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I. INTRODUCTION TO ACADEMIC ADVISING

A. Introduction:
Jefferson College of Health Sciences recognizes the importance of academic advising and is committed to providing the training and resources necessary to ensure that every student has the opportunity to receive quality advising.

At the College, academic advising is defined as the plan under which each student is assigned to a faculty member or trained advisor who, through regular meetings, helps the student plan and implement immediate and long-term academic goals.

Advising is the most important factor in student retention. Please familiarize yourself with the policies, procedures, and resources contained within this handbook so that you are equipped to fulfill your vital role as an academic advisor.

Sections of this document are adopted from Ohio State University and the National Academic Advising Association, the University of Florida, the University of California, California State University, and the California Conference of Academic Advisors.

B. Diversity and Inclusion Statement

The concepts of diversity and inclusion encompass acceptance and respect. People are unique with individual differences. These differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical/mental abilities, religious beliefs, political beliefs, and ideologies. JCHS is committed to moving beyond simple tolerance to embracing and celebrating the richness of diversity and inclusion.

Within the context of the institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, the academic advising program nurtures environments where both similarities and differences among people are recognized and honored.

The academic advising program promotes cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about the similarities, differences, and histories of cultures.

The academic advising program addresses the characteristics and needs of a diverse population when implementing policies and procedures.

Portions of this adopted from the National Academic Advising Association Standards and Guideline http://www.nacada.ksu.edu
II. ACADEMIC ADVISING SYLLABUS

The Academic Advising Syllabus was developed to emphasize the concept of academic advising as teaching and learning. Students are familiar with turning to course syllabi for information that will help them be successful in their courses. The syllabus is viewed as a contract of sorts between the instructor and the student. The academic advising syllabus strives to provide a familiar format to explain the student learning outcomes associated with academic advising and includes important information pertaining to roles of advisors and students, tools and resources. The academic advising syllabus highlights that the student should be actively involved and engaged in the advising process.

The academic advising syllabus is a tool for advisors to use to review their roles/responsibilities as advisors. The syllabus includes the type of general information beneficial to all students and advisors at Jefferson. Just as with the academic course syllabus, advisors are encouraged to develop an expanded academic advising syllabus and add information, tools and resources specific to their particular program. Advisors are encouraged to give each of their advisees a hard copy of the advising syllabus in their first meeting.

The Academic Advising Syllabus is contained within the next three pages of this handbook.
I. Advisor: 

II. Contact Information:
   - Location: 
   - Phone: 
   - Email: 

III. Office Hours: 

IV. Academic Advising Mission and Description:

   **JCHS Academic Advising Mission**
   In support of our college-wide mission, the mission of academic advising at JCHS is to assist in the holistic development of our students both personally and professionally and to allow them to focus upon their own capabilities and responsibilities for academic success and life-long learning.

   **Academic Advising Description**
   Academic advising at JCHS is based on a collaborative relationship between you and your advisor. Through discussions with your advisor, you will develop a career plan based on your personal interests, abilities, and career goals. Through this interactive process, you should gain insight to make informed decisions, to discover your full potential, and to find meaningful living in the local and global community.

V. Student Learning Outcomes
Through active participation in the advising program, you will be expected to:
   1. Accept responsibility for your academic progress.
   2. Demonstrate familiarity with academic policy and procedures.
   3. Effectively utilize college resources and tools.
   4. Develop a career plan based on your personal interests, abilities and career goals.
   5. Behave as a citizen who will strengthen and positively contribute to your community.
   6. Be engaged in life long learning throughout your career and beyond.
VI. Roles and Responsibilities:

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Advisee</th>
</tr>
</thead>
<tbody>
<tr>
<td>As your academic advisor, I will…</td>
<td>As the academic advisee, I will…</td>
</tr>
<tr>
<td>1. Be available for advising during the posted office hours.</td>
<td>1. Read the College Catalog and Student Handbook upon entering the College.</td>
</tr>
<tr>
<td>2. Meet with you at least 2 times during semester – once before the last day to withdraw date and once after midterm grades have been calculated.</td>
<td>2. Seek out explanations for any policies/procedures that seem unclear or confusing.</td>
</tr>
<tr>
<td>3. Assist you in choosing educational and career objectives commensurate with your interest and abilities.</td>
<td>3. Check my student e-mail daily.</td>
</tr>
<tr>
<td>4. Maintain a checklist to monitor your progress toward satisfactory completion of all graduation requirements.</td>
<td>4. Attend all required advising sessions, including two during College orientation.</td>
</tr>
<tr>
<td>5. Act as a resource regarding policies, procedures, and requirements.</td>
<td>5. Be prepared for the registration process prior to my first semester of attendance.</td>
</tr>
<tr>
<td>6. Help you see the long- and short-range consequences of your choices.</td>
<td>6. Seek academic advising from the appropriate sources. (All students should be assigned an advisor from within their program of study. Non-degree students should meet with the Registrar.)</td>
</tr>
<tr>
<td>7. Keep the appropriate documentation for all advising sessions.</td>
<td>7. Maintain my own personal academic record. It is recommended that the folder include:</td>
</tr>
<tr>
<td>8. Assist you with problem solving personal and academic issues.</td>
<td>o Unofficial transcripts</td>
</tr>
<tr>
<td>9. Make you aware of your responsibilities in the advising process.</td>
<td>o Program requirement checklist</td>
</tr>
<tr>
<td>10. Address with you what constitutes professional behavior.</td>
<td>o Schedule worksheets</td>
</tr>
<tr>
<td></td>
<td>8. Know and meet graduation and other requirements contained in the appropriate catalog/student handbook, class schedules, and other college publications.</td>
</tr>
</tbody>
</table>

