A	Adimasu, Betel	Present
E	Ellenberger, Brenna	Present
H	Hurdle, Logan	Present
N	Nair, Priya	Present
S	Scheibach, Hannah	Present
S	Stout, Matt	Present
T	Todis, Jal	Present
W	White, DeShaun	Present

Self-Service Faculty Quick User Guide

Viewing the Waitlist for a Class



Course Management

Options

Dashboard <

Class List

Wait List

Activities

Grade Mappings

Activity Grades

Overall Grades

Alerts

Overall Attendance

Daily Attendance

GNST 101: Seminar for Academic Success

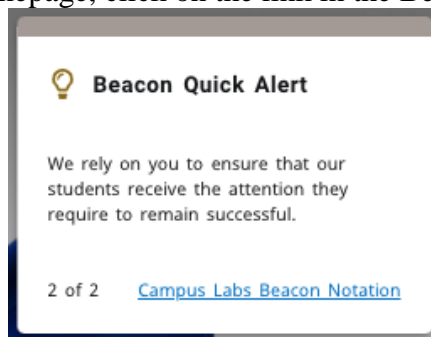
There are no students on waitlist

1. Select the Classes tab
2. Select the Enrollment menu item
3. Select the Waitlist option on the left side (see graphic above)
4. From the list of years, terms, and sessions, select the course

Adding a Student Academic Alert

In the new Self-Service there are two ways to add a Beacon Alert

1. On the Self-Service homepage, click on the link in the Beacon Quick Alert Widget:



2. In the main menu bar, under “Quick Links”
 - a. Select “Campus Labs”
 - b. Sign in with your hood email and network password
 - c. Select the “Beacon” tile
 - d. Search for the student to add an alert for
 - e. On the right-hand side under “Stream” click “Create Notification”

Adding a Student Greensheet

Greensheets” are alerts used at the end of the semester for undergraduate students only (and used to be submitted on green sheets of paper) for low grades. These alerts are reviewed by the Academic Standards & Policies

Self-Service Faculty Quick User Guide

Committee during the end-of-semester records meeting for student academic records and standing (warning, probation, dismissal, etc.) These should **NOT** be shared with the students.

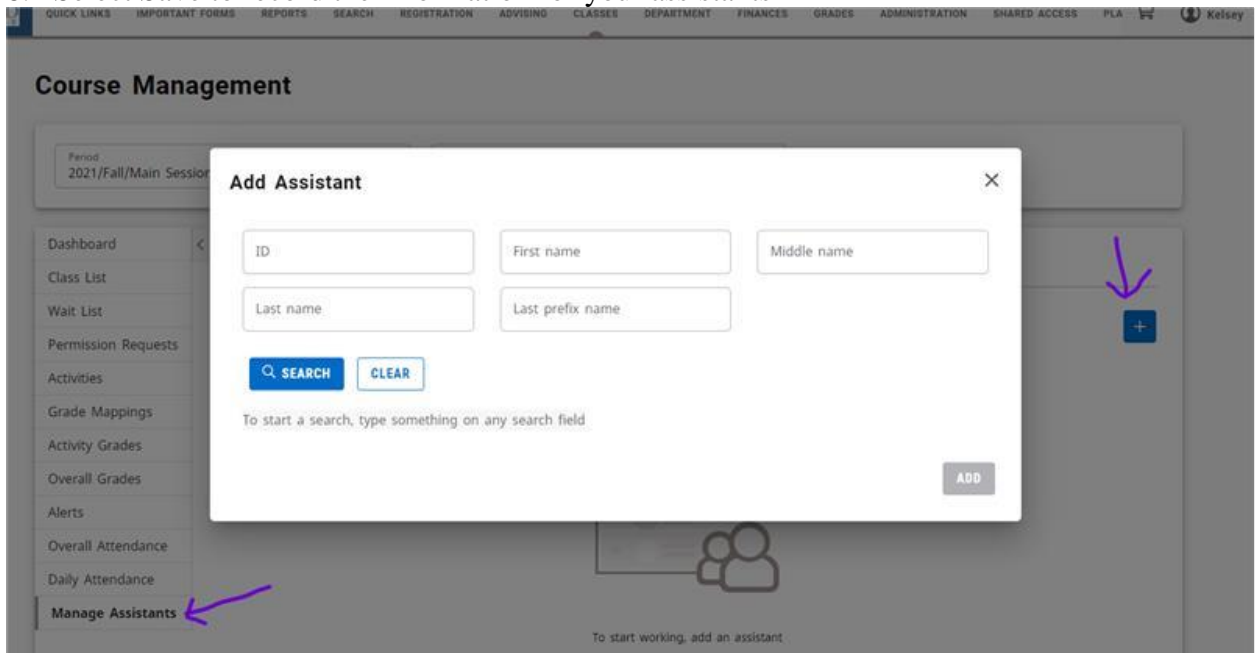
1. Follow the same steps for creating an alert above
2. When prompted for a category, please select “Greensheet”
3. When prompted for a reason, please select “Greensheet”

