
Handbook for Academic Advising



**North
Dakota
State
College of
Science**

www.ndscs.edu

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Table of Contents

Introduction to Academic Advising.....	2
Definition of Advising	
Importance of Advising	
National Advising Guidelines	
NDSCS Advisor Responsibilities	
NDSCS Student Responsibilities	
Getting to Know the Student.....	4
Advisor / Advisee Relationship	
Personal Information	
Advising Special Populations of Students	
Students in Academic Difficulty	
Giving Good Advice.....	8
Assessing Student Progress	
Suggested Advisor Contacts	
Relating to Students	
Career Development	
Basics of Online Advising.....	10
Online Advising Tools	
Tips for Successful Online Advising	
Ethics and Confidentiality.....	12
Policies and Procedures for Advising.....	14
Registration and Scheduling	
Attendance	
Excess Course Load	
Drop/Add	
Withdrawal	
Financial Aid and Fee Payment	
Transfer	
Graduation	
Changing Programs	
Tutoring	
Appendix A – NCADA Core Values of Academic Advising.....	17
Appendix B – Advising Resources and Forms.....	22
Student Activities and Involvement	
Campus Resource List	
Entry Level Assessment Course Placement	
ASC Developmental Course Sequence	
General Education Transfer Table	
ASC Course Sequence	

Section 1: Introduction to Academic Advising

Definition of Advising:

Advising is a **developmental** process, which assists students in the clarification of their career/life goals and in the development of educational plans for the realization of these goals. It is based on a close student-advisor relationship which helps the student plan, select and enroll in courses and programs of study leading to the achievement of the student's education and career goals.

The emphasis is on a "developmental" definition of the advising process. The term "developmental advising" suggests the major objective should be student growth - growth in self-awareness; growth in the ability to identify realistic education and career goals; and growth in acquiring life skills.

The purpose of the *Academic Advisor's Handbook* is to provide a comprehensive guide to advising NDSCS students. Thus, academic advising should reinforce NDSCS's approach to education -- both philosophy and practice are important. This handbook is designed to help you, the Academic Advisor, provide effective advice to students. This handbook should serve as a common reference for advising philosophy and practice on the NDSCS campus. Materials should be reviewed and updated regularly.

The Importance of Academic Advising:

Research has demonstrated that one of the most powerful influences on student success and retention in college is individual attention from faculty members. Students frequently judge the worth of their academic experience from their interactions with faculty members. In a national survey, college presidents ranked academic advising as a leading factor in student retention, and improving academic advising has been one of the most frequently cited strategies to increase student retention in the past decade. Academic advising can positively influence the educational and personal development of students.

National Advising Guidelines:

On the national level, increasing interest in improving the quality of academic advising at America's educational institutions has motivated extensive research. The National Academic Advising Association (NACADA) has published the following standards and guidelines for academic advising that represent over six years of effort by several hundred professionals in higher education:

- The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals. Academic advising should be viewed as a continuous process of clarification and evaluation.
- The ultimate responsibility for making informed decisions about life goals and educational plans rests with the individual student. The Academic Advisor assists by helping to identify and assess alternatives and consequences of decisions.

The National Academic Advising Association's "Statement of Core Values of Academic Advising" is included in this Handbook's appendix.

NDSCS Advisor Responsibilities:

Although students have the primary responsibility for planning their programs, Academic Advisor's responsibilities include:

1. Help students define and develop realistic education and career goals. To assist students in the process of career planning, please refer your advisees to the Division Academic Counselors.
2. Keep up to date with NDSCS policies, procedures, and curriculum changes.
3. Provide accurate information about NDSCS policies, resources, programs, and other general college information.
4. Be accessible to students you advise.
5. Always show up for posted office hours and allow sufficient time to meet with students.
6. Listen carefully and empathetically to students.
7. Help students design a program of study, select courses, and interpret catalogs and degree-requirements.
8. Be aware of clues that indicate students may be at risk of academic failure and make appropriate referrals to the Division Academic Counselors, Counseling Services, and the Academic Services Center.
9. Offer advice to students to help them develop thinking, learning, and life management skills.
10. Encourage a sense of belonging to NDSCS by encouraging student involvement in clubs, student organizations, athletics, music, drama, and other non-classroom activities.
11. Make referrals to the Division Academic Counselors or other appropriate campus support service offices when further assistance or information is needed.
12. All Academic Advisors are responsible for maintaining professional ethics and confidentiality. Please see *Section III: Giving Good Advice* (page 8) for more information.

NDSCS Student Responsibilities:

The ultimate responsibility for making informed decisions about life goals and educational plans rests with the individual student. The Academic Advisor helps students identify and assess alternatives and consequences of decisions. At the North Dakota State College of Science, student advisees have the following responsibilities:

1. Clarify personal values, interests, abilities, and career goals.
2. Be diligent in attending class, meeting class objectives and assignments, etc.
3. Contact and make an appointment with the Academic Advisor during each registration period and at other times as needed and required by college policy. If the student is unable to keep the appointment, the student will notify the advisor in advance.
4. Become knowledgeable and adhere to NDSCS policies, procedures, and requirements.
5. Prepare for advising sessions and bring appropriate resources and materials.
6. Follow through on actions identified during each advising session.
7. Accept final responsibility for all decisions.