Note: It is very important for the student to note and understand that the final responsibility for meeting all academic requirements, as well as institutional requirements, ultimately remains with the student.
VII. Tools and Resources:

- Checklist (distributed to students during new student orientation)
- Academic Calendar ([Academic Calendar](http://blackboard.jchs.edu/webapps/portal/frameset.jsp))
- Student Handbook ([Student Handbook](https://www.jchs.edu/page.php/prmid/705))
- Blackboard ([http://blackboard.jchs.edu/webapps/portal/frameset.jsp](http://blackboard.jchs.edu/webapps/portal/frameset.jsp))
- Self-Service ([https://selfservice.jchs.edu](https://selfservice.jchs.edu))
  i. Academic Advising ([http://www.jchs.edu/page.php/prmid/706](http://www.jchs.edu/page.php/prmid/706))
  iii. JCHS Resources FAQs ([http://www.jchs.edu/page.php/prmid/715](http://www.jchs.edu/page.php/prmid/715))
  iv. Learning and Writing Center ([http://www.jchs.edu/page.php/prmid/709](http://www.jchs.edu/page.php/prmid/709))
  v. Services for Students with Disabilities ([http://www.jchs.edu/page.php/prmid/711](http://www.jchs.edu/page.php/prmid/711))
  vi. Educational Technology Center (computer lab and testing center) ([http://www.jchs.edu/page.php/prmid/710](http://www.jchs.edu/page.php/prmid/710))
- Academic Technology Department ([http://www.jchs.edu/page.php/prmid/118](http://www.jchs.edu/page.php/prmid/118))
III. PROCEDURES FOR ADVISING

A. Selection, Assignment, and Training of Advisors
Jefferson College of Health Sciences, through the academic advising program, offers students the opportunity for individualized assistance during their academic careers. Upon entering, all students are assigned an academic advisor from within their professional program.

Training on academic advising is provided during faculty orientation and at other times as needed. The academic advising handbook is accessible via Blackboard.

1. Go to Blackboard home page
2. Click on JCHS Central from under My Organizations
3. Click on College Resources

B. Ratio of Advisors to Advisees
For instructional faculty, the ratio of advisors to advisees is recommended to be no greater than 1:25 with certain exceptions (e.g. programs which have students out on fieldwork rotations for the majority of a given semester). The academic fieldwork coordinator is the student’s contact and advisor at that time. In addition, a few faculty members may be assigned a larger number of advisees as their primary workload.

C. Notification of Advising Policies and Procedures to Students
Students are referred to the College Catalog and Student Handbook for policies related to academic advising/college policies and procedures. Advisors will communicate to advisees through student mailboxes; telephone calls; Starfish flags, referrals and kudos; e-mails; and in-person meetings.

D. Materials/Resources to be Used in the Advising Process

1. Starfish Retention Solutions System
   Starfish is the Electronic Advising Recording System for recording advising sessions. The electronic advising record created is considered to be part of the student’s educational record. Students can request access to their advising file (see F: Guidelines Governing Access to the Advisor File). For questions regarding legal issues, go to section I, item B: Legal Responsibilities.

   Faculty can access the Starfish Faculty Guide by
   - Logging into Blackboard
   - Clicking on JCHS Central
   - Clicking on College Resources
   - Scroll down to find the link to the guide and video tutorials
2. **Academic Advising Syllabus**  
   See pages 5-7 of this handbook.

3. **Forms used for advising**  
   Forms used in the process of advising are kept in the Office of the Registrar, or they can be downloaded from the College homepage: [www.jchs.edu](http://www.jchs.edu). Hover the mouse over **Registrar** at the top information bar of the College homepage and click on “Registrar’s Office and Forms” when the menu drops down.

4. **Counseling Services**  
   Academic advisors should refer students to Counseling Services for personal, career, academic counseling and for tutoring. See section VI for more information on Counseling Services at Jefferson College of Health Sciences.

5. **Library**  
   The College Library is located on the 5th floor of CRCH. In the Library, students can receive assistance with locating materials, focusing research, and using computers or the Internet. Students use the Library for researching the extensive holdings of books, journals and audiovisuals; word processing; studying in groups; preparing multimedia presentations; and accessing reserved materials. The student will find the Library to be a supportive base of operations with a friendly atmosphere.

6. **Computer Access**  
   Students have access to computers 24 hours a day, 7 days a week in the Educational Testing Center (ETC), except when the ETC is closed for testing; the ETC provides staff support during specified hours each week. The ETC is located in the Learning Commons area on the fifth floor of CRCH, room 509. Students also have access to computer labs located in the Library (5th floor CRCH) and in the Learning and Writing Center (5th floor CRCH, room 507) during posted hours.

7. **Financial Aid**  
   The Financial Aid office has information for students on available grants, loans, and scholarships.

E. **Guide to Documentation for Advisors**

1. Documentation should be done on all student conferences!  
   "If you didn't document, you didn't do what you said you did."

2. Documentation is necessary because it...
   - Assists the advisor in managing the complexities of the student’s program,
   - Documents the reasoning and actions of the advisor and the advisee,
   - Documents that the advisor is truly assisting in the student’s program appropriately,
• Provides documentation of the advisor’s professional judgment and recommendations should there ever be a liability question, and
• Is the primary line of defense for the advisor in grievance matters.

F. Guidelines Governing Access to the Advisor File
Advisor records belong to the advisor, but the student can ask for access. Any student requesting access to their advisor file should be referred to the Registrar's Office. Once the Registrar has received a formal request from the student to view his or her records, the Registrar will set up a meeting with the advisor and student to view the student’s file.

