# Academic Advising Quick Reference Guide

This Academic Advising Quick Reference Guide was compiled by the Center for Academic Excellence to provide a convenient aid for preeminent advising. Preeminent advising provides the basis for positive faculty-student communication and plays a vital role in retaining and successfully graduating students.

## Key Reminders for Effective Advising

1. Take an interest in advisees and keep in frequent contact with them.
2. Establish a warm, genuine and open relationship.
3. Display empathy, helpful intent and involvement.
4. Be a good listener.
5. Establish a rapport with advisees by remembering personal information. Keep a record of past conversations.
6. Be available, keep office hours and appointments, and seek out advisees in formal and informal settings.
7. Provide accurate information.
8. Refer to the current University Bulletin, Academic Advising Web Portal, etc.
9. Know how and when to make referrals, allow students to do it in your presence and be familiar with referral sources.
10. Don’t attempt to handle situations for which you are not qualified.
11. Help students make their own decisions.
12. Focus on the advisee’s strengths rather than limitations.
13. Determine reasons for poor academic performance and direct advisees to appropriate support services.
14. Clearly outline the advisee’s responsibilities and monitor their progress toward educational goals.
15. Follow up on commitments made to advisees.
16. Encourage advisees to consider and develop career alternatives when appropriate.
17. Evaluate the effectiveness of your advising.

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### FERPA (Federal Educational Rights and Privacy Act)

(www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”).
- Educational records include but are not limited to grades, transcripts, class lists, student course schedules, health records (at the K-12 level), student financial information (at the postsecondary level), and student discipline files.
- Student Release Authorization Forms are located on the Office of the Registrar website.
- The Registrar’s Office will not release PINs or Banner ID information.
- The Registrar’s Office will not release GPAs over the phone.
- The form must be completed and signed by the student.
- Completed forms are submitted to the Registrar’s Office for processing.
- You may view on SGASADD and notes on SPACMNT in Internet Native Banner (INB).

### Standards of Academic Standing

Undergraduate students are considered to be in good academic standing if they meet satisfactory academic progress (SAP), by successfully maintaining the following standards:

- Must have a cumulative grade point average (GPA) of 2.0 or higher at the end of each semester
- Must earn 67 percent of hours attempted (including transfer credits)
- Must not exceed 150 percent of hours required for degree completion

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing (GS)</td>
<td>Students earning a minimum 2.0 cumulative GPA and 67 percent of attempted plus transferred credit hours</td>
</tr>
<tr>
<td>Academic Warning (AW)</td>
<td>Students failing to earn 67 percent of attempted plus transferred credit hours</td>
</tr>
<tr>
<td>Academic Probation (PR)</td>
<td>Students failing to earn a minimum 2.0 semester GPA</td>
</tr>
<tr>
<td>Academic Suspension (SU)</td>
<td>Students on academic probation who fail to earn a minimum 2.0 semester GPA and 67 percent of attempted plus transfer credit hours</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>Students failing to earn a semester 2.0 GPA and 67 percent of attempted hours after returning from serving one semester suspension or having successfully appealed their academic suspension</td>
</tr>
</tbody>
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North Carolina Agricultural and Technical State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of North Carolina A&T State University.
Grading Scale

The university utilizes the plus/minus (+/-) grading system. Below is the value (grade point) assigned to each grade in computing grade point averages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<td>B-</td>
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<td>D</td>
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<td>F</td>
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<tr>
<td>I</td>
<td>0.0</td>
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</tbody>
</table>

The following grades may be given for non-letter grade courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>CE</td>
<td>Credit by Examination</td>
</tr>
<tr>
<td>CR</td>
<td>Advanced Placement or Transfer</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AU</td>
<td>Satisfactory Audit</td>
</tr>
<tr>
<td>NC</td>
<td>Unsatisfactory Audit</td>
</tr>
</tbody>
</table>

- The grading scale must be included in the syllabus given to each student.
- Courses designated as requiring a “C” to pass will still need a “C”; a “C-“ will not satisfy this requirement.
- Dean's List designation = 3.00-3.74 GPA, earning a minimum of 12 hours per semester, and receive no ‘F’ or ‘I’ grades per semester.
- Chancellor’s List designation = 3.75 GPA or higher earning a minimum of 12 hours per semester, and receive no ‘F’ or ‘I’ grades per semester.