Section 2: Getting to Know the Student

The Importance of the Advisor/Advisee Relationship

An important factor in the advising process for NDSCS students is having an academic advisor who shows concern for them as individuals. Students are more likely to value the information and follow the advice given to them when they recognize the faculty advisor's genuine interest and concern.

The questions you ask a student can be those that you use to seek information (close-ended) and those that you use to build a relationship (open-ended). It may be helpful to distinguish the types of questions and their purposes. Try to use open-ended questions to encourage students to talk rather than closed questions that can be answered in a few words. Closed questions can shut down communication. Here are some examples:

Open

"Could you tell me a little about your English class?"

"How do you feel about English class?"

"How do you feel about the time you spent on the test?"

Closed

"Do you attend English class?"

"Do you like English class?"

"How long did it take you to finish the test?"

One very important aspect of successful academic advising is providing the student with personalized attention. Some simple methods for accomplishing this:

- Smile
- Refer to the student by first name
- Maintain an attitude of acceptance and respect

Another important (yet commonly overlooked) method to communicate interest in the student is non-verbal communication, or body language:

- Position yourself at an appropriate distance
- Face the student squarely
- Maintain comfortable eye contact

The most important element in effective advising is good listening skills. Advisors should use active listening to understand what the student is really saying:

- Pay careful attention when the student is speaking
- Pay attention to the student's non-verbal communication (tone of voice, posture, expression, eye contact, etc.)
- Wait for speaker to finish before responding
- Suspend judgment until you have heard the student
- Clear your mind of distractions
- Focus on the central idea -- don't get lost in details

It is also a good technique while listening to clarify what you believe the student is saying:

- Note the content of student's message and feelings: repeat back, making sure you have heard correctly
- Communicate understanding of feelings, thoughts, and behaviors from the student's frame of reference [Example: "How do you feel about the professor's comments in class?"]

It is also important to try to avoid shutting down the speaker by:

- Arguing
- Interrupting
- Judging, criticizing, or diagnosing
- Ordering
- Misinterpreting

Sample Questions for First Meeting:

The first meeting with a student should focus on getting to know the student and discussing your role as an advisor. Some students will talk freely and readily provide the information when asked to tell a little about themselves. If the student appears shy

or says very little, you can use some of the following questions to obtain information and build rapport with the student.

- What high school did you graduate from? Can you tell me how well you think your high school prepared you for your curriculum here at NDSCS?
- How can I get reach you if I need to set up an advising meeting?
- Are you familiar with your general education requirements for graduation along with your major course of study requirements?
- Have you taken any courses within your major yet? How are they going?
- Is there a specific aspect of your major that particularly interests you?
- What led you to choose this major?
- Are you involved in any kind of extra-curricular activities, such as campus groups or part-time jobs?
- Have you received any scholarships? If so, what is required for you to keep those scholarships?
- What are your goals after graduation from NDSCS (employment, additional college, etc.)?
- What do you expect from me as your advisor?

Sample Questions for Subsequent Meetings:

Future meetings with advisees should attempt to make life at NDSCS as productive and trouble-free as possible. You should be ready to work with the student to help solve any problems that the student encounters. These meetings are also a time to make certain that the academic choices that students make correspond with their career goals.

- How are you enjoying life at NDSCS? Do you know where to get help if you encounter any problems?
- How is each of your classes going? Do you know where to get help for these classes?
- In which academic areas do you still need to take courses before graduation?
- In which student activities and professional organizations are you currently involved?

- When do you plan to graduate? Will you be planning to go on OJT to receive your degree?
- Let's review a copy of your most recent resume. Have you contacted the Career Placement Center?

Personal Information:

Advisors sometimes wonder how much information to seek from students. As students vary in the amount of information they are comfortable sharing with a faculty advisor, an effective guideline is to limit your questioning and discussion to academic and career issues. However, you should be prepared to deal with any personal questions that may arise and if necessary, refer to appropriate campus support service offices.

Advising Special Populations of Students:

Special populations of students often bring a different level of maturity and depth of exposure to their education than the more traditional student. These could be older than average students, students with disabilities, students of color, international students, veterans etc. However, you should be aware that these students may often lack confidence in their ability as students and may need much encouragement. At the other extreme are some non-traditional students who have an unrealistic view of the challenges of NDSCS, these students who are overconfident regarding their abilities to handle both the rigors of college and full time employment or full time child care. These students need advisors who can help them develop a realistic program. For more information concerning non-traditional students contact :

- Academic Services Center** (Mildred Johnson Library).....671-2616
- Joy Eichhorn (ASC)**.....671-2623
- Counseling Center** (Allied Health Building)
- Vince Plummer**.....671-2319
- Dennis Broderick, Division Academic Counselor** (Old Main)
- Arts, Science and Business Division**.....671-2263
- Dick Graham, Division Academic Counselor** (Old Main)
- Technologies and Services Division**.....671-2257
- Georgia Pullen, Student Life** (Student Center).....671-2847

Students in Academic Difficulty:

Students with probationary status are often those most in need of careful advising. Paradoxically, these are the students least likely to seek out their advisors or to follow through on the advice received. They can try the patience of the most experienced advisors. However, many advisors find that helping these students succeed can be the most rewarding advising experience. Many students in academic difficulty lack specific skills such as time management, proper study habits, or self-discipline. They usually are reluctant to seek help and do not know what resources are available to assist them.