G. Guidelines for Advising Notes
• Inform the advisee that advisors write notes to record the focus of sessions, including recommendations and actions agreed upon between the advisor and advisee. These advising notes are stored in our electronic database and may be viewed by other advisors.
• Remember that the advisee can request access to these notes. Use a professional tone when recording advising sessions.
• Keep notes brief and relevant.
• Record any advising interactions which require follow-up on the part of the student or advisor.
• Advising notes should include:
  • Primary reason for conference
  • Persons present (student plus anyone else)
  • Session focus (primary issues addressed)
  • Student’s progress
  • Record facts and observations, and not inferences or assumptions.
    • Example: don’t write “student seemed depressed” or “student seemed anxious,” but rather, “student talked about personal issues, stressors, and challenges.”
  • Actions/referrals/recommendations by advisors
    • If referral is of a sensitive nature, avoid specifics related to the issue and simply state “student is being referred to the appropriate department to address personal issues discussed in session.”
  • Consultations with others
  • Student response to session/future goals
  • Date of next appointment

Never, under any circumstances, destroy or alter information in the record, including academic conference notes; this will be invaluable if you are challenged by a student. All advising records should be kept for seven years from the time the advisee file is created, unless the student is still enrolled; if the student is still enrolled, the file should be kept for an additional three years after they graduate.
H. Registration Information for Advisors
The availability of academic advisement is critical to timely registration, particularly for new students. Once assigned a new advisee, it is the advisor’s responsibility to initiate contact with that student to complete the registration process. Written (letter, e-mail) and/or oral communication attempts should be made on a weekly basis until registration occurs. Newly deposited students will also be encouraged by the Admission’s Office to contact their advisor as soon as possible.

Nine-month faculty should confer with their program directors/department chairs prior to leaving for summer break to ensure that arrangements have been made for adequate advising coverage for both current and new advisees. Advisees should be notified of the summer advisor’s name and contact information. Advisees should also be notified by the department secretary anytime there is a need for an interim advisor.

Once registration advising has occurred, students will be able to register themselves via Self-Service. Students should contact the registrar if they have academic questions such as needing an override. They should contact TSC if they have issues such as password or login.

1. Viewing Advisee’s Transcript in Self-Service

New Students will have a preliminary transfer review sheet available for advisor viewing on the Shared Drive in the Common Folder under Preliminary Transfer Review-Admissions. These are further stored under each department and individual advisor name. Transfer credits listed here are preliminary and become official only after review and posting on the student’s JCHS transcript by the Registrar’s Office.

You will be able to see online transcripts for advisees assigned to you with the following enrollment statuses:

A. Your advisees who are enrolled in the current semester.
B. Your advisees who were last enrolled one semester previous to the current semester.
C. Your advisees who show an “enrolled” status for the next upcoming semester.

If your advisees were last enrolled more than one semester ago you will not have online transcript access. Contact the registrar for a copy. NOTE: You will not be able to access past advising notes for advisees who were last enrolled more than one semester ago.

2. Authorizing Students to Register

Advisors must meet with their advisees prior to registration to review program requirements and to draft schedules.
Advisors must access Self Service and authorize advisees to register themselves online. There is an illustrated guide to Authorizing Registration in Blackboard under the tabs Faculty and Self Service.

If the student is not electronically authorized by his advisor or if he has a hold on his account he will not be able to register.

3. **Override Request Form**
   The Registrar’s Office will process override request forms once they have been signed by both the Advisor and Program Director under whose authority the course falls. Override Forms are available in the Registrar’s Office and also on the College web page.

   Example: A request for a nursing student to override a BIO class must bear the signatures of the student’s advisor and of the Math and Sciences Program Director.

4. **Advising and Registering New Students without Self-Service Access**
   It can take several business days after a new student pays his deposit to be set up with his Self-Service, Email, and Blackboard access.

   Therefore, advisors should send new students who do not have Self-Service access to the Registrar’s Office with the desired schedule including days and times of courses. The Registrar will input the schedule via Power Campus.

   Even if a student does not have a Self-Service account, he or she can use Self-Service as a Visitor to look at class times to help draft his or her schedule.

   Once a Self-Service account is set up for the student, Carilion Academic Technologies Department notifies the student (by phone or through an outside email address, such as Yahoo) that he or she has Self-Service, Blackboard, and JCHS Student E-mail accounts. Advise students to keep checking their voicemail or outside email for access notification and navigation guidelines.

   If a student has been accepted for the fall semester but wishes to take courses in the summer before fall, the advisor must first contact the Admissions Department so the student can be coded for summer.

5. **Entering Grades**
   The Registrar’s Office publishes the deadline for grade submission. Deadlines are also posted in the online college calendar.

   Only courses that run the entire semester (01 General Session) receive midterm grades. Master courses do not receive midterm grades.

   Instructors must enter final and midterm grades in Self Service and be sure to hit the Submit button.
See the Guide to Entering Grades in Blackboard under the Faculty and Staff Service tabs.

6. Recording Attendance
All instructors are required to record OVERALL attendance via Self-Service for the first two weeks of a semester for Financial Aid purposes. This includes recording attendance for Distance Learning Classes by tracking student log on and participation.

Illustrated instructions for recording attendance via Self-Service are available in Blackboard.
   Go to the Faculty Tab,
   Click on Self Service,
   Click on Taking Attendance to access the instructions;
   Make sure you use the Overall Grades view.

Any instructor wishing to record attendance beyond the required two weeks via Self-Service may do so using the Daily View.

7. Technical Support

   For Students:
   If students experience technical difficulty while attempting to navigate Self-Service, they should call Carilion Academic Technologies at 540-224-1599.