Repetition of Courses and Grade Forgiveness

- During a student’s academic career at the university, a maximum of five courses may be repeated.
- No single undergraduate course may be repeated more than two times to include withdrawals (W's), for a maximum of three attempts.
- Course repeats are all included on official transcripts.
- All attempts are calculated for determination of Satisfactory Academic Progress (SAP).

An undergraduate student may only repeat a course when earning:

- A grade of “C-“ or lower if it is a prerequisite course requiring a minimum grade of “C” and/or
- A grade of ‘“C-” or lower in a major course requiring a minimum grade of “C.”

Students will not receive additional credit hours for repeated courses in which they originally earned a passing grade.

Withdrawal from an Individual Course or All Courses

- Effective Fall 2014, students can only withdraw from a maximum of 16 credit hours over their academic career.
- Undergraduate students may only have two withdrawals per course.
- Upon a third attempt in a single course, the student is not permitted to withdraw from the course and must receive a grade for the course.
- A student may withdraw from any courses by submitting a Change of Schedule Form to the Office of the Registrar on or before the last day to withdraw from an individual course, as published in the Academic Calendar.
- Students who withdraw from any courses on or before the last day to withdraw from an individual course are assigned a grade of “W.” Failure to attend class does not constitute a withdrawal from that course or courses.
- If a student elects to withdraw from ALL courses enrolled, he/she will complete an Official Student Withdrawal Form. This form is located in the Office of the Registrar.

Retroactive Withdrawal

A student who was unable to initiate the process for withdrawal from the University by the last day to withdraw as published in the academic calendar may request a retroactive withdrawal. Requests for a retroactive withdrawal shall be considered on a case-by-case basis, and based on the following:

A. Serious illness or documented medical condition;
B. Death of an immediate family member;
C. Involuntary call to active military duty;
D. Documented change in conditions of employment;
E. Newly documented learning disability; or
F. Other emergency circumstances, legal requirements, or extraordinary situations.

Except under extraordinary circumstances or to comply with legal requirements, for retroactive withdrawals subsequent to the effective date of this policy, students are limited to one (1) retroactive withdrawal during their academic career.
Two-Year Readmission Policy

Under the Two-Year Readmission and Forgiveness Policy, an undergraduate student who has not been enrolled at the university for at least two calendar years may request that NC A&T coursework, in which a grade of “F” was earned and is two calendar years or older, be excluded from GPA calculations and in determining graduation eligibility.

Tuition Surcharge

The Board of Governors of the University of North Carolina shall ensure that procedures are established that are necessary to impose a twenty-five percent tuition surcharge prior to 2010-2011 academic year and fifty percent beginning with the 2010-2011 academic year on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than 110 percent of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. For additional information, please go to: http://www.ncat.edu/registrar/.

What counts in the 140 hours?
The following are used to compute the 140 semester hours:

- All regular semester degree-creditable courses taken at NC A&T including repeated courses, failed courses, and those dropped after the last date to add a course and
- Transfer credit hours (up to 98 semester hours) except those taken at another UNC institution through summer school or through degree-credit extension. (no surcharged fees will be applied in summer)

Reverse Transfer Program

The Reverse Transfer Program (RTP) enables students who transfer to North Carolina A&T State University from one of the 58 North Carolina community colleges to fulfill their requirements for an associate’s degree while working towards their bachelor’s degree. In order to be eligible to participate in the program, the students must have enrolled prior to the awarding of an associate degree and must have earned at least 16 college-level credit hours that will apply toward their associate’s degree.

Readmission of Former and Academically Suspended, or Dismissed Undergraduate Students

An undergraduate student who has not been enrolled for one or more semesters, or who is returning after academic or disciplinary suspension or academic dismissal must apply for readmission. Readmission applications, and the application processing fee, should be submitted no later than the deadline to apply for readmission as published in the academic calendar. A returning student should be aware that enrollment restrictions currently in place may affect his/her readmission.

A student who was eligible to continue at the time of leaving and who has a cumulative grade point average of at least 2.0 will be:

a. Considered for readmission upon approval of the student’s academic department and college as evidenced by submission of an approved Academic Plan of Action.

b.Allowed, during the readmission process, to simultaneously seek and execute a change of major. Such a change of major and the student’s readmission must be supported by the student’s new academic department.