However, if they are willing to make a commitment to change old habits and learn new skills, they can learn the strategies that are needed to be successful academically at NDSCS.

If you need assistance with a student having academic difficulty, please call the Division Academic Counselor at:

Arts, Science and Business	671-2263
Technologies and Services	671-2257

The Records Office (671-2205) may also be contacted for information on academic probation and suspension.

Section 3: Giving Good Advice

Giving good advice is what academic advising is all about! Academic Advisors need to base their advice on students' career and life goals and their ability to complete a proposed academic program. As the Academic Advisor, you should gain an understanding of each student's interests and goals as you get acquainted. The techniques for getting to know advisees covered in *Section 2* of this handbook should help. It is also important to assess each student's academic performance and to tailor advice for the student in that vein.

The NDSCS Catalog contains most of the information relating to policies and regulations that both students and advisors need to know. This section of the Handbook is intended to supplement the information in the Catalog. Further information and clarification is available from the Registrar's Office and from the Division Offices.

Suggestions for Assessing Student Progress:

1. Develop and maintain an *Advising File* for each advisee.
2. Keep notes of meetings with advisees and to review your notes from previous meetings in order to establish continuity in your relationship with an advisee and let him/her know you were listening two weeks or two months ago.
3. Use program fact sheets and checklists and make sure students understand the details and requirements of their major.
 - ◆ Review the checklists in each advising session.
 - ◆ Highlight remaining course requirements.
 - ◆ Help students make a list of courses they expect to take in the coming semesters.
 - ◆ Keep a copy of list on file.
 - ◆ Pay attention to courses which may be offered only in fall or only in spring semester.

- ◆ Update and change the checklist at each advising session.
 - ◆ Include the checklist in their Advising File.
4. Encourage students to take a challenging, yet balanced, load.
 - ◆ Avoid combining extremely challenging courses or too many labs in the same semester.
 - ◆ Compare current course load to past performance and suggest changes if necessary.
 - ◆ Encourage the student to balance their academic load around all activities that they may be involved (i.e. family commitments, work-study, or other work commitments, etc.).
 5. Encourage students to reach their potential. Early in their experiences at college, students may be looking for short cuts and the easy way -- try to help them focus on their long-term goals.

Suggested Advisor Contacts:

The number of advisees assigned to each advisor will vary according to program. In most cases, advisors will have students from various age groups to different levels of academic ability. Naturally, your advisees who have a history of experiencing difficulty should receive early and continuous attention. Progress for these students should be monitored regularly.

1. Arrange to meet with all advisees early in the semester – especially first year students.
2. Get to know your advisees – inquire about student’s goals, interests, and abilities.
3. Advise students on semester calendar, highlighting important deadlines – drop/add dates, first/second eight week sessions, final exams, and registration.
4. Identify advisees experiencing difficulty. Schedule meetings as needed to actively monitor progress. Make appropriate referral if necessary.
5. Contact students prior to registration to discuss course options and program requirements – especially those close to graduation.

Relating to Students:

Some of the most useful advice a student can receive from the advising relationship is that which you relate to the student about yourself. Being able to speak from personal real-life experience is a powerful way to enlighten students to the many possible paths their lives and careers can take. Whenever possible, you may want to relate, in a professional manner, personal experiences with making academic and career decisions. Such experiences can serve as examples to show students how choices made at the undergraduate level impact career development. This is not meant to imply that every student should be encouraged to follow in the footsteps of the advisor. However, it is often true that a student can benefit from a glimpse of what types of decisions brought you to be the successful professional you are today.

Be tactful when providing potentially negative information. Students are very sensitive to comments from advisors about their academic ability.

Helping Students with Career Development:

Career development encompasses or interfaces with all aspects of people's lives. For NDSCS students, career development involves more than the completion of a specified degree requirement leading to a particular academic degree. Career planning must incorporate students' interests, abilities, values, goals, and other individual variables. Students also need strong interpersonal communication skills to be professionally successful in the constantly changing world of work.

Comprehensive career development services are available at NDSCS to prepare students for the work environments of the future. The Division Academic Counselors provide a wide range of services related to career development. Academic Advisors who have regular contact with students can serve as their mentors and professional role models. In some cases, the Academic Advisor will serve as the primary career planning resource, but in most cases, their role is to identify student needs and refer them to the appropriate Division Academic Counselor.

Section 4: The Basics of Online Advising

The NDSCS Catalog (print and online) contains most of the information relating to policies and regulations that both students and advisors need to know. You will also find some of the most common policies that advisors use on p. 14 in this handbook.

For online students, the more ways they have of getting connected to the campus and their advisor, the better. Encourage students to take a challenging, yet balanced, load. Encourage the student to balance their academic load around all activities that they may be involved (i.e. family commitments, work, etc.).