   For Faculty/Staff
   Faculty/Staff members experiencing technical difficulty should contact the Carilion Technology Support Group help desk at 540-224-1599 or open a help ticket in MY TSC.
   Link: hhp://mytsc.carilionclinic.org/sm/ess.do

IV. RESPONSIBILITIES OF THE COLLEGE

From resources allocation to service delivery, advisement is a campus-wide responsibility. The administration, faculty, and staff of the College share in the responsibility to provide effective advisement to students.

College Administration fully supports the student academic advising process in accordance with the mission, vision, and values of the College. College personnel will:

- Treat students with respect, facilitate their personal growth and development, and assist each of them in maintaining a sense of personal dignity and importance
- Provide opportunities for students to become involved with the activities of the College
- Conduct a training program for academic advisors
- Promote professional expertise, commitment and behavior in its staff and provide for their professional development
- Participate in periodic assessments of the advising process

V. FINANCIAL CONSIDERATION

A. Payment of Tuition, Fees, and Charges
Payment of tuition, fees, and charges owed to the Jefferson College of Health Sciences is the students' responsibility.

Students must pay tuition, fees, and other charges in the Bursar's Office by the date specified on the billing statement. If a student registers for courses but fails to pay by the specified date, his/her schedule may be canceled. Failure to pay in a timely manner may also result in a late fee charge.

Financial Aid funds may cover some or all of the cost of tuition for a student's classes. The billing statement will reflect credit for all aid (except work-study) that is known at the time of the billing statement.

Upon completion of registration, students will be mailed a copy of their class schedules and billing statements. Billing questions should be addressed to the Bursar's Office.

B. Student Financial Aid Information
A participant in federal and state aid programs must:

- Be a US citizen or eligible non-citizen,
- Be enrolled in an eligible program of study,
- Be clear of any default on any loan made, insured, or guaranteed under any Federal Student Loan Program; and not owe a refund on grants previously received for attendance at any college, and
- Maintain “Satisfactory Measurable Progress” both prior to applying for aid and during the semester aid is received.

The College awards most financial aid according to need. Federal aid is calculated according to federally mandated formulas. Financial need equals the difference between the stated costs of attending the College and student resources as determined by the Free Application for Federal Student Aid.

Please refer all financial questions to the Office of Financial Aid at 540-985-8267. Detailed Information and resources are available.
VI. JEFFERSON ACADEMIC SUPPORT SERVICES

A. Advising Prior to Students Dropping or Adding a Class
   - Make sure to counsel a student about the consequence of dropping/adding the course (i.e., affect on program acceptance in regard to prerequisites, satisfactory academic progress and GPA, possible falling out of course sequence of professional program and possible delay in graduation, and financial aid implications in regard to part-time vs. full-time status, including the loss of tuition waiver).
   - Explore all options: A student may need a referral to one or more support services offered at the College (i.e., tutoring, counseling etc).

B. Advising Prior to Student Withdrawing from the College
   Explore all options: a student may need referral to one or more support services offered at the College (i.e. tutoring, counseling etc.) Also, refer to the policy titled Administrative Withdrawal under section XII, item A.

C. Pathways to Academic Success (PASS)
   The PASS Program is designed to help students who may need some assistance in meeting college requirements or academic goals due to academic or behavioral difficulties. Referral can occur before (through the Alternate Admissions Program) or after admission to Jefferson College. Faculty, advisors, program directors, or any JCHS staff member can refer a student to PASS. (See page eight of this handbook for the link to the PASS web page.)

   After referral, PASS students meet with a counselor for an assessment, then decide on mutually agreed upon goals and methods to achieve them. Resources for PASS students include, but are not limited to: academic counseling, personal counseling, regular meetings with advisors, and tutoring.

   PASS Provides Academic Counseling
   A student should be referred to PASS for academic counseling when (even though they are motivated) their effort does not bring about expected grades. Other reasons for referral include verbal or written comprehension or expression difficulties. In helping students with academic problems, the counselor can assess and provide counseling for the following:

   - Reading difficulties
   - Study skills
   - Learning styles
   - Time management
   - Memory techniques
   - Test-taking anxiety
   - Career counseling
   - Organization skills
- Poor performance on first tests in a subject
- Requesting disability accommodations
- Some computer skills

1. When to refer a student to PASS:
   - Student fails first exam or major assignment
   - Student receives grade of D or F at midterm
   - Student is struggling academically and in need of academic help
   - Student has a behavioral issue or personal concern that is interfering with his/her ability to be academically successful, or
   - Student is placed on Academic or Programmatic Probation.

2. How to refer a student to PASS:
   - First, if possible, inform the student (in person) that you are referring him/her to PASS.
   - If the student is dismissed from the program, make sure to refer him/her to the Department of Student Affairs for advising. One of the counselors will work with the student and help him/her develop a plan.
   - **NOTE: Be sure to pick an appropriate time and place to inform the student that you are referring them to PASS. Don’t tell students in front of other students or faculty.**
   - Emphasize to the student that the referral is not a punishment in any way, but instead an opportunity to get access to a variety of helpful resources.
   - Raise a PASS referral flag in Starfish (See the Starfish Faculty Guide)
   - Raising a PASS referral flag in Starfish automatically sends notification to student affairs that the student is being referred.
   - Once the PASS referral flag is raised the student will receive an email from Starfish encouraging the student to make an appointment with a PASS counselor. This email also outlines the benefits of talking with a PASS counselor.
   - The PASS counselor will resolve the flag once the student shows for an appointment. You can check the status of the flag in Starfish to see if the flag is still active or resolved.