A student who was academically suspended will be:

a. Considered for readmission upon serving the conditions of the academic suspension and receiving approval from the student’s academic department and college as evidenced by submission of an Academic Plan of Action.

b. Placed on Academic Probation after Suspension Status for at least one semester.

c. Allowed, during the readmission process, to simultaneously seek and execute a change of major. Such a change of major and the student’s readmission must be supported by the student’s new academic department.

A student who was academically dismissed and wishes to get readmitted to the University may be considered for readmission to the University in one of four ways:

a. Earn an associate’s degree: Associate of Arts (AA), Associate of Science (AS), Associate of Engineering (AE), Associate of Fine Arts (AFA) from a regionally accredited institution. Not all earned credit hours may transfer.

b. Earn an Applied Associates Sciences (AAS), Associate of Applied Business (AAB), Associate of Applied Technology (AAT). Not all earned credit hours may transfer.

c. Do not enroll at North Carolina Agricultural and Technical State University for 24 consecutive months. After that time, the student is eligible for readmission under the grade forgiveness policy.

d. Return to summer school as a summer-only readmit in an attempt to raise the grade point average.

A returning student who left the University as an undeclared student, may be accepted as an undeclared student with the approval of the Director of the Center for Academic Excellence. All other returning students must be accepted into an academic major degree program; the individual may not be readmitted as an undeclared student.

A former student whose attendance at North Carolina Agricultural and Technical State University was interrupted by the University for disciplinary reasons must also apply to the Vice Chancellor for Student Affairs for approval to be readmitted.

Advanced Placement (AP) Credit

Students who have had official AP test scores submitted to the Office of Admissions may be granted credit with the required passing score. Once scores have been received, verifying the necessary score, the credit will be listed in Banner. Advisors can access the score through Banner or can contact the Office of Transfer of Articulation for additional assistance.
The Student Athlete Academic Enhancement Program (SAAEP), a component of the Center for Academic Excellence (CAE), is responsible for the monitoring and certification of student athletes.

Why accurate advising for student athletes is important!
Academic Progress Rates (APR)—a team-based metric that accounts for the eligibility and retention of each student—athlete receiving athletic aid, each term.

What is needed?
- Degree audit for each student athlete
- Course substitutions submitted at time of agreement
- Degree applicable course scheduling
- 12 hour rule
  - Student athletes MUST remain enrolled in 12 full-time degree applicable hours each term
  - The moment a student-athlete is below 12 credit hours, they become automatically ineligible!
- 6–9–18–24 rule
  - Earn a minimum of six degree applicable credit hours per semester
  - FOOTBALL ONLY: Earn a minimum of nine degree applicable credit hours during the fall semester
  - Earn a minimum of 18 degree applicable credit hours between fall and spring semesters AND
  - Earn a minimum of 24 credit hours (including summer session) during the first academic year as a full-time student
- 40–60–80 rule
  - Beginning of semester 5: 40 percent of degree completed
  - Beginning of semester 7: 60 percent of degree completed
  - Beginning of semester 9: 80 percent of degree completed

GPA Requirement
All student athletes should maintain a minimum GPA of 2.0
TIP—Ensure enrollment of 15 degree applicable credits to meet each PTD rule

Change of major and Course withdrawals
IF:
- A student athlete wants to change their major
- A student athlete wants to withdraw from a course
- A student athlete indicate they want to transfer
Refer them to SAAEP IMMEDIATELY!
One change may cause a student athlete the loss of eligibility!

What is a Learning Specialist?
- A Learning Specialist is a member of SAAEP that will support a minimum number of student athletes with learning challenges or learning disabilities by providing intensive academic support while working closely with the Office of Veteran and Disability Support Services.

For additional information, contact Department of Mathematics, 101 Marteena Hall, (336) 285-2033

ACADEMIC ADVISING TOOLS

MATH COURSE PLACEMENT
Prerequisite and Progression Metrics
(Effective Fall 2018 to reflect the migration of old SAT Math sub-scores to redesigned SAT Math sub-scores and new co–prerequisite redesign MATH 101 Enhanced (E) course and discontinuation of MATH 099)

