I. Advising Guidelines

Students in the College of Engineering come from diverse backgrounds, not only culturally and geographically, but also in terms of their talents, skills, interests, and academic preparation for college-level work. Some students may be in special programs based upon their ability, potential, and career goals. Each advisor will have a variety of students as advisees: academically talented students, students who are in academic difficulty, freshmen and transfers, students with clear goals, freshmen from a variety of ENG majors, and students who are not yet certain about what they want to do. This section is designed to provide the advisor with some suggestions and guidelines for working with all students.

A. Advising Mission Statement

Mission Statement
Academic Advising is integral to the teaching mission of the University and engages students in a collaborative process to explore academic and co-curricular opportunities as part of a plan to realize academic, career and life goals.

Learning Outcomes
The learning outcomes for academic advising are a shared responsibility in each school and college. Through academic advising students will be able to...

- Articulate the intent of general education, school/college, and program requirements.
- Craft, execute and continually assess a coherent educational plan, including post graduate options, based on assessment of abilities, aspirations, interests, and values.
- Demonstrate an understanding of the policies and procedures that guide progress to the degree.
- Identify and access campus resources and co-curricular opportunities to help reach educational, career and life goals.

B. The Role of the Academic Advisor

The academic advisor plays a role in the formation and development of a student's academic plan and career goals. The advisor has the opportunity to develop constructive relationships with his/her advisees that can continue throughout the students’ college experience and beyond.

Ideally, advisors will establish a genuine and open relationship with advisees. Minimally, advisors should be accessible to students and keep established office hours and appointments. It is especially crucial that advisors be available during the pre-registration advising period. Throughout the semester, an advisee may need to consult with his/her advisor. Personal and family problems can have serious academic consequences, but do not necessarily require professional counseling services. When speaking with advisees, the advisor should attempt to ascertain whether students are seeking action, information, or understanding, and then attempt to address the student's needs appropriately.

Advising is most effective when the advisor establishes a good rapport with his/her advisees. The advisor should communicate to the student a sense of respect for what the advisee has to say. The advisor should be a good listener, encouraging students to express their concerns by asking open-ended questions. The most beneficial interactions occur when both the student and advisor feel at ease.
The advisor should be familiar with the *Boston University Undergraduate Academic Bulletin* [http://www.bu.edu/academics/eng/]. It is essential to provide students with specific and accurate information. When appropriate, the advisor may want to refer students to other sources of information or assistance. In these instances, it is helpful if the advisor assists the student directly in making the referral, and follows up to see if the referral was helpful.

The advisor should have a thorough understanding of program and degree requirements. For the freshman year, the only difference among majors is the Chemistry requirement (CH 101 and CH 102 for biomedical engineering; CH 131 for all other ENG majors. This is outlined further under “Natural Sciences below”). If you are uncertain about a program in another Engineering discipline, do not hesitate to contact the Office of Undergraduate Programs. When in doubt about your department, advisors should consult with the appropriate Undergraduate Associate Chair. Since academic policies change from time to time, it is important for both the advisee and advisor to keep up-to-date about program requirements. Although it is ultimately the student's responsibility to know college policies and degree requirements, it is bad form for the advisor to be the source of inaccurate information, which can adversely impact the advisee's academic progress.

The program planning sheet is a useful tool to track student progress ([http://www.bu.edu/eng/current-students/ugrad/requirements/program-planning-sheets/](http://www.bu.edu/eng/current-students/ugrad/requirements/program-planning-sheets/)). The advisor can review completed coursework, and remaining requirements with advisees during pre-registration.

C. Faculty Link

Information about students is best accessed through the Faculty Link. Access to the Link requires your BU Login name and Kerberos password. The Link also provides access to your class list(s), advisee lists, student photos, email to your students and access to your students’ academic information.

D. Dissemination of Information

Dissemination of information about students’ records is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, specific information about students is confidential and may not be shared with parents. Should you have any questions about this policy, please contact Ruthie Jean (ruthiej@bu.edu). Should parents contact you directly, you may refer them to Ruthie. Please note that student records and data in your possession are confidential and must be disposed of properly (shredded) when no longer needed.

E. Advisor Evaluations

Students are asked to evaluate the advisor prior to each registration cycle. Students complete the following on a Qualtrics survey, through the Office of Undergraduate Programs; results are shared with faculty:

1. I was able to schedule a time to meet with my advisor.
2. My advisor has discussed the following topics with me:
   a. Program requirements of my major.
   b. Ways to enrich my academic experience (e.g. minors, concentrations, study abroad, research, etc.)
   c. Career interests and opportunities (e.g. co-ops/internships, graduate school, permanent employment, CDO, etc.)
3. My advisor has discussed my academic performance with me.
4. My advisor takes an interest in me and my experiences at BU.
5. I would recommend my advisor.
F. Freshmen Advising

1. Summer Orientation/Registration

All incoming freshmen attend a two-day orientation program over the summer. During these sessions, incoming freshmen meet with an engineering student advisor to learn about the first year curriculum. They also meet with a faculty advisor to further refine their first semester course selections, choose a class schedule, and register via the Link.