D. Alternate Admissions (AA) Program
The Admissions Department identifies students who could benefit from the AA program and refers them to Academic Support Services.

**NOTE: Any student missing required course(s) for admissions i.e. math, biology, chemistry, English, etc., must complete the required courses before starting classes.**
Students accepted through alternate admissions will have a registration hold preventing them from registering for classes until they have talked to a PASS counselor. After the student has met with the PASS counselor, the Director of Academic Support Services will remove this hold, which will allow the student to register for fall classes. The Director of Academic Support Services may place a second hold on some students who are required to come back for PASS appointments in the fall semester. Therefore, some alternate admissions students will have a registration hold preventing them from registering for the spring semester until the Director of Academic Support Services determines the student has satisfied the alternate admissions requirements for the fall semester, at which time the hold will be removed and the student will be able to register for spring classes.

The Director of Admissions will place the initial alternate admissions hold on once the student pays his/her deposit. After the initial hold, the Director of Academic Support Services is solely responsible for adding and removing alternate admission holds. The need for a second alternate admissions hold in the fall semester will be determined by the Director of Academic Support Services in consultation with other college counselors and/or faculty.

Note: In the absence of the Director of Academic Support Services, the Dean for Student Affairs can add and remove all alternate admissions holds. Any student wishing to appeal an alternate admissions hold must write a letter to the Dean for Student Affairs outlining their rationale for the hold being removed. In the case of an appeal, the Dean for Student Affairs will make the final decision on whether to remove a hold.

The goals of Jefferson College of Health Sciences’ Alternate Admissions Program are:

- to provide a system for review of applications of candidates for admission who do not meet minimum Jefferson College admissions standards;
- to uphold the nondiscriminatory admissions policies and procedures as established by Jefferson College; and
- to offer admission to deserving candidates who demonstrate a reasonable potential to be successful in college coursework.

Questions about Alternate Admissions may be directed to the Director of Academic Support Services.

E. The Learning and Writing Center (LWC)

The Learning and Writing Center (LWC) is a resource for students who need assistance with mastering course material and/or writing. The LWC is currently located on the fifth floor of CRCH in room 507 and is equipped with computers, a printer, various course software packages, and an array of educational materials. (See page seven of this handbook for the link to the LWC web page.)

1. Tutoring

The LWC’s main service is tutoring. Students can request a tutor to assist them with learning course material. Tutors are available for sessions up to one hour in length,
including small group sessions. Please note that while the LWC tries to staff tutors to assist with as many subjects as possible, there may be times when we do not have a tutor for a particular course. Additionally, tutoring is limited during the summer months due to lack of tutor availability. Tutorial software for various subjects (e.g., chemistry, math, and nursing) is also available for use without an appointment.

2. Resources
   In addition to tutoring, the LWC offers students access to computers, the Internet, and other educational resources. Students can work on Blackboard, do research, or meet with groups to complete course projects. Educational materials such as books and CDs are available for use and checkout. Furthermore, the LWC stocks handouts on a variety of topics, including APA style, grammar, math practice, and résumé writing.

   Workshops are presented by the LWC Coordinator and Writing Specialist throughout the academic year on a variety of topics (e.g., APA style, literature reviews, editing, Capstone projects, grammar). A calendar of workshops is posted in the LWC and circulated via email. In addition to attending workshops, students have access to the LWC’s online resources via the Blackboard organization Student Central, where they can view educational tutorials, handouts, and outside resources.

3. Writing Assistance
   In addition to tutoring for specific classes, the Learning and Writing Center offers writing assistance. Appointments can be scheduled as needed to work on different assignments. Weekly appointments are suggested for students who significantly struggle with writing and/or who have several papers due during the semester and need help. Students can use Starfish (JCHS’s online scheduling tool) to make appointments for help during any part of the writing process. Writing tutors can help with everything from picking a topic and making an outline to forming a thesis statement, revising a draft, and understanding APA style.

   Using Starfish, students can schedule two types of writing help sessions: in-person or online. For in-person sessions, students come to CRCH 507 for their appointments and bring their drafts (if they have one prepared), and the assignment instructions.

   For online appointments, students have the choice of either submitting their paper via e-mail for commentary and feedback, or meeting with a tutor synchronously using Blackboard Collaborate.

4. Learning and Writing Center Policies and Procedures
   a. Requesting a Tutor
      Students who want tutoring assistance can contact the Coordinator of the Learning and Writing Center at 540-985-8449.

   b. Tutoring No Shows
Students who fail to show up on time for two scheduled appointments for either writing or subject tutoring will be prohibited from scheduling tutoring sessions for the remainder of the semester.

c. Faculty’s Mandatory Attendance or Revision Policies for Students
If a faculty member requires students to visit the Learning and Writing Center for tutoring or writing assistance as part of classroom policy, the LWC Coordinator needs to know about that policy to ensure adequate resources are available. If you require evidence that the student has visited the LWC, please contact the Coordinator to set up an appropriate system.

F. Services for Students with Disabilities at JCHS
Jefferson College of Health Sciences strives to create a supportive environment for our students with disabilities. We are committed to serving disabled students by providing appropriate services to assist them with their short and long-term academic and career goals. Reasonable accommodations will be made when requested, and services are provided in compliance with Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act of 1990 and all other state and federal laws.

According to federal law, a person with a disability is one who:

1. Has a physical or mental impairment that significantly alters a major life activity;

2. Has a record or history of such an impairment; or

3. Is regarded as having such impairment.

Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

These impairments can be present among people with chronic health impairments (such as diabetes, asthma or chronic fatigue), physical disabilities (such as vision or hearing impairments), learning disabilities (such as Dyslexia or Math disorders), or other conditions, whether visible to others or not (such as ADHD, Depression or Cerebral Palsy).