When advising the online student, we need to keep in mind that this student is often less familiar with the jargon of higher education than a traditional student who is exposed to it from their high school and from their time on-campus. This means that the academic advisor will need to spend even more time and energy to create systems and information that these students can use for self-service.

Online Advising Tools:

1. **Advising File:** Develop and maintain an *Advising File* for each advisee.

After receiving notice of your advisees, an *Advising File* should be started for each student. *Advising Files* are most effective when advisors consistently keep careful documentation of all student contacts and progress made towards program completion. Please keep the following in mind:

- Use program fact sheets and checklists and make sure students understand the details and requirements of their major.
- Include a copy of the checklist in the *Advising File*.
- After each semester, check advisees progress by utilizing "Campus Connection". Develop action plan if necessary.
- Pay attention to courses which may be offered only in fall or only in spring semester.
- A *Student Data Sheet* should be completed for each advisee. (See Appendix A for a sample form. An electronic version of this form can be obtained from the Distance Education Office or from the Division Academic Counselor). It is recommended that this form be emailed as an attachment to advisees for students to complete and return to the advisor.

2. **E-mail:** It is important to initiate frequent email contacts with advisees each semester.

Email for online advising has many positive elements:

- It is fast (no more waiting for a letter to arrive);
- Allows for a greater degree of communication between advisor and student;
- Allows the transmission of complex documents (attachments).

There are also drawbacks:

- Miscommunication is a real possibility. Email needs to be treated with care. Sometimes it will take you an hour to write a message that adequately explains something that could be answered in 10 minutes of talking on the phone or 5 minutes of face-to-face time.
- More communication between advisor and student. You will have more messages from students, do you have the time to give them the attention they need and deserve?
- Speed (an increased expectation of the quick answer). We all expect quick answers with emails and tend to get impatient if we don't get them. Online advisors need to plan on how to manage these expectations.

3. **Telephone Contacts:** Telephone contacts are also a valuable advising tool.

- Be sure to share the NDSCS toll free telephone number with each of your advisees (1-800-342-4325).
- It is highly recommended that advisors make a telephone contact with each of their advisees taking a class for the first time. This contact should ideally take place during the first or second week of each semester.

Tips for Successful Online Advising

- To protect your advisee's privacy, never include social security number or student ID number with your e-mail.
- Be sure to help students develop an educational plan.
- Have a copy of the latest course selections and the catalog available for reference.
- Encourage advisees to plan wisely. Encourage them not to wait until approaching deadlines before seeking help.
- Be familiar with the college's web pages and online resources.
- Be as clear, specific and direct as possible when asking your advisee questions.
- Let advisees know what a reasonable amount of time for a response is. Questions (email or telephone) should be answered within 48 hours, or on the next business day if over the weekend.
- Try resending your message if there has not been an acknowledgement within three working days.
- Keep a copy of all e-mail correspondence from advisees. Good documentation and record keeping is essential.
- Encourage advisee to register and order books far enough in advance to receive books by the starting date of class.
- If a student is working full-time and has family commitments, they should be advised to take no more than one or two classes a semester.
- Maintain contact with the NDSCS Records Office if advisee is having transcripts sent for evaluation.

Section 5: Ethics and Confidentiality

Legally, students' educational records are considered confidential. The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as "The Buckley Amendment" governs the release of student information.

Academic Advisors/faculty members are required to follow these guidelines:

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Education Rights and Privacy Act allows the North Dakota State College of Science to release certain information about students. The following categories of information have been designated by the North Dakota State College of Science as information that may be released upon request: (a) name, campus address, home address and telephone listing; (b) date of birth; (c) sex and marital status; (d) name and address of parent(s); (e) major field of study, including the division, department, or program in which the student is enrolled; (f) classification as a freshman or sophomore, or by number referring to such classes; (g) participation in officially recognized activities and sports; (h) weight

and height of members of athletic teams; (l) dates of attendance; (j) degrees and awards received, including selection to the President's honor role; (k) the most recent previous educational agency or institution attended by the student. Any student at the North Dakota State College of Science may request during the first two weeks of the term that any or all of the above designated information relating to them should not be released without the student's consent. Questions regarding FERPA should be directed to the Director of Admissions and Records.

If a parent requests information about a son or daughter, you should first check with the Registrar's Office to determine if the student has declared "independent status." If a student has declared "independent status," no information can be released to the parent without the student's written consent. Be careful about giving information out over the telephone. It may be difficult to determine the identity of the caller. Therefore, whenever possible, discussions about students' educational records should occur in person. If you must use the telephone, you need to take measures to ensure the identity of the person calling. For example, you could take the caller's phone number, confirm it with the Registrar's Office, and then call the student or parent back.

All Academic Advisors must ensure that students are provided access to services on a fair and equitable basis. Advisors must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution.

All Academic Advisors must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Advisors must not counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy or norms, the advisor is obligated to address the issues and refer students to the appropriate agency accordingly.

All Academic Advisors are expected to abide by civil laws and college regulations. In addition, Academic Advisors are responsible to familiarize themselves with *NDSCS Student Rights and Responsibilities* section of the NDSCS College Catalog. This publication contains the NDSCS College Policies and Standards for Students, Basic Regulations of Conduct, the NDSCS Drug and Alcohol Policy, the Sexual Harassment Policy, and other policies and procedures advisors may need for reference. Advisors are encouraged to review this publication on an annual basis.