Managing Your Faculty Assistants for a Class

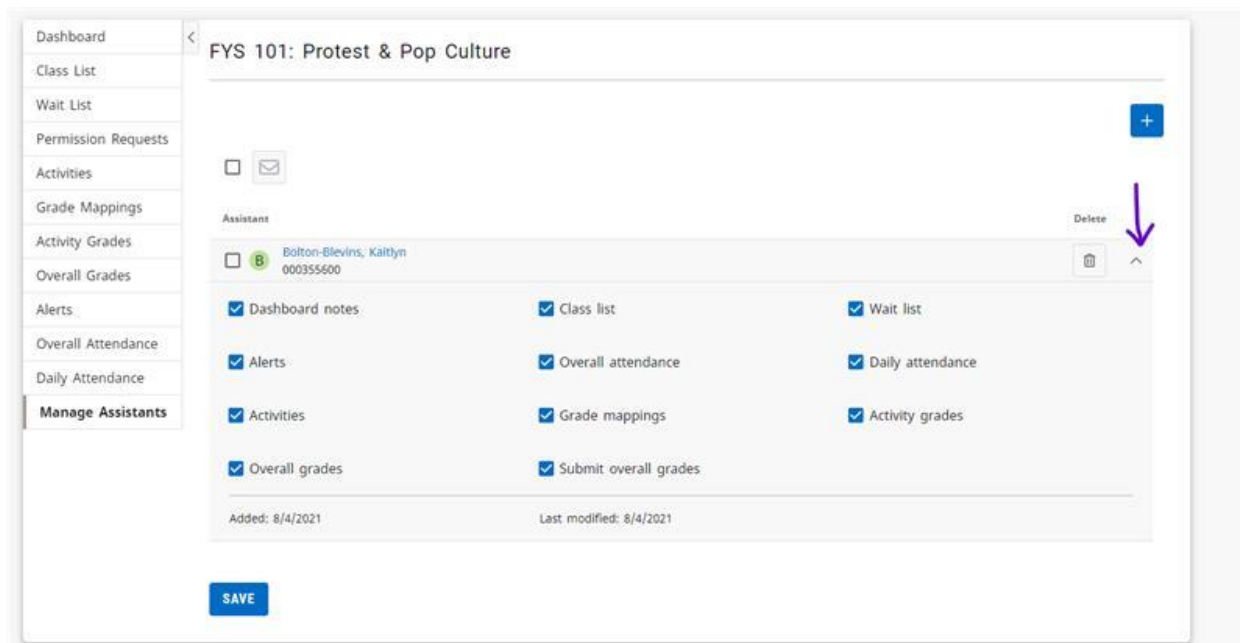
You can let other faculty view your class list and perform certain functions by adding them as an assistant.

Adding an Assistant for a Class

1. From the Course Management Dashboard
2. Select the Manage Assistants menu item
3. Click the + icon in the top right
4. On the Faculty Assistant Search window, enter all, or part, of the name or ID of the person you want to be your assistant
5. Highlight the assistant you want to add by clicking on their name
 - a. To make sure you are selecting the correct person as your assistant, click the person’s name. The system will display the person’s dossier.
6. Select add to acknowledge that the assistant has been added. The system will email the person about being named as an assistant for the course.
7. For each assistant, select the features you want him or her to access
8. Select Save to record the information for your assistants



Self-Service Faculty Quick User Guide



Removing an Assistant for a Class

1. From the Course Management Dashboard
2. Under Manage Assistants
3. Click the trash can icon to the right of the assistant you wish to remove

Student Athlete Information for Faculty

Travel Letters

Student athletes are not permitted to miss class/field work/clinical/internships for practice but they can miss class/field work/clinical/internships for competition. Student athletes are responsible for keeping their professors informed of their athletic schedule in advance and throughout the semester and work to complete any assignments ahead of time. Travel letters are intended to notify professors at the beginning of the semester of any athletic-related absences. Professors are asked to sign the accompanying confirmation of communication form and return it to Jack Mehl in athletics. Players must return this form to be able to play in a game/scrimmage. Student athletes should bring you're their letters the first week of school.

Blanket Waivers

NCAA granted Blanket Waivers to spring and fall 2020 student athletes due to lost playing time during the pandemic. This waiver allows student athletes to get this year of eligibility back, extending their college playing opportunity for another year. If a student-athlete wants to take advantage of this, here are some scheduling options:

- Fall athletes can save one class for their last semester and play in the fall (4 ½ years)
- Spring athletes can save 15 credits and spread them out over their fifth year (12 credits in the fall, 3 credits in the spring) OR take the next fall semester off and take the remaining credits (more than or less than 12 credits) in the spring.
- They can go to graduate school (at Hood or transfer elsewhere).
- Before opting into the waiver, students are encouraged to talk with financial aid about implications on extending time to their degree.
- Students will need to complete the [Undergraduate Change of Expected Graduation](#) form
-

Other reminders of expectations of student athletes that are helpful for advising:

- Student athletes are asked to enroll in at least 15/16 credit hours each semester.
- If a student athlete drops below 12 credit hours they CANNOT practice or play. If a student athlete is withdrawn from a class and they practice or play while being enrolled in less than 12 credit hours athletics is required to report this to the NCAA and harsh penalties can be enforced (no play-offs, fines, student loses eligibility, etc.).
- If a student athlete is in their last semester they can be enrolled in less than 12 credits as long as the remaining credits are the only ones needed for graduation.