1. MATH 110/113 OR 131/132 Track (for most STEM majors)

<table>
<thead>
<tr>
<th>First Course</th>
<th>Second Course</th>
<th>Third Course</th>
<th>Fourth Course</th>
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<tbody>
<tr>
<td>MATH 101/101E</td>
<td>MATH 103</td>
<td>MATH 104</td>
<td>MATH 131</td>
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<td>MATH 102</td>
<td>MATH 110/111</td>
<td>MATH 131</td>
</tr>
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<td>MATH 103</td>
<td>MATH 104</td>
<td>MATH 131</td>
<td>MATH 132</td>
</tr>
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<td>MATH 131</td>
<td>MATH 132</td>
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<tr>
<td>MATH 131</td>
<td>MATH 132</td>
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2. MATH 111/112 Track (for most B&E, EDU, NU or some AG SCI and Tech majors)

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<thead>
<tr>
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<td>MATH 104</td>
<td>MATH 112</td>
</tr>
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<td>MATH 101/101E</td>
<td>MATH 102</td>
<td>MATH 110/111</td>
<td>MATH 112</td>
</tr>
<tr>
<td>MATH 103</td>
<td>MATH 104</td>
<td>MATH 112</td>
<td></td>
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<tr>
<td>MATH 111/110</td>
<td>MATH 112</td>
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</tbody>
</table>

3. MATH 101/102 Track (for Arts, Humanity, Social or Behavioral Science majors)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 101E</td>
<td>MATH 102</td>
<td></td>
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<tr>
<td>MATH 101</td>
<td>MATH 102</td>
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4. Mathematics Course Prerequisites

MATH 101E (Co–prerequisite redesign of MATH 099+101): SAT Math Score below 480, or ACT Math Score below 18, or Math Dept. Algebra Placement Test score below 15

MATH 101/103: SAT Math Score 480–510, or ACT MATH Score 18–20, or Math Dept. Algebra Placement Test score 15–19 or a “C” or better grade in MATH 101E

MATH 102: A “C” or better grade in MATH 101 or MATH 101E

MATH 104: A “C” or better grade in MATH 103

MATH 110: SAT Math Score 520–570, ACT MATH Score 21–23, or Math Dept. Placement Test scores: Algebra at least 20 or Pre-Calculus at least 13–16, or a “C” or better grade in MATH 102

MATH 111: SAT Math Score 520–570, ACT MATH Score 21–23, or Math Dept. Algebra Placement Test score at least 20; or a “C” or better in MATH 102

MATH 112: A passing grade in MATH 104, MATH 110 or MATH 111

MATH 131: SAT Math Score at least 570, ACT MATH Score at least 24, or Math Dept. Pre-calculus Placement Test score at least 17, or a “C” or better in MATH 104, MATH 110 or MATH 111

MATH 132: a passing grade in MATH 131

Equivalent Courses
MATH 103+104 = MATH 110 or MATH 111

1st Calculus Course: MATH 112 (BE, TE or AG majors)/MATH 131 (STEM majors)

For additional information, contact Department of Mathematics, 101 Marteena Hall, (336) 285-2033

ADVISORY STUDENT ATHletes

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Need More Information? Call (336) 285-4235
To effectively advise a student with a disability, it requires a thorough understanding of the student’s goals, as well as the student’s disability, the barriers the institution may have inadvertently created, and the resources the university provides that can be used to assist the student in pursuing his or her educational aspirations.

**Encourage self-disclosure:**

**What is important for the academic coach/advisor to know to better help you put together a manageable schedule?**
- Are they more alert in the morning?
- Difficult topics require more time (i.e. math, foreign language, etc.)
- Consider trigger topics—“x” trigger reaction (i.e. seizure, anxiety, post-traumatic stress, etc.)
- Physical considerations—Students with physical limitations may need additional time to get going in the morning, to get from class to class. They may need to use catheters or need assistance to use the restroom (which takes a lot of time). They might need additional time to eat or have to take medications at certain times of the day.

**What factors/variables are important in choosing your classes?**
- Class format (small group discussion vs. large lecture)
- Amount of reading
- Number of credit hours (desired or manageable vs. advised or required)

*(Note: If students only take 12 credits they have no room to drop anything)*

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### GENERAL EDUCATION CORE REQUIREMENTS

The General Education Core Curriculum at North Carolina A&T State University is the part of the academic experience that all students have in common. The General Education Core is comprised of 32 credit hours, defines an important set of knowledge and skills that will aid our students in lifelong learning, adaptation to change, and becoming citizens who can make wise choices and contribute to the global society.