POLICIES AND PROCEDURES for Students and Faculty/Staff:

1. Students with disabilities are asked to self-disclose their disability after they have been admitted to the College, but may do so at any time to any college faculty or staff member.

2. Students who identify themselves as having a disability should be referred to the Disabilities Coordinator in Student Affairs for further instructions.

3. Students who disclose a disability late in the semester are not afforded retroactive accommodations. Accommodations begin when they are requested and may include, but are not limited to, the following:
o Extra time to take tests/quizzes;
o Tests given in a distraction-reduced environment;
o Extra time to complete an assignment;
o The use of a spellchecker;
o The use of a calculator.

4. Faculty/Staff members may not request to see a student’s disability documentation unless the student has agreed in writing.

5. The Disabilities Coordinator will interview the student, collect proper documentation of the disability, and arrange appropriate accommodations, which are recorded on the Accommodation Request Form. Copies of the form are then given to the student to give to each faculty member each semester.

6. Each faculty member should keep a copy of the accommodation request for his/her file in case there are questions or problems later.

7. Faculty members provide the requested accommodations to the student. In the case of scheduling or other conflicts, Student Affairs staff can offer assistance.

8. Questions or concerns regarding the accommodations should be discussed with the student first and/or the Disabilities Coordinator.

9. Students are instructed to give their instructors copies of the Accommodation Request Form each semester, even if they have the same instructor as the previous semester.

Jefferson College of Health Sciences does not discriminate against employees, students, or applicants on the basis of race, color, gender, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in accordance with the requirements of Title VI of the Civil Rights Act, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable laws and regulations.

G. Educational Testing Center (ETC)

The Educational Testing Center (ETC), located in room 509 at CRCH, provides on-site proctored testing for courses offered at Jefferson College of Health Sciences. Testing hours are scheduled during weekday hours from 8:00 – 5:00. The testing center is also open for student use 24 hours a day, seven days a week. The ETC is monitored by the Educational Testing Center Coordinator, who can be reached at 224 – 4895. For more information about the ETC, visit the website at http://www.jchs.edu/page.php/prmID/710.
VII. COUNSELING AND WELLNESS

As part of its commitment to helping students achieve their full potential, Student Affairs provides counseling and wellness services to all students. Counseling is a free and confidential service that seeks to assist in the development and maintenance of students’ academic and personal growth. While students are expected to accept the responsibility for making their own decisions, counselors are available to assist them in making necessary adjustments for improving academic skills, learning better communication, strengthening relationships, and solving problems that interfere with learning and life. Counseling can often provide assistance in dealing with loneliness, anxiety, frustrations, and depression associated with the College experience.

The Director of Counseling and Wellness has an office located on the fourth floor of CRCH in the Student Affairs Suite and can be contacted at (540) 985-8502 (Ext. 88502).

A. Personal Counseling

Students who are experiencing personal problems which prevent full participation in their program of study or which result in difficulty or decrease in their ability to be successful academically should be referred for counseling. In helping students with personal problems, the counselor can assess and provide therapy for the following:

- Relationship problems
- Crisis intervention
- Conflict resolution
- Anxiety
- Depression
- Wellness issues
- Substance abuse
- Stress management
- Referral to community services

B. Appointments

Initial, non-emergency appointments are usually scheduled within one week of the request. Appointments can be made by stopping by the Student Affairs Suite on the Fourth Floor of CRCH or by calling (540) 985-8395 (Ext. 88395) or emailing Debbie Stinnett at dmstinnett@jchs.edu.

In the event of an after-hours emergency, call RESPOND (776-1100), CONNECT (981-8181) or 911. The cost for any such care is the responsibility of the student.

Emergency Resources

- CONNECT (981-8181) is a 24-hours crisis and referral line through Carilion Medical Group.
- RESPOND (776-1100) is a 24-hour crisis and referral line through Lewis Gale Hospital.
- SARA (Sexual Assault Response and Awareness) operates a rape crisis hotline and provides support to survivors of sexual exploitation. Roanoke’s SARA (981-9352) offers free counseling to rape and assault victims.
C. Educational Programs
The Counselors at JCHS would love to assist you with program planning and presentations for your special programs, student organization, or classroom. We have a variety of topics and would be happy to assist you.

D. Consultation
Consultation is available regarding specific problems or mental health/wellness issues. Faculty, staff, parents, and students concerned about a student are encouraged to call Student Affairs (985-8395). Please note that no information about a student will be shared without prior consent from the student.

VIII. FINANCIAL AID ISSUES
Contact the Financial Aid Office: 985-8267 (Ext. 88267)

IX. STUDENT CONDUCT ISSUES
Refer to Student Handbook under Code of Student Conduct: Behaviors Constituting Cause for Sanctions.

X. CONFIDENTIALITY OF STUDENT INFORMATION
As long as a student is enrolled at JCHS, he/she may request that a Family Educational Rights and Privacy Act (FERPA) hold be placed on their academic record. A student requesting a FERPA hold should be sent to the Registrar's Office to fill out a form requesting a FERPA hold form; the Registrar will flag the student's file in the Registrar's Office as having a FERPA hold.

NOTE: A FERPA hold will affect the student's ability to be placed on any list (i.e. Dean's list, or any other publication or information-sharing document).

XI. STUDENT TOOLS FOR SUCCESS

Students should have access to and be familiar with the Student Handbook and College Catalog.

A. Syllabi
Students need to read their course syllabus. Instructors are required to provide a syllabus during the first class meeting. This practice ensures students are aware of what's expected of them to be successful in that class. Faculty should encourage students to ask questions about any assignment or objective they don't understand.