Jen

Jennifer Cooper, DNP, RN, PHNA-BC, CNE

Assistant Professor

Department of Nursing

Hood College

401 Rosemont Ave

Frederick, MD 21701

cooper@hood.edu

301.696.3219

<https://www.hood.edu/academics/faculty/jennifer-cooper>

Undergraduate Minors Minors

The following minors are offered at Hood:

[Actuarial Science](#)
[African-American Studies](#)
[Arabic and Middle Eastern Studies](#)
[Archaeology](#)
[Art History](#)
[Biology](#)
[Biopsychology](#)
[Business Administration](#)
[Chemistry](#)
[Classical Studies](#)
[Coastal Studies](#)
[Computer Science](#)
[Criminology and Delinquency](#)
[Economics](#)
[Environmental Studies](#)
[Ethics](#)
[Film Studies](#)
[French](#)
[German](#)
[Global Studies](#)
[Graphic Design](#)
[History](#)
[Journalism](#)
[Literature](#)
[Management](#)
[Mathematics](#)
[Mathematics Education](#)
[Music History and Literature](#)
[Music Performance](#)
[Nonprofit and Civic Engagement Studies](#)
[Philosophy](#)
[Physics](#)
[Political Science](#)
[Psychology](#)
[Public History](#)
[Public Relations](#)
[Religion](#)
[Social Science Research](#)
[Social Work, Pre-Professional Practice](#)
[Sociology](#)
[Spanish](#)
[Studies in Women and Gender](#)
[Studio Art](#)
[Theater and Drama](#)

Writing

Students may choose from a variety of programs which the College has designated as minor fields of study. The purposes of the program of minors are as follows:

- To provide opportunities for students to pursue in a focused and integrated manner programs of study not currently available as majors;
- To use existing resources to provide distinctive and challenging curricular opportunities;
- To provide an alternative to double majors for students who wish to pursue more than one program of study;
- To integrate further the liberal arts and career preparation through opportunities to combine a liberal arts major with a career-related minor or a career-related major with a liberal arts minor; and
- To enable graduates to prepare for careers or further study in more than one area of concentrated knowledge.

The grouping of courses in a minor may be identical to a concentration. However, a concentration is elected by students within a major, while a minor is elected by students majoring in another field. The minor consists of a minimum of 15 credits of course work, forming a coherent program relating to a specific academic objective. Students are allowed to have two majors and a single minor, or a major and two minor fields. Minors are not required of students.

The following are requirements for a minor:

- A minimum of 12 credits in the minor must be taken outside the student's major requirements and may not overlap with the major. If there is additional overlap, the credit must count in the major. The course may be used to fulfill a requirement in the minor, but the credit may count only in the major.
- If a student elects a second minor, a minimum of 12 credits must be taken outside the first minor. Courses may be used to fulfill requirements in both minors, but the credit may count only in one minor.
- Students must have a Grade Point Average of 2.0 in the minor.
- Students must have completed a minimum of 9 credits completed at Hood College for the minor to be listed on the academic record.
- A minimum of 15 credits and a maximum of 21 credits may be counted in the minor.
- Courses counted in the minor may also count in the Core.
- Minors must be declared no later than the end of the junior year.
- Students may develop their own minor, with the approval of the department or departments that are teaching those classes relative to the student's proposed minor and of the Committee on Academic Standards and Policies, provided they meet the minimum number of credits required of minors.

Academic Plan

Year One

Fall 20__		Winter (Jterm) Term 20__		Spring 20__		Summer 20__		
Course	Cr.	Course	Cr.	Course	Cr.	Hood Courses	Cr.	
Total Semester Credits		0	Total Semester Credits		0	Total Semester Credits		0

Year Two

Fall 20__		Winter (Jterm) Term 20__		Spring 20__		Summer 20__		
Course	Cr.	Course	Cr.	Course	Cr.	Hood Courses	Cr.	
Total Semester Credits		0	Total Semester Credits		0	Total Semester Credits		0

Year Three

Fall 20__		Winter (Jterm) Term 20__		Spring 20__		Summer 20__	
Course	Cr.	Course	Cr.	Course	Cr.	Hood Courses	Cr.
Total Semester Credits	0	Total Semester Credits	0	Total Semester Credits	0		

Year Four

Fall 20__		Winter (Jterm) Term 20__		Spring 20__		Summer 20__	
Course	Cr.	Course	Cr.	Course	Cr.	Hood Courses	Cr.
Total Semester Credits	0	Total Semester Credits	0	Total Semester Credits	0		



Undergraduate Advising & Registration: Advisors' Overview

Whenever possible, use language about advising with students that signals it's broader than just "picking classes" and includes discussion about their overall experience, progress, interests, and goals!

Before Advising Session

Invite advisees to signup for advising meeting during two-week advising period. Clarify location- Zoom, phone, or office, and request to complete tasks prior to meeting:

- review their degree progress report (DPR) in [self service](#).
- for undeclared students, review required courses for possible major(s) in [catalog](#) and the [core guide](#).
- come with possible courses in cart and click link to "check for common registration errors."
- check for holds in self-service and work to resolve.