Section 6: Policies and Procedures for advising

(Also refer to the NDSCS College Catalog or web page for more information)

Registration and Scheduling Procedures: It is highly encouraged that advisors meet with their current advisees to discuss course options for the upcoming semester. Students can register on their own using their "CampusConnection" account, however, occasionally a student will fail to schedule an important prerequisite or miss specific program requirements. A scheduled meeting or phone conversation with an advisor can greatly reduce the potential for major problems in the future.

For students who are completing online coursework, registration can be completed by using their "CampusConnection" account. Online students, who have questions or experience difficulty, should contact their advisor, division counselor, or the Distance Education office at 1-800-342-4325, ext. 3-2347.

Attendance: Students are required to attend all classes and labs or access their online coursework on a regular basis for which they are scheduled. To a large degree, absenteeism is usually indicative of other issues which negatively impact student learning. Absentee concerns should be referred to the Division Academic Counselor for follow up. In general, absences are excused only when due to illness, crisis, or official representation of the college. Students should contact the Division Dean's Office when absent for extended periods of time. Individual departments and/or instructors may develop attendance policies to meet specific program or course needs.

Advisors in the Technical Division can access their division's attendance policy at: www.ndscs.nodak.edu/appendices/attpoltechserv.jsp

Referrals: Situations arise that fall outside our area of expertise. In those cases it is important to make a referral to individuals/offices that can help to resolve those concerns. Instructors who are making student referrals to their respective academic counselor are asked to follow these guidelines:

- Provide student's name and ID

- Provide a brief summary as to the reason for the referral

- Provide the course title, catalog number, and meeting time(s) for the class(es)

For attendance purposes, an instructor is asked to make a referral when a student misses three consecutive class meetings. Timely referrals are important throughout the semester to help provide quicker intervention and a better opportunity for student success.

Excess Course Load: To enroll for more than 20 credits during a semester, a student must file a request at the Division Dean's Office. A request for excess load must be approved by both the student's advisor and academic counselor for the division. A student's academic history and current course load will be carefully evaluated before a decision is made.

Drop/Add Process: Students are highly encouraged to visit with their advisor before class changes are made, however, students can and do make changes on their own

using their “CampusConnection” account. We suggest that students follow these guidelines:

1. Students need to pick up a “Request for Change of Registration” form from the Division Dean’s Office.
2. Student must have prior approval from advisor, instructor, and Division Dean.
3. A change in registration can affect the student’s financial aid. To fulfill financial aid requirements, a student must successfully complete 67% of attempted courses. If in doubt, check with the Dean’s Office or Enrollment Services.
4. Courses are not considered dropped until approval has been obtained. A grade of “F” will be recorded for any course not dropped according to the procedure outlined.
5. Semester drop and add schedule will be in accordance with the semester calendar. Only in extreme cases can drop/add dates be extended. Approval must be obtained from the Division Dean’s Office.
6. Refunds on classes dropped will be in accordance to the semester refund calendar. Contact your Division Dean’s Office.

Student Withdrawal Process: A student who desires to withdraw from college must contact the division academic counselor before the last date to withdraw – as set by the academic semester calendar. Refunds depend on the date a student withdraws from campus and is set by the semester refund calendar.

Financial Aid and Fee Payment: The Federal Government requires colleges to monitor the academic progress of all students. This involves more than maintaining the quality standard of a minimum GPA of 1.75 after the first year, or a 2.0 by the end of the second year. It also involves monitoring the completion of credits at an acceptable pace. Students on financial aid should exercise caution when adding or dropping classes. At minimum, a student should complete at least 67% of the course work assigned during an academic semester. The NDSCS Financial Aid Office can be contacted for more information.

Students who have outstanding debt and do not pay their bill within the allotted time frame, will have a “hold” placed on their account. This restricts students from registering for the upcoming semester and their grades will not be released until financial obligations to the college have been paid in full. Students should be referred to the Business Office for more information. The student can also access their financial information by utilizing their “CampusConnection” account.

Transfer Process: A student who wishes to transfer to another college at the completion of the semester will be required to:

1. Send a copy of their transcript to the institution(s) of their choice. Currently enrolled students may order official transcripts directly from the CampusConnection secured sign-in. Students log in with their UserID and Password, click on Student Self-Service, Learner Services, Academics, Order an Official Transcript.

2. If a student is receiving financial aid, they will need to complete exit loan counseling through the NDSCS Financial Aid Office. Exit loan counseling can also be accessed on the NDSCS Financial Aid web site.

It is very important for the student to connect with a person who specializes in assisting transfer students at the “receiving” college. A lot of transfer problems can be avoided if the student does a little work before the transfer occurs. Students should refer to the NDSCS Registrar web site and click on “Transfer Information”. If a student wishes to transfer before the completion of the term, they will be required to follow the NDSCS withdrawal procedure.