2. ENG EK 100 Freshman Advising Seminar

ENG EK 100 Freshman Advising Seminar is a mandatory, no-credit course for freshmen, which meets every Friday from 3-4 p.m. during the fall semester. Faculty advisors and student advisors meet with freshmen in small groups to review course selections and make any necessary changes, help identify early signs of academic difficulty, make referrals to tutoring, help with decisions regarding dropping or withdrawing from a course, and advise about second semester courses and summer school courses when necessary. Except for the EK 127/128 and EK 131/132 instructors, the EK 100 faculty advisor is likely to be the only engineering faculty member with whom freshmen have contact during the freshman year.

As part of EK 100, the freshmen also attend large group presentations. These presentations include department information sessions, information on resources (Undergraduate Programs Office, Career Development Office, tutoring services, etc.), special programs (Co-op, MMEDIC, study abroad, Dual Degrees, etc.), and various student organizations. The regular contact with the faculty advisor, student advisor, and other freshmen is intended to make the adjustment to college easier, and to help students feel connected to the College of Engineering from the start.

3. Freshman Curriculum

a. Mathematics

All freshmen take the Engineering Diagnostic Exam (EDE) to determine proficiency in algebra and trigonometry. Students who score <10 must take a pre-calculus online prep during the summer. Students who score between 10 and 24 are encouraged to review the material before September. These students will take the EDE again on Labor Day, to assess their understanding of algebra and trigonometry.

Students with scores of 24 or better usually register for CAS MA 123. Students with Advanced Placement credit for MA 123 may register for CAS MA 124. Some students will have AP credit for MA 123 and MA 124; they may register for CAS MA 225. Any freshman who registers for MA 124 or 225 and finds it too difficult should drop that course and sign up for the appropriate level course during the first two weeks of the semester. Please note that, students with AP credit for MA 123 (or MA 124) who elect to take MA 123 (or MA 124) forfeit the AP credit.

b. Natural Sciences - Physics

Students not intending to major in biomedical engineering who register for CAS MA 124 or 225 should register for CAS PY 211 General Physics I. CAS PY 251 (only offered in the fall) is an intensive version of PY 211; it is not an honors course. Students who are interested in taking this course must take a placement exam given by the Physics department, must have a strong background in calculus, and must have a strong interest in physics. Students considering PY 251 should bear in mind the already
demanding nature of the engineering curriculum. Students who take PY 251 and find it to be too difficult may take CAS PY 212 during the following semester. Biomedical engineering freshmen should generally not take PY 211 or PY 251 during the first semester.

Chemistry

All majors except biomedical engineering should take CAS CH 131, Principles of General Chemistry. Students interested in majoring in biomedical engineering should register for CAS CH 101 General Chemistry. CH 101 is followed by CAS CH 102 in the second semester. CAS CH 111 and 112 are intensive versions of CH 101 and 102. Students who are interested in taking these courses must take a placement exam given by the Chemistry department prior to registering for CH 111. Students considering CH 111 should bear in mind the already demanding nature of the engineering curriculum. If a student is uncertain about a major, CAS CH 131 should be taken. If the student later decides to major in biomedical engineering, s/he will take CH 102. Conversely, CH 101 can be used to satisfy the chemistry requirement for non-biomedical majors.

C. Engineering Required Courses

All Engineering freshmen take ENG EK 5, Introduction to Programming for Engineers, in the first year. Additionally, students take ENG EK 102, Linear Algebra, as a half semester module and ENG EK 131/132, Introduction to Engineering, another a half semester module, both in the freshman year. These two courses (EK 102 and EK 131/132) meet at the same time of day to make scheduling logistics easier.

d. General Education Requirements

All College of Engineering students must complete a 24-credit General Education Requirement. This consists of:
- two Writing Seminars (CAS WR100 and CAS WR 150)
- three social science and humanities courses; at least one social science and at least one humanities
- a general education elective

CAS Core Curriculum: The CAS Core Curriculum is an alternative path to completing the General Education Requirements. More information about this alternative is available at the Undergraduate Programs Office.

G. Advising Transfer Students

Transfer students come to Boston University with some college experience but with little knowledge of Boston University’s policies and procedures. Success in advising a transfer student depends on the advisor’s familiarity with the student’s educational background as it relates to his or her current degree program. Transfer students are generally concerned with how courses taken at their previous institutions apply to degree requirements in the College of Engineering.