Advisors can filter their advisee list by "on stop list" and email this group through self- service. On Advising tab> Manage Advisees> Advanced search> Filter= On stop list, Check boxes to select students and click email icon, copy and paste email addresses from To: and into Bcc: to keep addresses private. Include a message to view their registration hold. *Advisors should proceed with advising and authorizing registration for students with holds.*

Devote time to review and prep for students prior to meeting to allow time for discussion:

- **Review Degree Progress Report (DPR).**
 - check remaining requirements, credits (towards 124), overall and major gpa, expected graduation date.
 - approval for 4Plus will appear at top of DPR.
 - [athletes](#) have waiver option to extend eligibility a 5th year.
- Review [Beacon](#) notifications and prior advising notes, and midterm grades (report on self-service).
- If needed for English/math/language, placement results are on self-service under reports, "degree progress (advisor)", click on "results" under placement column.
 - refer to the [advising guide to placements](#) as needed.
 - contact studentsuccess@hood.edu for help with students who still need to complete placement; SSC will enroll in the "new student advising & placement" Bb course.
- Jot down potential classes.
- Advising, accessibility, Beacon, and related resources can be found on the [Faculty Resources](#) Student Success Center page.

During Advising Session

Lead with general, open-ended questions: How are they doing currently? in specific courses?
Interest in current or potential major and future plans?

Review progress in major and degree (credit hours and gpas), and expected graduation date.

- Students complete the [Undergraduate Change of Expected grad date](#) form as needed.
- Students interested in a [4Plus program](#) should complete the [4Plus Dual Degree Request form](#) (if declared) or if undeclared, indicate interest on the [declaration form](#), and can contact Nick Masucci (masucci@hood.edu) for additional information.
- Encourage winter and summer terms as a way to get ahead, caught up, and repeat courses.
 - Students may take CIC courses in summer session as long as they haven't already received credit and prerequisites are met; see more information [here](#).
- Courses may only be taken at other institutions with completion of [prior approval](#) form and if not offered at Hood during that semester/session. Students and advisors can view the [transfer evaluation](#) tool in Self-service to view approved course equivalencies.

Registration date is by student's *current* earned credit hours classification; student must actually register for courses in cart to enroll!

- See [Academic Calendar](#) for registration dates by classification

Review recommended courses:

- Advisors can view the "Students' Carts by Advisor" report on self-service to view cart contents and errors ; select registration term and year.
- Students who checked cart courses and received registration errors that are unexpected or don't seem accurate should contact registrar@hood.edu with specific details about the courses and errors to address before registration opens. *Pay special attention to transfer students as the database may not always recognize their transfer coursework as fulfilling prerequisites.*

Recommend next steps or resources for students, such as completion of [Registration forms](#):

- [Registration & Drop/Add form](#) with instructor/advisor approvals is used for overriding pre-requisites, registration for departmental honors/independent study, or inability to register in self-service for any reason; emailed approvals can also be sent to registrar@hood.edu.
- [Declaration of Major/Minor/Certificate Form](#) if needed.
- [Self-service guide](#) for course registration for students needing an overview of the registration process.

After Advising Session

Authorize students to register in self-service (Advising tab, Authorize Registration link, select term and students, click "authorize" icon). Must authorize students separately for multiple terms (e.g. summer and fall).

Enter an [advising note](#) in Beacon as an "[update](#)."

- Include recommended courses, significant topics, recommended next steps/resources.
- Check box to copy student so they receive an emailed copy of the advising summary note.

Beacon User Guide

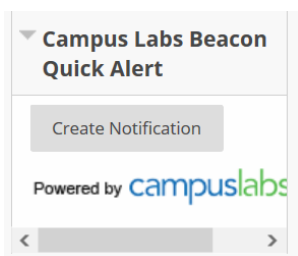
Quick Notification

Hood College is committed to support student success. One of the many ways we can do this is by using the Campus Labs Beacon Early Alert System to quickly identify students who may be struggling and are at risk. (We will NOT be using the former alert system located in Self Service).

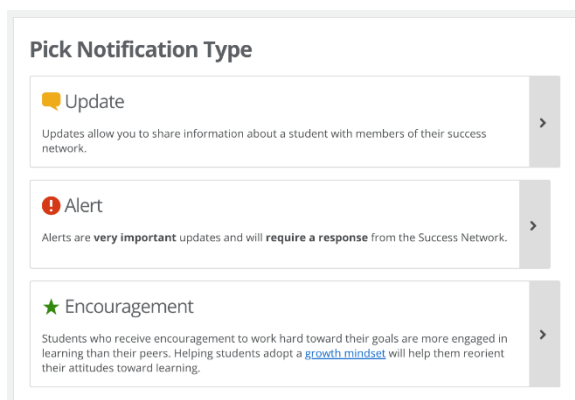
When faculty and staff see concerning behaviors, they can send a notification via the Campus Labs Beacon tool to ensure the student receives assistance. Notification can also be used to send encouragement (kudos), as well to create advising notes.

How To Send a Notification:

1. Access the Notifications widget on the homepage of self-service or any Blackboard course and select **Create Notification**



2. Under “Pick Notification Type” select **Alert** to send a message of concern to a student, or **Encouragement** to send kudos. Select **Update** to create an Advising note for a student, or to enter a GreenSheet (end of term low grade report).



3. Look up the student in the Search Bar. You may search by first name, last name, or email address. As you type, options for students should automatically display. Make sure you click on the student’s name so it self-populates in the box.