Graduation: As students near the semester of their graduation, special consideration is given to the advisee to ensure all requirements are met. Advisors can greatly assist students with information on the following graduation procedures:

1. Student must show a cumulative GPA that meets their program requirements.
2. Formal application for graduation must be made by the candidates prior to the semester during which they expect to complete requirements for graduation.
3. “Petition for Graduation” forms may be obtained at Enrollment Services, Dean’s Office, or in the Enrollment Services section on the NDSCS Web site.
4. The award will be sent to the graduate after Enrollment Services has ample time to check the credentials of all graduates.
5. Students are requested to participate in graduation exercises.

Changing Majors: Students who desire to change programs must obtain the “Change of Program” form which is in the Division Dean’s Office. If a student is undecided about their career choice, a referral should be made to the division academic counselor. When a change of program occurs, a student will likely be assigned a new advisor.

Tutoring: When students are experiencing academic difficulty, many turn to the Academic Services Center for assistance. Tutoring is provided for many subjects with the assistance of qualified and helpful staff. Students who greatly benefit, are the ones who seek tutoring at the first signs of difficulty and attend tutoring sessions regularly. The ASC staff also welcomes academically talented students to assist in tutoring students who seek help.

Appendix A

NCADA Statement of Core Values of Academic Advising

While not all those who do academic advising are professional advisors, anyone carrying out advising functions should be expected to perform in a professional manner. The Core Values identified and discussed here provide a framework against which those who advise can measure their own performance.

In no way does this Core Values statement try to dictate that all academic advising needs to be done in precisely the same way by everyone. Instead, these are reference points for professionals to use. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more important than others, depending on their own.

The Power of Academic Advising:

Few experiences in students' post-secondary career have as much potential for influencing their development, as does academic advising.

Through regular contact with students--whether face-to-face, through the mail, on the telephone, or through computer mediated systems--advisors gain meaningful insights into student's academic, social, and personal experiences and needs.

Advisors use these insights to help students feel a part of the academic community, develop sound academic and career goals, and ultimately be successful learners.

Beliefs About Students:

Like other educators, Academic Advisors work to strengthen the importance, dignity, potential, and unique nature of each individual served within the academic setting. Our work as advisors is guided by our beliefs that:

- students can be responsible for their own behavior;
- students can be successful as a result of their individual goals and efforts;
- students have a desire to learn;
- learning needs vary according to individual skills, goals and experiences; and
- students hold their own beliefs and opinions.

Why our Core Values are Important

Out of these beliefs grow our Core Values. Regardless of our professional preparation and experience, each of us in the field of academic advising is ultimately guided in our work by what we perceive as important, what we value, and what we believe about those we serve--primarily students, but also others in the institutions within which we work, and even the institutions themselves.

We recognize the complex nature of academic advising, the wide variety of settings and tasks for which Academic Advisors are responsible, and the diverse backgrounds

and experiences of Academic Advisors. Yet, while values and beliefs are by their very nature individual, there are many that are subscribed to by those who advise students. Through this statement of Core Values we communicate to others what they can expect from us. These Core Values may be used to validate our conduct in our diverse roles and our relationships within the academic community.

The Core Values:

Students deserve dependable, accurate, respectful, honest, friendly, and professional service. In order to serve students well, Academic Advisors understand that they are responsible to many constituents who comprise our academic communities. This is the foundation on which the following Core Values rest.

- ◆ Advisors are responsible to the students and individuals they serve. The cooperative efforts of all who advise help to deliver quality programs and services to students. These include, but are not limited to, giving accurate and timely information, maintaining regular office hours, and keeping appointments.
- ◆ Advisors help students develop a perception of themselves and their relationship to the future. Advisors introduce students in a nurturing way to the world they are entering--teaching them to value the learning process, put the college experience into perspective, become more responsible, set priorities and evaluate sequences of events, and be honest with themselves.
- ◆ Advisors encourage self-reliance by helping students make informed and responsible decisions, set realistic goals, and develop thinking, learning, and life management skills to meet present and future needs. Advisors work with students to help them accomplish the goals and objectives they have established for themselves. Advisors encourage students to be responsible for their own success and progress. They respect students' rights to their individual beliefs and opinions but are not dictated to by them.
- ◆ Advisors work to modify barriers to student progress; identify burdensome, ineffective, and inefficient policies and procedures; and work to effect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. Advisors inform students about appropriate grievance procedures in cases where students find the resolution unsatisfactory.
- ◆ Advisors recognize the changing nature of the college and university environment and student body. They support students in appropriate ways (e.g., advocate at the administrative level for recognition of these changes; offer varied office hours; and acknowledge the special needs of all students and the pressures on them to juggle study with work, family, and other interpersonal demands).