**The Core consists of the following:***

1. Written Communication (6 credit hours);
2. Mathematical, logical and analytical reasoning (6 credit hours);
3. Scientific Reasoning (7 credit hours);
4. Social/Behavioral Sciences (3 credit hours);
5. Humanities/Fine Arts (3 credit hours);
6. Global Awareness (3 credit hours);
7. Knowledge of African-American Culture and History (3 credit hours), and
8. Student Success Course (1 credit hour).

https://www.ncat.edu/provost/general_education_resources/

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### ADVISING FAQS

**What is the role of the Faculty Advisor?**

Faculty Advisors play an important role in guiding, supporting and motivating students. They are teaching faculty within specific disciplines who are assigned to students majoring in that discipline and provide mentoring, career planning and advisement.

**What is an Academic Coach?**

An Academic Coach is a professional advisor who helps students chart efficient and effective learning paths. As part of the Center’s mission, Academic Coaches (ACs) ensure their students meet SAP toward completing their degree. The ACs work in teams of two; where two coaches manage the same caseload. All students advised by the Center’s ACs will have two coaches they can see for advisement. Additionally, ACs will most likely also be their advisees’ first year College Success Instructor.

**What is Preeminent Advising?**

Preeminent Advising is the brand of the highest quality of advising services that can be offered. The quality will be assessed, evaluated and monitored for quality delivery to every student enrolled at the North Carolina A&T State University. Preeminence Advising will transition the University-wide advising program to a shared advising model.

**What is the Early Alert System (EAS)?**

An Early Alert System (EAS) is an academic monitoring system that has been adopted by the university to provide faculty, advisors and other campus partners with a vehicle to identify at-risk students to ensure student success and persistence. EAS promotes a holistic student success culture, academic interventions and improves communication among students, faculty and academic support units.

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**ADVISING AND COURSE SELECTION FOR STUDENTS WITH DISABILITIES**

**HOW TO CONDUCT A SUCCESSFUL ADVISING SESSION IN 20 MINUTES**

- **Establish the purpose of the appointment.** What does the student need or want? What needs to be accomplished? By whom?
- **Summarize** what will be done during the appointment by academic coach, faculty advisor and/or advisee.
- **Conduct the advising interview** as a goal-oriented activity. Establish goals during the first initial meeting or review goals set during the last meeting. If this is a second meeting, determine if set goals have been met. Establish goals or action items for the next meeting.
- **Review** how the semester is going. Identify trouble spots and make necessary referrals.
- **Use questions to probe** beyond the “presenting problem”.
- **Conduct cursory degree audit.** Review curriculum guide and grades.
- **Summarize appointment.** Ask, “Have we accomplished what you needed? Is there anything else that you want to address?”
- **Give “assignments” and set expectations** for the next appointment.

*(Adapted from Noel-Levitz)*
What is a degree audit?
A degree audit is an analysis of a student's academic progress. It is based on the plan of study and should be conducted when a student is advised, specifically during registration season. It is a comparison of the list of courses successfully completed to those courses required to complete the degree.

How do students change majors?
A Change of Major Form must be completed to institute a change of major. This form can be found in the Office of the Registrar. Students should consult with their advisors before changing a major. Additionally, students must meet the grade point average (GPA) requirement for the new major to be accepted.

What resources are available to faculty for advising students?
All student academic records are available through the BANNER system, both Internet Native or Self-Service. Through this system, faculty advisors have access to transferred credits, degree audits, transcripts, etc. Additionally, the Center for Academic Excellence has a variety of resources located on their website, including the Faculty Advising Manual and the Student Success website, for easy access.

How often should your advisees be advised?
Faculty Advisors are encouraged to advise students a minimum of two times each semester, one of those times during advisement and registration for the upcoming semester. More frequent meetings may be needed depending on the needs of the student. Additionally, faculty advisors are encouraged to make contact with their advisees during the first two weeks of classes each semester. The purpose of this 'informal' contact is to simply touch base with advisees and give general information. It is suggested that Faculty Advisors provide advisees a formal appointment schedule, so the advisees can sign up for specific time slots in preparation for advisement.

Three Categories of Advising

1. Developmental Advising is:
   a. Focused on helping students explore and define academic, career and life goals and pathways, and develop problem-solving and decision-making skills through collaborative and process-oriented advising.
   b. Fostering a relationship between the advisor and student is critical to this model, which is based primarily on adult development theory and student development theory.