*** Student's Name or Id**

4. Be default, students do not receive alerts, encouragements, and updates (notes). *You have the option to choose whether or not the notification is shared with a student by checking the box. Check the box to share Alerts and Encouragement with students, and for any Updates (advising notes) you’d specifically like to share*

with students. Do not check the box to share Greensheets Updates with students. Note it is best practice to assume students could obtain access to any notifications you enter in Beacon through FERPA.

Allow student to view alert

5. **Add a description.** See the *What To Include* section for guidance.

* Description

B I U 

6. **Save the Alert.**

Save AlertCancel

What Happens Next?

Alerts - When an alert is submitted, the appropriate office should take action within 48 hours. This response may include an email to the student, a meeting with an advisor, or a meeting with an appropriate director or dean.

Updates - The members of the student’s support network will be notified and this information will be used to inform and guide future support of the student. Advising note updates will remain accessible to the current (or future) assigned advisor. Green Sheets will be used by the Academic Standards & Policies (AS&P) Committee for end-of-term Records Meeting decisions.

Questions or Concerns?

Undergraduate students, contact: Lisa Copenhaver, Director of Student Success at copenhaver@hood.edu

Graduate students, contact: Taylor Hahn, GA, Graduate School, at hahn@hood.edu

General Beacon questions, contact: Jen Schum, Dean of Student Success, at schum@hood.edu

Viewing Notations on Advisees or Students Enrolled in Your Courses though CampusLabs

Click on the following link (bookmark it!) and use single sign-on (Hood username/password). First time log-in will require account confirmation:

<https://hood.campuslabs.com/home>

Instructors, select Faculty for the “Faculty Experience” portal to view students in your courses, Notations for your enrolled students, and follow-up. Click “success notifications” (upper right) and a log of all notations will be on the left.

Advisors, select Beacon to see history of Notations for advisees, and follow-up.

*****Updates should be used to document advising notes*****

You can create a Notification (update, alert, or encouragement) directly through this CampusLabs Faculty or Beacon page as you would from the quick links in self-service and Blackboard by clicking on a blue “Create Notification” button for a student.

Detailed Guide for Users

Protecting Student Privacy & Adhering to FERPA

The Family Education Rights and Privacy Act of 1974 (FERPA) is designed to protect the privacy of student records. Hood College conforms to the law regarding conditions under which confidential records will be released. Under FERPA, Hood College personnel are permitted to share information from student education records with other school officials who have legitimate educational interests. As such, reporting a student concern does not violate FERPA; however, the means by which faculty report the concern could become a FERPA violation, if not done correctly.

What is Beacon?

Beacon is an early alert system. Beacon provides a platform for individuals across campus – including faculty, academic advisors, athletic advisors, academic coaches, and staff in student support offices – to communicate information regarding a student’s academic and non-academic experience. Beacon allows individuals that frequently interact with a student the ability to identify trends inside and outside of the classroom. Being able to identify these trends could be valuable in many instances, such as planning a course schedule and guiding a student to campus resources.

What is the Student Support Network?

When a notification is submitted in Beacon, members of the student’s success network are able to view and respond to notifications as needed. The student’s success network is made up of college stakeholders that frequently interact with a student. Depending upon the student’s major and involvement on campus, these individuals might include academic advisors, academic coaches, athletic coaches, and/or members of the students of concern committee (SOC).

What is a Beacon notification?

There are three types of notifications within Beacon: alert, update, and encouragement.

ALERTS - An alert is a notification sent to the student’s success network requesting that an action be taken with the student. For instance, a faculty member may submit an alert when a student has performed poorly on a major exam. In this case, the student’s advisor could reach out to the student to arrange a meeting or to refer the student to academic resources.

UPDATES – An update does not require any action to be taken with the student. Updates are useful for entering advising session summaries, and for end-of-term low grade GreenSheet reports. You may also document correspondence with a student (emails, in-person interactions, phone, etc.) using updates. For instance, it might be helpful for an advisor to know that a faculty member has referred the student to tutoring. The advisor will then have the ability to follow up with that student about the referral in future interactions.

ENCOURAGEMENTS – Encouragements are designed to provide students with positive, strategy-focused feedback to students to help them feel recognized and supported in their academic journey.

When to Send an Alert?

The earlier an alert is sent, the better chance an advisor has of encouraging or helping the student to overcome obstacles and retain them. In general, an alert should be sent as soon as a student meets one or more of the following criteria AND action from the student’s support network is being requested:

- Student is consistently absent
- Student is not making successful progress in the course
- Student has indicated they are experiencing some sort of hardship (financial, family, etc.)
- Student has indicated they are considering transferring or not returning next term

Do Not Report the following information in Beacon:

- Sexual harassment and assault cases
- Mental health and safety concerns

- Academic accommodation needs
- Student conduct incidents

Instead, report this information to the appropriate resources

Who Sees Notifications?

The user creating the notification can select different options for allowing others to view it:

- **Students:** Faculty and staff have the ability to decide whether a student can see a notification.
- **Professional Staff:** all connected faculty and staff
- **Full Network:** all connected faculty, staff, and peer advisors
- **Specific Network Members:** allows the user to select specific faculty and staff that are connected to a student in Beacon, such as advisors, academic coaches, athletic advisors, etc.
- **Additional Audience Members:** allows the user to select faculty and staff that are not on the student's success network.