- ◆ Advisors are knowledgeable about and sensitive to federal, state, and their own institution's policies and procedures, especially those governing such matters as sexual harassment, personal relationships with students, privacy of student information, equal treatment, equal access, and equal opportunity.
- ◆ Advisors respect the rights of students to have information about themselves kept confidential. Advisors share information with others about students and their programs only when both advisor and student believe that information is relevant and will result in increased information or assistance, assessment, and provision of appropriate services to the student.
- ◆ Advisors gain access to and use computerized information about students only when that information is relevant to the advising they are doing with that particular student. Advisors enter or change information on students' records only when legitimately authorized to do so.
- ◆ Advisors need to document advising contacts adequately to aid subsequent advising interactions.
- ◆ Advisors are responsible for involving others, when appropriate, in the advising process. Effective advising requires a broad-based, or holistic, approach to working with students. Academic Advisors develop crucial ties with others who assist students in diverse areas, such as admissions, orientation, financial aid, housing, health services, athletics, course selection and satisfaction of academic requirements, special physical and educational needs (e.g., disabilities, study skills, psychological counseling), foreign study, career development, co-curricular programs, and graduation clearance.
- ◆ Advisors are facilitators and mediators. Responsible Academic Advisors recognize their limitations and use their specialized knowledge effectively.
- ◆ To make connections between academic advising and other aspects of students' lives, advisors seek out resources provided by others. Referrals to these resources provide students with further assessments of their needs and access to appropriate programs and services. With others, advisors are responsible for helping students integrate the information they are confronted with and for helping students make well-informed academic decisions.
- ◆ If peer advisors are used, the supervising advisor will closely monitor the peer advisor regarding adherence to appropriate policies and practices.
- ◆ Advisors are responsible to the college or university in which they work. Advisors respect the opinions of their colleagues; remain neutral when students present them with comments, questions, or opinions about other faculty or staff; and are non-judgmental about academic programs.

- ◆ Advisors increase their collective professional strength by sharing their philosophies and techniques with colleagues.
- ◆ Advisors keep administrators who are not involved directly in the advising process informed and aware of the importance of academic advising in students' lives, and of the need for administrative support of advising and related activities.
- ◆ Advisors abide by the specific policies, procedures and values of the department and institution for which they work. Where injustices occur and might interfere with students' learning, advisors advocate for change on behalf of students with the institution's administration, faculty, and staff.
- ◆ Advisors are responsible to higher education generally. Academic Advisors honor (and are protected by) the concept of academic freedom as practiced on our campuses. In this spirit, advisors hold a variety of points of view. Academic Advisors are free to base their work with students on the most appropriate and optimum theories of college student development and models of delivery for academic advising programs and services.
- ◆ Advisors accept that one of the goals of education is to introduce students to the world of ideas. One goal of academic advising is to establish a partnership between student and advisor to guide students through their academic programs so they may attain the knowledge gained and offered by faculty.
- ◆ Academic Advisors believe that it is ultimately the responsibility of students to apply what they learn to everyday situations. Advisors help students in understanding this process.
- ◆ Advisors advocate for students' educational achievement at the highest attainable standard and support student goals, as well as the educational mission of the institution.
- ◆ Advisors advocate the creation or strengthening of programs and services that are compatible with students' academic needs.
- ◆ Advisors are responsible to the community (including the local community, state, and region in which the institution is located). Academic Advisors interpret the institution's mission, standards, goals, and values to its community, including public and private schools from which the college or university draws its student body. Likewise, advisors understand their student body and regularly inform the schools from which their students come about appropriate preparation so that students may perform successfully in higher education.
- ◆ Advisors are sensitive to the values and mores of the surrounding community, sharing these with and interpreting them to students. Advisors are aware of community programs and services and may become models for students by participating in community activities themselves.

- ◆ Advisors are responsible to their professional role as advisors and to themselves personally. To keep advising skills honed and interest high, advisors are encouraged to seek opportunities for professional development through classes, workshops, conferences, reading, consultation with others, and interaction in formal groups with other advisors.
- ◆ Advisors understand the demands on themselves that emerge from the service nature of the work they do. Advisors develop skills for taking care of themselves physically, emotionally, and spiritually. They learn how to detach themselves from students' problems while maintaining a keen listening ear and providing sensitive responses. They establish and maintain appropriate boundaries. They need to be nurtured by others within the profession and they need to nurture their colleagues. They seek support for themselves within and outside the institution.
- ◆ Academic advising lends itself well to research. Advisors may engage in research related to advising, and are encouraged to engage in research related to their own particular training and disciplinary backgrounds. Each research agenda must honor the institution's safeguards for privacy and humane treatment of subjects.

Appendix B -- Advising Resources/Forms

- ❖ Student Activities and Involvement
- ❖ Campus Resource List
- ❖ Entry Level Assessment Course Placement
- ❖ General Education Transfer Table
- ❖ ASC Course Sequence

Student Activities and Involvement

Students are encouraged to participate in campus activities outside the classroom. Such participation develops personal qualities in a way that cannot be accomplished in the classroom. Activities also help to “connect” students to the campus which, in turn, improves retention.

Organizations – Approximately thirty organizations of various types are open in departmental, religious, or political areas. For a complete listing go to: www.ndscs.edu/clubs/index.jsp

Instrumental Music – Stage Band, Concert Band. Auditions required. For more information contact Laurie LeKang at 671-2871.

Vocal Music – Concert Choir, Wildcat Singers, Madrigal Singers and barbershop groups. Auditions required. For more information contact Michael Rockne at 671-2872.

Dramatics – Drama has a performance each semester. Credit given for involvement. Call the Fine Arts Department at 671-2871 or ASB Dean's Office for more information.

Social Life – Social life includes movies, dances, seasonal activities, plays, lyceum programs, concerts, organization events, department clubs, and various other special events.