B. Notes
Students may not be the best note takers. Encourage them to talk to classmates in the class to compare and possibly combine notes.

C. Textbooks
Students should have access to the required textbooks no later than the first day of class. Faculty should encourage students to be prepared for every class by reading all class assignments in advance.

D. Tapes of Lecture/Flash cards
Keep in mind that not all students learn the same way. Some do well taking notes and writing things out while others are visual learners or do better hearing the same things over and over again. Encourage students to use a variety of methods to learn the material. Students may tape lectures. Encourage students to develop flash cards and other tools to assist in their learning.

E. Study Groups
Study groups may be a great way for a student to get to know other classmates and form a peer support network at the College. It gives them the opportunity to benefit from others' points of view and pick up on points and facts they may have missed in class or lab.

F. Computer Literacy
Stress to students the need for being able to use a computer. Recommend computer classes for those who are weak in that area.

G. Knowledge of how to use the College Library
Students will benefit greatly from being able to use the libraries at both the Jefferson College of Health Sciences and the Roanoke Higher Education Center.

XII. Community Values and Standards
Student community life at Jefferson College of Health Sciences is governed by a set of guiding principles and standards, developed jointly by students and the Student Affairs staff. These values and standards are presented to new students at orientation, are reflected in the Student Handbook, and guide the way students interact with each other, with patients and clients in clinical settings, and with College faculty and staff.
Jefferson College of Health Sciences recognizes that there will be times when members of our student community behave in ways that are not consistent with College policy, local, state, or federal law, or our statement of Community Values and Standards. Our policies and procedures for addressing these cases are designed to protect the campus community and maintain an environment conducive to learning and inquiry.

See the student handbook for details regarding the Community Values and Standards and for general principles that govern student conduct system.
**XIII. POLICIES**

**A. Administrative Withdrawal**

**Policy**
Students wishing to drop a class after the final withdrawal date (the last date to withdraw with a “W”) must complete a request for Administrative Withdrawal, which is only authorized by the Dean for Academic Affairs for extenuating circumstances. (If the student is dropping a class before the last date to withdraw with a “W,” see item L for the policy on Voluntary Withdrawal.)

**Procedure**
The student must submit a request for administrative withdrawal in writing to the Dean for Academic Affairs. The request must be submitted on an official form available in the registrar’s office or online.

The request must:
- Identify circumstances beyond the student’s control that have occurred after the final drop date (date must be specified) and prevent successful completion of the course. If such circumstances occurred prior to the final drop date, the request must also document the extenuating circumstances leading to a failure to drop the course before the final drop date. Lack of awareness of the final drop date is not considered an extenuating circumstance,
- Include documentation verifying all extenuating circumstances,
- Indicate the last day of class attendance or online activity in a distance course, and
- Be accompanied by a letter/e-mail from instructors of all courses involved in the request indicating their recommendation regarding the request.

The Dean will respond within five business days of receipt of the student’s letter and the written recommendation from all involved instructors.

A written copy of the Dean’s decision will be sent to the student with copies to the Registrar, course instructors, and advisor. The decision of the Dean is final.

**B. Application for Graduation**

**Policy**
It is the responsibility of the student to apply for graduation two semesters prior to graduation.

**Procedure**
- Advisors should remind potential seniors that they must complete this form.
- The student completes the form and submits it to the Registrar’s Office.
- The Registrar’s Office processes the form noting:
  - Remaining courses needed for graduation, and
  - Completeness of academic file.
• The Registrar's Office sends copies of the processed form to the following:
  ▪ Student
  ▪ Academic Advisor

C. Change of Grade
Only the course instructor may sign, date, and submit a grade change to the Registrar's Office on a Request for Change of Grade Form. Normally, a change of grade cannot take place after the semester following the issuance of the original grade.

D. Change of Name and Address

Policy
All name and address changes should be made in the Registrar's Office.

Procedure
• Forms are available in the Registrar's Offices.
• Please direct students to keep address, phone number, and name current in the Registrar's Office.
• Change will be made in the administrative software system by the Registrar's Office.

E. Course Exemption

Policy
Students may be awarded credit for a course through the following means:

• Challenge examination prepared by JCHS
• Credit or exemption by some nationally standardized examination
• Advanced standing credit for professional medical training and registry, or certification
• CLEP or DANTES examinations
• Advanced Placement
• International Baccalaureate

Please see the College catalog for policies specific to each of the above methods of awarding credit.

Procedure
• The Registrar's Office must receive official documentation for any of the processes listed above (e.g. official scores from College Board for CLEP, Challenge exam results from the departments, etc.).
• The Registrar's Office sends the forms to the Bursar for appropriate charges if applicable, i.e. Challenge Exams.
• The Registrar's Office enters the credit into the student's JCHS transcript.
• Student and advisor can view this credit via online transcript in Self-Service.
F. Drop/Add a Class

Course adds and drops must be done in accordance with the designated periods on the College calendar.

During the Add/Drop period, it is the student’s responsibility to add or drop classes via his/her Self-Service account. If applicable, a full refund for each class dropped will be made to the student provided the student drops the courses(s) in Self-Service by the deadline published in the College Calendar for the “Last day to add a class or drop a class with a refund.”

A student enrolled in only one class who then drops this class will be considered “Withdrawn” and will be subject to the tuition policy for students who withdraw from JCHS. (See Tuition Refund Policy in the “Finances” section of the Catalog). **Failure to properly drop a class will result in the student being charged for the course and receiving an “F.”**

Students who fail to show up for a class are not automatically dropped from a course. After the Add/Drop deadline, students may withdraw from a class or classes according to the policies and procedures outlined under Administrative Withdrawal (See item A).