What Category to Select? (Listed are a few general categories)

- **Academic concern** – Select when the information is related to the student's academic experience such as missing class or poor progress.
- **Health and Wellness** – Select when the information is related to the student's outside the classroom experience.
- **Financial** – Select when a student is experiencing financial hardship
- **Retention Concern** – Select when a student indicates they may not continue at the institution

What to Include?

Helpful information to include in the notification:

- Any communications you've had with the student about the issue
- The name of the course the student is enrolled in
- Changes that may indicate deteriorating academic focus (disclosure of major life event, drop in attendance)
- Resources you feel could be beneficial to the student's success

Do not include specific details about a student's medical, financial, or personal well-being.

General Best Practices

- Select appropriate categories and reasons. This will help when tracking the student's progress later.
- Only provide what information is necessary. Information that is necessary but considered sensitive is best shared with follow-up verbal communication.
- Be mindful of the audience when submitting notifications.
- Speak to the student prior to submitting a notification when appropriate. This will help the student understand that other faculty and staff may be contacting the student about resources and that the student is not in trouble.

Student Strengths Inventory (SSI)

Description

New first year students completed a 10-minute survey at orientation called the Student Strengths Inventory (SSI). This “non-cognitive” inventory asks about self-perceptions and attitudes towards college academics, getting involved on campus, approach to managing stressors, and comfort in social situations. Results are only visible to the advisor and student success staff and are intended to help students build on strengths and get support for challenges.

For advisors, the survey results in Academic Success and Retention scores; these are only visible to advisors, and not students. Advisors and students can view their levels (low, moderate, high) on the six factors, and included with the six factors are general recommendations for improving or maximizing success in a specific area.

Indices

1. Academic Success
2. Retention

Factors

1. Academic Self-efficacy: An individual’s confidence in his or her ability to achieve academically and succeed in college.
2. Academic Engagement: The value an individual places on academics and attentiveness to school work.
3. Educational Commitment: An individual’s dedication to college and the value placed upon a college degree.
4. Resiliency: An individual’s approach to challenging situations and stressful events.
5. Campus Engagement: An individual’s desire to be involved in campus activities and their attachment to the college/university.
6. Social Comfort: An individual’s comfort in social situations and ability to communicate with others.

SSI Recommendations by Factor

Academic Self-efficacy

- Schedule tutoring. Tutoring with Hood peers or professional tutors is available through any Blackboard course, under Tools, select Academic Online Tutoring and Writing Support
- Create your own study group with peers in class.
- Talk with your advisor or FYS instructor about your progress.
- Review [academic resources](#) on the Student Success Center website, including the [SchoolShelf](#) catalog of academic success tips.
- Meet with Lisa Copenhaver or Gretchen Nonemaker on [success coaching](#).
- Enroll in [GNST 101 Seminar for Academic Success](#), a 2-credit elective course.

Academic Engagement

- Attend class regularly, ask questions, review all syllabi and keep up with reading and assignments.
- Check email regularly to stay informed.
- Talk with professors during their office hours.

- Schedule tutoring. Tutoring with Hood peers or professional tutors is available through any Blackboard course, under Tools, select Academic Online Tutoring and Writing Support.
- Evaluate if you are devoting enough time to academics.
- Become involved in major-related clubs, honor societies, and attend departmental programs.

Educational Commitment

- Meet with [Career Services](#) to explore your talents and interests in relation to Hood majors and careers.
- Review the [Catalog](#) and your degree progress report (DPR) in self-service to become familiar with graduation requirements.
- Talk with your advisor about your progress in deciding on a major or your progress in the major, and your experience at Hood to date.

Resiliency

- Seek free [Counseling](#) to help with personal and emotional challenges.
- Address [Alcohol and Substance Abuse](#).
- Explore and develop your faith through the [Office of the Dean of the Chapel](#).
- The [Dean of Students](#) works with students undergoing emergencies and crises impacting enrollment.
- Victims [of sexual harassment and misconduct](#) can seek resources and help.

Campus Engagement

- Review the [Student Engagement](#) site and opportunities, and talk with staff.
- Download and view events in the Corq app.
- Check email for campus events and programs of interest.
- Become involved in [Commuter Council](#).

Social Comfort

- Review the [Student Engagement](#) site and opportunities, and talk with staff.
- Attend programs in your residence hall.
- Interact with your peer mentors.
- Connect with [LGBTQ support](#).
- Become involved with organizations and efforts to increase [equity and inclusion](#) for all in the Hood community.