Issues of importance to transfer students are:

1. Degree Requirements: All students must complete at least 48 credits of upper division engineering courses at BU in order to graduate.
2. GPA: The grade point average is based **only** on courses taken at Boston University. Credits from the previous institution transfer, but not the grades. Courses with grades below C will not transfer to Boston University.

NOTE: Boston University courses are generally 4 credits. In many instances, courses taken at other institutions are 3 credits. Thus, when a 3-credit course is accepted for transfer and fulfills a program requirement, a credit deficiency will result. All credit deficiencies must be satisfied by additional coursework.

Carole Dutchka in the Office of Undergraduate Programs is the Academic Counselor who works with all transfer students. Feel free to contact her with any issue of concern (44 Cummington Mall, Room 107, 617-353-6447).

**H. Advising Academically Talented Students**

Academically talented students may benefit from additional challenge and stimulation. The following information may be useful to you in advising academically talented students:

1. Discuss the most effective way to utilize advanced placement credit or advanced standing.

2. Encourage students to seek intensive versions of courses, which tend to have smaller enrollments and encourage more interaction with faculty and students.

3. Encourage students to develop independent study programs, and to pursue appropriate internships and/or research opportunities. Keep in mind the various undergraduate research programs (e.g. Presidential/Engineering Scholars, SURF, UROP, STARS) available to these students.

4. Several programs allow students to pursue advanced academic work while still an undergraduate. Early admission to the MEng program allows students to begin graduate work before completing their undergraduate degree. Pre-medical students may find the Modular Medical Integrated Curriculum (MMEDIC) program attractive. Students can earn two bachelor’s degrees by double majoring in engineering. Students who are interested in earning a second bachelor’s degree from another school or college at Boston University can do so through the Boston University Dual Degree Program. Students interested in any of these special programs should meet with Carole Dutchka the Undergraduate Programs Office.

5. Students with a grade point average of 3.0 or better can register for a total of 20 credits per semester without an additional tuition charge by completing a Course Overload Authorization form available from the Records Office (ERB 107).

**I. Advising Students in Academic Difficulty**

The following information may be useful to you in advising students who are experiencing academic difficulty.

1. Academic difficulty is not always a matter of limited ability. It may be an indication of other problems, such as appropriateness of the major, time management, setting priorities, study skills, personal problems, etc.

2. The advisor may want to discuss the relationship between the student’s academic difficulties and the
student’s expectations and goals. Some students have unrealistic career goals.

3. The advisor should monitor the student’s course selection carefully. Often students in academic difficulty attempt to take more advanced courses even though they failed, or received a D, in a prerequisite course(s). At times, retaking a course may be the wisest action.

4. Students are often insecure or unwilling to talk about reasons for academic failure. Advisors should help students understand that their worth as a person is not tied to a grade point average.

5. Severe academic problems may require additional assistance from professional counselors in the Undergraduate Programs Office. Faculty advisors should feel free to contact one of the counselors and/or refer students for additional assistance.

6. All faculty should contact the Undergraduate Programs Office (Ruthie Jean, ruthiej@bu.edu) if a student simply stops coming to class or “disappears”. Such behavior often indicates a larger problem. Regardless of the cause, problems are best addressed early. In some instances, this may help the student to salvage the semester. Ruthie, or someone else in the Undergraduate Programs Office, will contact all of the student’s professors and will work to identify the reason for the disappearance.

7. Mid-Semester Progress Reports are an on-line function that is available to facilitate faculty feedback to the Undergraduate Programs Office about students who are currently on probation or otherwise experiencing academic difficulties. Faculty will be asked to submit Mid-Semester Progress Reports via the Link for students on probation. In addition, faculty will be able to enter information about any other students in their classes experiencing academic difficulty.

8. Students who need some extra academic help may find the College of Engineering Tutoring Center (ERB 105, Monday thru Thursday 5-11pm and Sunday 7-10pm) helpful. A number of CAS departments also offer tutoring support associated with specific courses.

J. College of General Studies (CGS)

The College of General Studies (CGS) is a specially designed two-year program for students who need to strengthen their academic skills. In certain circumstances CGS students are eligible to apply for continuation into the College of Engineering. Students who complete the CGS program satisfy the engineering writing requirement and social science and humanities requirements.

Students who enter the College of Engineering from CGS often require an additional year to complete the BS degree program.