G. Evaluation of Transfer Credit

**Policy**
- Transfer credits may be awarded for courses taken at regionally accredited institutions.
- The course considered must be equal in content and content hours to corresponding college courses.
- Science courses more than ten years old may not be accepted for transfer. Various programs of study may have differing time restrictions—see programmatic handbooks.
- Course with a final grade of less than "C" will not be accepted for transfer.
- Transfer credit grades are not considered in computation of grade point average.
- All final decisions regarding transferability of credit are made by the Registrar’s Office.
- See academic catalog for additional policies including Foreign Transcripts and requests for transfer credit for major-specific courses.

**Procedure**
- Students must submit official transcripts form all post secondary institutions.
- Matriculated applicants’ transcripts are automatically reviewed for transfer credit prior to the entrance semester by the transfer officer in Admissions on a transfer credit review sheet.
- A copy of the transfer review sheet is available electronically to the academic advisor on the Shared Drive.
Once the student file is completed in Admissions, it is sent to the Registrar’s Office where transfer credit will be processed onto the JCHS transcript. Students and advisors may view and print unofficial transcripts via Self-Service.

H. Incomplete Grade

Policy
An incomplete (“I”) for a course will be granted only in cases of prolonged illness, family emergency, or some other documented, unforeseen circumstance that prevents the student from completing the course requirements on time. The student needs to have satisfactorily completed a majority of the coursework (75%) with a course average of “C” or above.

Procedure
A student who wishes to receive an “I” must submit a request on the proper form to the instructor of the course to initiate the process. This must be done before the last day of class. The form is available in the Registrar’s Office and online.

The instructor will determine the appropriate amount of time necessary for completion of the work. However, the incomplete work must be made up by the last day to drop a class with a “W” in the academic term (excluding Summer) immediately following the term in which the “I” was issued. In special cases, such as a lengthy illness, the student, with the consent of the instructor, may petition the Dean for Academic Affairs to extend the period for completion.

Upon completion of the course work, the “I” will be replaced with a final grade. If the course is not completed within the required time limit, the “I” will be converted into an F grade unless a petition for an IE (Incomplete Extension) is granted. (See form “JCHS Student Request for an Incomplete Grade (I) or Incomplete Extension Grade (IE)” for more instructions.)

I. Independent Study

Please see the academic catalog for policies and procedures.

J. Registration

Policy
- All students should register for class online via Self-Service during the published times.
- Students must meet with their academic advisor prior to registration to obtain advisor authorization. Payment or other satisfactory arrangements for tuition and other college fees must be arranged through the Bursar's Office by the dates posted on the academic calendar.
• Registration will be cancelled for any student not cleared through the Bursar’s Office within the designated dates.

Procedure

• The advisor should check the advisee’s curriculum to make sure the student is registering for all appropriate classes and is on target for the anticipated graduation date.
• If the Registrar must register a student for any reason the student must come to the Registrar’s office prepared with the Course ID and day and time (Sections). It is not up to the registrar to choose courses for the student or work out a schedule. The Registrar’s Office merely enters the data.

K. Student Exit Form

Policy
A Student Exit Form must be submitted to the Registrar if a student is graduating, completely withdrawing from the College, or requesting a Leave of Absence. The form is available online or in the Registrar’s Office. Seniors planning to graduate must submit the form no sooner than two weeks before the graduation date but no later than the last official day of classes prior to the anticipated graduation. The exiting student must obtain clearance from all departments listed to verify that all obligations to Jefferson College of Health Sciences have been satisfied before the student can be eligible for graduation or have any requests for transcripts honored.

Procedure
• Forms are available in the Registrar's Office and online from the College homepage.
• The student must be cleared for graduation by obtaining signatures from all names listed on the form.
• The student returns the completed form to the Registrar's Office last.
• The Registrar's Office makes a final check of the student's academic file.

NOTE: Students on clinical rotations should check with their departments to determine how the appropriate signatures can be obtained and to determine how the completed form will be returned to the Registrar in a timely manner. The department may choose to circulate the forms as a group for signatures. Please make sure the students indicate a forwarding address. It is imperative that ALL students receiving Financial Aid have an exit interview with the Financial Aid Office.

L. Voluntary Withdrawal

Policy
Any student withdrawing from one or more classes after the Add/Drop date but before the last day to withdraw with a “W” during a term must complete a “Withdrawal From Classes” form available in the Registrar’s Office.

The official date of withdrawal is the date the “Withdrawal From Classes” form is submitted to the Registrar.

Any student who is withdrawing completely from the College must also submit a “Student Exit” form to the Registrar (see item K).

Any student who ceases to attend class without completing the proper withdrawal procedure will remain academically and financially responsible.

Any student who is not properly cleared with the College will not be permitted to re-enroll until such clearance is made.

If the student is receiving financial aid, he or she must also complete an “Exit interview” with the financial aid officer.

Students who withdraw must turn in their college ID badges to security.

If the student wishes to withdraw after the Last Day to Withdraw with a “W,” see the policy for Administrative Withdrawal (Item A).

Procedure

- Withdrawal from Classes form is available in the Registrar’s Office. Student Exit forms are available in the Registrar's Office and online.
- The student must have the clearance form signed by each person indicated.
- The student returns the completed form to the Registrar's Office.
- The student will then receive a grade of “W” for the course. A “W” does not impact the GPA, but might have consequences involving Financial Aid and/or Satisfactory Academic Progress. Advise students to consider both issues before withdrawing with a “W.”

A grade of “W” means the student is still considered “enrolled” and will, therefore, still show up in Self Service and should be left in Blackboard showing a grade of “W.”