STUDENT SUPPORT AT HOOD – QUICK REFERENCE GUIDE

ACCESSIBILITY SERVICES	301-696-3569
<i>Support for students with learning and physical differences</i>	<u>Office Location:</u> Library & Learning Commons, Suite 1027
ATHLETICS	301-696-3499
<i>Athletic study hall, athletic academic support</i>	<u>Office Location:</u> RJV Athletic Center, 2 nd Floor
CAMPUS SAFETY & SECURITY	301-696-3548
<i>Safety, security, parking, escort services, let-ins, ID Cards, emergencies,</i>	Emergency Line 301-696-3111
<i>crime investigation/reporting</i>	<u>Office Location:</u> Whitaker Switchboard & Whitaker 217-219
CAREER CENTER	301-696-3583
<i>Career opportunities and exploration, resume development</i>	<u>Office Location:</u> Apple, 2 nd Floor
DEAN OF STUDENTS OFFICE	301-696-3235
<i>Major campus climate issues, students in crisis, emergency withdrawals/leaves of absence</i>	<u>Office Location:</u> Whitaker 221
FINANCIAL AID	301-696-3411
<i>Assistance with paying for college</i>	<u>Office Location:</u> Apple 3 rd Floor
HEALTH AND COUNSELING CENTER	301-698-8374
<i>Mental health and wellness service</i>	<u>Office Location:</u> 501 West 7 th Street, Frederick, MD 21701
INTERNATIONAL STUDENT SERVICES	301-696-3811
<i>Support for international student needs, Visa / SEVIS Services</i>	<u>Office Location:</u> Apple Building, Room 1
OFFICE OF DIVERSITY & INCLUSION	301-696-3563
<i>Support for underrepresented student populations</i>	<u>Office Location:</u> Whitaker, Suite 221
RELIGIOUS AND SPIRITUAL LIFE	301-696-3436
<i>Assistance with spiritual needs and general wellness</i>	<u>Office Location:</u> Chapel 8, 1 st Floor (rear of altar)
RESIDENCE LIFE & STUDENT CONDUCT	301-696-3577
After Hours On-Call (Emergencies):	Professional on-call can be reached via the Switchboard 301-696-3548
<i>Student housing and student conduct</i>	<u>Office Location:</u> Whitaker, Suite 221
STUDENT ENGAGEMENT & ORIENTATION	301-696-3580
<i>Student organizations, campus activities, commuter life</i>	<u>Office Location:</u> Whitaker, Suite 221
STUDENT SUCCESS CENTER	301-696-3569
<i>Academic success coaching and academic advising</i>	<u>Office Location:</u> Library & Learning Commons, Suite 1027
TUTORING	301-696-3569
<i>Academic tutoring in various subjects</i>	<u>Office Location:</u> Library & Learning Commons, Tutoring Center



DIVISION OF COMMUNITY AND INCLUSIVITY 2021-2022 QUICK REFERENCE GUIDE

OFFICE OF COMMUNITY AND INCLUSIVITY 301-696-3573

The vice president for community and inclusivity (VPCI) oversees the departments listed below and is responsible for fostering the well-being of students, faculty and staff, and promotes a healthy, safe, empowering and inclusive campus environment. The VPCI identifies and proposes solutions to obstacles (systematic or singular) that prevent individual growth and wellness and ensures that processes, policies, and strategic priorities reinforce and strengthen the College's overall commitment to the well-being of all members of the Hood Community.

Contact regarding: Matters Related to the Safety, Health, Well Being, and Fair Treatment of All Students, Faculty, Staff, and Guests; Campus Culture and Environment Issues; and Resource and Support for Underrepresented Populations.

Key Staff

Office Location: Alumnae Hall 203

Tammi Simpson, J.D., Vice President for Community and Inclusivity
simpson@hood.edu or communityandinclusivity@hood.edu / 301-696-3573

Melanie Eyler, Assistant to the Vice President for Community and Inclusivity
eylerm@hood.edu / O 301-696-3573 / C 301-401-3199 / Office Fax 301-696-3581

CAMPUS SAFETY & SECURITY 301-696-3548

Emergency Line 301-696-3111

Contact regarding: Security Concerns, CCTV (security) Cameras, Safety Concerns, Keys, ID Cards, Transportation Needs, College Switchboard (to be connected with anyone at Hood), Escort Services, Fire Safety, Parking, Medical Emergencies (First Aid, CPR, AED), Motorist Services (jump starts, keys locked in car, etc.), Let-ins, Emergency Maintenance (after hours), Crime Investigation/Reporting, Emergency Operating Plan and General Emergencies.

Key Staff

Office Location: Whitaker Switchboard & 217-219 & Apple 6

Thurmond Maynard, Director and Chief (Whitaker 219)
maynard@hood.edu / 301-696-3546

Willie Ollie, Assistant Director and Captain (Whitaker 218)
ollie@hood.edu / 301-696-3543

Officer Robert Wisner, Fire Safety Officer (Whitaker Mezzanine)
wisner@hood.edu / 301-696-3548

Doreen Jarvis, Communications Center Supervisor and Transportation Coordinator (Apple 6)
jarvis@hood.edu / 301-696-3968

CARE OFFICE (CAMPUS AWARENESS, EDUCATION & RESPONSE) 301-696-3123

Contact regarding: Sexual Violence/Domestic Violence (SV/DV), Dating Violence, and Stalking Crimes Prevention and Education Programming, Training and Response. This Office is supported by Grant No. 2017-WA-AX-0032 awarded by the Office on Violence Against Women, U.S. Department of Justice.

Key Staff

Office Location: Alumnae Hall 308

Nina Carr, CARE Project Coordinator
carrn@hood.edu / 301-696-3123

RELIGIOUS & SPIRITUAL LIFE 301-696-3436

Contact regarding: Religious and Spiritual Needs and Guidance, Community Service Opportunities, Alternative Fall and Spring Break Programs, Chapel (Worship) Services, Mindfulness Meditation Groups, Pastoral Care and Spiritual Support, Student Faith Organization Support.