K. Financial Aid and Scholarship Recipients (http://www.bu.edu/finaid)

Many students rely on financial aid, scholarships, grants, and loans to finance their education. Students may receive financial assistance from Boston University, federal- and state-funded programs, or private sources. Awards may be based on academic merit (scholarships) or need (financial aid). Financial aid may be comprised of both grants and loans. Criteria for, and award of, scholarships and financial aid are determined by the awarding body (i.e., the Federal or State Government) or the Boston University Office of Financial Assistance. Some of the major sources of assistance are described below. Renewal criteria vary for different awards. Specific information is available from the Office of Financial Assistance at 881 Commonwealth Ave.
**Boston University Financial Aid:** These funds are awarded on the basis of financial need and academic performance. Students must apply for assistance each year and must be full-time students who are U.S. citizens or permanent residents. Students who are awarded these funds must earn at least a 2.0 grade point average and must earn at least 12 credits each semester.

**Presidential Scholars Program:** Presidential Scholars (formerly Engineering Scholars) receive a $20,000 Boston University tuition merit award for four years with additional benefits: one semester of funding in the freshman or sophomore years for up to 10 hours per week to participate in a College of Engineering research program and guaranteed admission to a Boston University College of Engineering MEng Program provided students maintain a 3.4 GPA in the BS program. Awardees must complete at least 12 credits in each of the fall and spring semesters with a GPA of 3.2 for the academic year in order to have the award renewed for the following academic year.

1. **Dean’s Scholarship:** $10,000 scholarship offered to academically talented, need-based aid applicants with minimal or no calculated need, but with calculated financial contributions which do not substantially exceed the cost of attendance at Boston University. Awardees must complete at least 12 credits in each of the fall and spring semesters with a GPA of 3.0 to have the award renewed for the following academic year.

2. **Thomas Menino / Boston High School Scholarship Program:** This scholarship covers full tuition and fees for four years and is awarded on the basis of high academic achievement in Boston high schools and potential for success in college. Renewal is based on maintaining satisfactory progress toward the degree. Many of these students do not live on campus and often experience problems common to other commuting students.

3. **Trustee Scholarships:** Merit-based awards which cover full tuition and fees for four years. Awards are made to incoming freshmen on the basis of superior academic achievement and potential for success. Awardees must complete at least 12 credits in each of the fall and spring semesters with a GPA of 3.5 in order to have the award renewed for the following academic year.

4. **Reserve Officers Training Corps (ROTC):** The Army, Air Force, and Naval ROTC programs offer two-, three-, and four-year scholarships to students in return for future military service. Students in these programs are required to take Officer Training Program (OTP) courses each semester, in addition to their regular course work. If OTP courses put students over the 18-credit limit, ROTC will assume the additional tuition costs. Students must maintain a satisfactory academic record to continue receiving the scholarship.

5. **Loans:** Loans such as Stafford Student Loans, Perkins Loans, Family Education Loans, and Supplemental Loans (PLUS) are available to students and parents who meet eligibility requirements. Information on all of these loans is available from the Office of Financial Assistance.

6. **College Work-Study:** Students who apply for financial assistance, may be eligible for College Work-Study funds. This is a federally funded program that allows students to work part-time on-campus.
L. International Students

International students contribute to the lively and uniquely diverse atmosphere of Boston University and the College of Engineering. Advisors need to be aware of the special requirements that international students must follow. International students are bound by regulations established by the Department of Homeland Security regarding foreign students. Any change in an international student's registration (e.g. number of credits, program) may affect his or her visa status and ability to remain in the United States. International students should always be referred to the International Students and Scholars Office (ISSO) to assess the impact of any anticipated curricular changes.

M. Transfer Credits

It is generally expected that undergraduate students in the College of Engineering will complete their degree requirements at Boston University, during the academic year (fall and spring semesters). Courses will not be considered for transfer from another institution in the Boston area when the equivalent course is offered in the same semester at Boston University. During the summer, students may take courses at another college outside the Boston area. The Boston area is defined as within Rt. 128/95. Details on the Transfer Credit policy and process are available at: http://www.bu.edu/eng/current-students/ugrad/forms/ under “Transfer Credit”
O. Undergraduate Policies

Undergraduate Policies are posted on the bulletin at http://www.bu.edu/academics/eng/policies/. Please feel free to reference this site, and refer students to it as needed.

P. Office of Undergraduate Programs (44 Cummington Mall, Room 107, 617-353-6447)

1. The Office of Undergraduate Programs Academic Counselors are available to assist with any student issue that is of concern. They support students with their course load (time management, study skills, etc), as well as social and personal development and campus resources. Should you find you do not know how to handle a situation, or are concerned about a student’s well-being, please contact Ruthie Jean, ruthiej@bu.edu. She will assist in matching the student with the appropriate counselor.

2. Title IX Deputy Coordinator

Ruthie Jean is the College of Engineering Title IX Deputy Coordinator. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex-based discrimination in federally funded education programs and activities. Sex-based discrimination includes sexual harassment and sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. If a student expresses concern in any of these areas, you are obligated to report it to Ruthie Jean (ruthiej@bu.edu, 617-353-6447, ERB 107).