2. Prescriptive Advising is:
   a. Focused primarily on providing students with information directly related to their academic program and progress, such as academic policies, major/program requirements and course selection.
   b. Normally initiated by the student as the goal of this approach is to address immediate questions to facilitate the student's progress through their academic program, rather than play a role in helping the student form long-term goals beyond their academic pursuits.
   c. Often equated to a doctor-patient relationship model.

3. Proactive (Intrusive) Advising is:
   a. Almost always initiated by the advisor rather than the student.
   b. Initiated at critical periods throughout a student's academic career, such as during a student's first year of study, while taking developmental or remedial courses, before they must declare a major, or as they approach graduation.
   c. Often targeted to cohorts, such as academically at-risk students (e.g. students on probation), or high-achieving students. In practice, intrusive advising has been shown to have a positive impact on developmental/remedial undergraduate mathematics course pass rates, as well as student retention and degree attainment rates.

CAMPUS RESOURCES FOR ADVISING

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<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Aggie Tech Support</td>
<td>Bluford Library</td>
<td>(336) 334-7195</td>
<td><a href="mailto:helpdesk@ncat.edu">helpdesk@ncat.edu</a></td>
</tr>
<tr>
<td>Admissions</td>
<td>Webb Hall</td>
<td>(336) 334-7946</td>
<td><a href="mailto:uadmit@ncat.edu">uadmit@ncat.edu</a></td>
</tr>
<tr>
<td>Career Services</td>
<td>Murphy Hall – Suite 101</td>
<td>(336) 334-7755</td>
<td><a href="mailto:ocs@ncat.edu">ocs@ncat.edu</a></td>
</tr>
<tr>
<td>Center for Academic Excellence</td>
<td>ACB – Suite 320</td>
<td>(336)334-7855</td>
<td><a href="mailto:cae@ncat.edu">cae@ncat.edu</a></td>
</tr>
<tr>
<td>Counseling Services</td>
<td>Murphy Hall –Suite 109</td>
<td>(336) 334-7727</td>
<td><a href="mailto:vdbarnet@ncat.edu">vdbarnet@ncat.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>100 Dowdy Building</td>
<td>(336) 334-7973</td>
<td><a href="mailto:finaid@ncat.edu">finaid@ncat.edu</a></td>
</tr>
<tr>
<td>Multicultural Student Center</td>
<td>Murphy Hall – Suite 204</td>
<td>(336) 334-7800</td>
<td><a href="mailto:msc@ncat.edu">msc@ncat.edu</a></td>
</tr>
<tr>
<td>Treasurer’s Office</td>
<td>112 Dowdy Building</td>
<td>(336) 334-7721</td>
<td><a href="mailto:treasoff@ncat.edu">treasoff@ncat.edu</a></td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>107 Dowdy Building</td>
<td>(336) 334-7595</td>
<td><a href="mailto:registra@ncat.edu">registra@ncat.edu</a></td>
</tr>
<tr>
<td>Student Health Center</td>
<td>112 N. Benbow Road</td>
<td>(336) 334-7880</td>
<td><a href="mailto:health@ncat.edu">health@ncat.edu</a></td>
</tr>
<tr>
<td>Transfer Articulation Office</td>
<td>107 Dowdy Building</td>
<td>(336) 285-4149</td>
<td><a href="mailto:articulation@ncat.edu">articulation@ncat.edu</a></td>
</tr>
<tr>
<td>TRIO Student Support Services</td>
<td>Murphy Hall – Suite 212</td>
<td>(336) 334-7982</td>
<td><a href="mailto:ceflemin@ncat.edu">ceflemin@ncat.edu</a></td>
</tr>
<tr>
<td>University Police Department (UPD)</td>
<td>406 Laurel Street – Ward Hall</td>
<td>(336) 334-7675</td>
<td><a href="mailto:upd@ncat.edu">upd@ncat.edu</a></td>
</tr>
<tr>
<td>Veterans &amp; Disability Support Services</td>
<td>Murphy Hall – Suite 01</td>
<td>(336) 334-7765</td>
<td><a href="mailto:disasupp@ncat.edu">disasupp@ncat.edu</a></td>
</tr>
</tbody>
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