Key Staff

Rev. Beth O'Malley, Dean of the Chapel
omalley@hood.edu / 301-696-3436

Office Location: Chapel 8, 1st Floor
(accessible from hallway to the left of altar)

TITLE IX 301-696-3294

Contact regarding: Reports of Sexual Misconduct or Sex/Gender Discrimination; Matters Relating to the Policy on Title IX Sexual Harassment and the Title IX Grievance Process including Investigations, Hearings, and Appeals.

Key Staff

Greg Kuester, J.D., Coordinator
kuester@hood.edu or TitleIX@hood.edu / O and C 301-401-6455 (Call or Text)

Office Location: Apple 8A

WELLNESS 301-696-3439

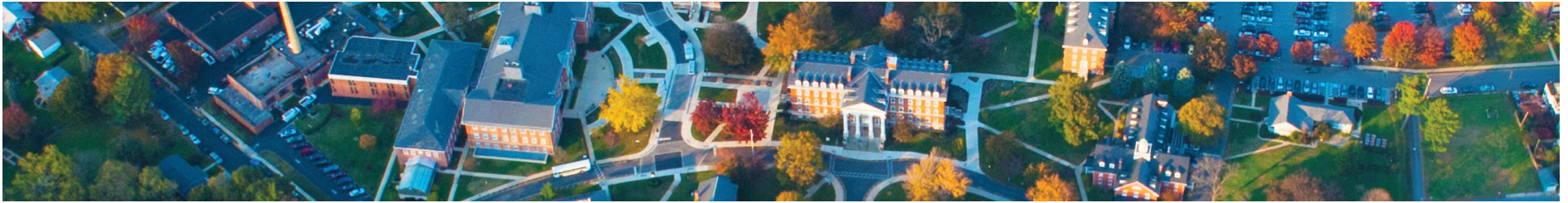
Contact regarding: Health Education and Prevention Initiatives and for information regarding Hood College Health and Counseling Services at Frederick Health Toll House.

Key Staff

Amanda Rzepkowski, Director
rzepkowski@hood.edu or wellness@hood.edu / 301-696-3439

Office Location: Apple 4

ASSISTING STUDENTS IN DISTRESS



RESPONSE PROTOCOL

Follow the chart to determine who to contact when faced with a student in distress.

Is the student a danger to self or others, or does the student need immediate assistance for any reason?

YES

The student's conduct is clearly and imminently reckless, disorderly, dangerous, or threatening, including self-harm behavior.

Call 911 or Campus Safety

NOT SURE

The student shows signs of distress, but I am unsure how serious it is. My interaction has left me feeling uneasy and/or really concerned about the student.

Call the appropriate dean (undergraduate/graduate)

NO

I'm not concerned for the student's immediate safety, but there are significant issues (e.g., academic, personal or attendance). Additional support and resources are needed.

Utilize list of RESOURCES, refer student accordingly and create a Beacon Alert.

RESOURCES

Academic Services 301-696-3569
Student Success Center

Accessibility Services 301-696-3421

Campus Safety 301-696-3111

Dean of Students (undergrad) 301-696-3235
Dean of the Graduate School 301-696-3600

Director of Wellness 301-696-3439

Hood College Health and Counseling Services 301-698-8374

Religious & Spiritual Life Dean of the Chapel 301-696-3436

Sexual Misconduct (Title IX) 301-401-6455

After hours crisis support:

- Campus Safety 301-696-3111
- Residence Life Professional On-Call 301-696-3111
- Frederick County Hotline (24/7) and Mobile Crisis Unit (1-9 p.m.) 211
- National Suicide Prevention Lifeline 800-273-8255



SEE SOMETHING.

Hood faculty and staff are in a unique position to demonstrate compassion for Hood students in distress.

Both undergraduate and graduate students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can easily disrupt academic performance and may lead to difficulties coping and other serious consequences.

You may be the first person to **SEE SOMETHING** distressing in your students since you have frequent and prolonged contact with them.

SAY SOMETHING.

Students exhibiting troubling behaviors in your presence may be having difficulties in various settings (in class, at home, at work, in the residence hall, etc.) and in their interpersonal relationships.

Trust your instincts and **SAY SOMETHING** if a student leaves you feeling worried, alarmed, or threatened!

DO SOMETHING.

Sometimes students cannot or will not turn to family or friends.

DO SOMETHING! Your expression of concern may be a critical factor in saving a student's academic career or even their life.

The purpose of this non-exhaustive list is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.

Adapted from the UCLA Division of Student Affairs

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency. Observations of a student's conduct or statements made by a student are not FERPA protected. Such information should be shared with appropriate consideration for student privacy.

ACADEMIC INDICATORS

- Sudden decline in quality of work and grades
- Repeated absences
- Disturbing content in writing or presentations (e.g., violence, death)
- You find yourself doing more personal rather than academic counseling during office hours
- Continuous classroom disruptions

SAFETY RISK INDICATORS

- Unprovoked anger or hostility
- Making implied or direct threats to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors

PSYCHO-SOCIAL INDICATORS

- Self-disclosure of personal distress that could include family problems, relationship issues, financial difficulties, depression, grief, or thoughts of suicide
- Excessive tearfulness, panic reactions, irritability or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by his/her peers

PHYSICAL INDICATORS

- Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain
- Excessive fatigue/sleep disturbance
- Intoxication, hangovers, or smelling of alcohol
- Disoriented or "out of it"
- Unexplained injuries or signs of self-harm