Athletics – Intercollegiate athletic competition in women's volleyball, basketball, and softball and for men in football and basketball. Contact the Blikre Activities Center at 671-2281.

Intramurals – The intramural program for men and women offers competition in basketball, softball, flag football, badminton, tennis, water polo, bowling, ice hockey, volleyball, weightlifting, broomball, racquetball, and table tennis. Contact the Blikre Activities Center at 671-2281.

Student Government – The governing body of the NDSCS student body is the Student Senate, composed of elected representatives from each division. The Student Senate is the voice of the student body in campus affairs and regulates selected student activities. Contact advisor at 671-2194.

Campus Resource List

Help Requested	Building	Phone	Contact
Career Counseling – ASB Division.....	Old Main..... Rm. 101	671-2263	Dennis Broderick
Career Counseling – Tech & Services..... Division	Old Main..... Rm. 101	671-2257	Dick Graham
Day Care.....	3 Seasons, College Complex..... Or St. John's Child Care	671-3210 642-4922	Julene Griffin Cary Forrester
Employment/Job Market.....	Haverty Hall..... Room 105/106	671-2258	Karen Reilly
Financial Aid.....	Haverty Hall..... Room 115	671-2207	Kassi Griffin
Health.....	Allied Health..... Room 102	671-2286	Miriam Skillbred
Disability Services Office.....	Library Room 225.....	671-2623	Joy Eichhorn
English as a Second Language.....	Library Room 222.....	671-2616	Maria Kaduc
Math and Science Skills.....	Library Room 206.....	671-2122 671-2624 671-2625	Kara Gruenberg Jane Anderson Tami Metzen
Personal Concerns/Counseling.....	Allied Health.....	671-2319	Vince Plummer
Placement Testing/Scores.....	Library Room 224/215A, or..... Haverty Hall, Room 123	671-2441 671-2616 671-2616 671-2619	Lynda Fink Karen Dahlgren Maria Kaduc Gloria Dohman
Reading Skills.....	Library Room 223.....	671-2586	Jennifer Roos

Entry Level Assessment Course Placement

Placement Policy

Students under age 25 must present ACT/SAT scores to Enrollment Services. Students who are age 25 and over will complete COMPASS placement testing.

Students may elect to take COMPASS placement testing to verify course placement using ACT/SAT scores or in cases where the ACT/SAT score has not reached the admissions office prior to registration. Students may elect to take the best placement if there is a difference between ACT/SAT and COMPASS placement.

Regarding multiple ACT/SAT testing: If the ACT/SAT tests were taken within one year of each other, the highest score for a single testing date will be used. Students who score within five points of the COMPASS cut scores may challenge the placement by taking their request to their respective Academic Counselor; a written appeal process will be filed with Enrollment Services. Any student may retake the COMPASS for a \$15 fee. It is highly recommended that students wait three weeks from the original testing date to allow time to brush up on their skills.

An ACT sub score of 18 in reading and English is required to enroll in College English courses. An ACT sub score of 20 in mathematics is required to enroll in college level mathematics courses.

Reading Placement:

*Student scoring 0-13 in the ACT Reading sub score will enroll in Effective Reading ASC 082 followed by Critical Reading ASC 084 the following semester.

*Students scoring 14-17 in the ACT Reading sub score will enroll in Critical Reading ASC 084 followed by English 110 or 105 the following semester.

Writing Placement:

*Students scoring 1-13 in the ACT English sub score will enroll in College Writing Prep ASC 087 followed by ASC 088 Composition Lab with English 110 the following semester.

*Students scoring 14-17 in the ACT English sub score can enroll in English 105 – Technical Composition, or enroll in English 110 with Composition Lab 088.

Mathematics Placement: At NDSCS, students will take mathematics course work which is required for their program of study. They will be categorized in two different tracks: **Transfer Level Math Track or Career and Technical (non-transfer) Math Track**

TRANSFER LEVEL MATH TRACK

*If student's ACT Mathematics sub score is 0 – 9; student will be placed in ASC 090 Math Prep for the first semester.

*ACT Mathematics sub score is 10 – 14; student will be placed in ASC 091 Pre Algebra for the first semester.

*ACT Mathematics sub score is 15 – 17; student will be placed in ASC 092 Beginning Algebra for the first semester.

*ACT Mathematics sub score is 18 – 19; student will be placed in Math 102 Intermediate Algebra for the first semester.

*ACT Mathematics sub score is 20 – 23, Student may be enrolled in any of the following Mathematics courses:

- Math 103 College Algebra
- Math 104 Finite Mathematics
- Math 105 Trigonometry
- Math 210 Elementary Statistics

*ACT Mathematics sub score is 24 – 36, student may take any NDSCS transfer level mathematics course.

CAREER AND TECHNICAL MATH TRACK (non-transfer)

*Students with an ACT Mathematics sub score of 0 – 9 are strongly encouraged to take ASC 90 Math Prep prior to attempting any other mathematics course.

*Open Entry Mathematics Courses:

- Bote 108 Business Math
- Math 120 Basic Math I
- Math 123 Basic Math II
- Math 125 Basic Math III
- Math 130 Technical Mathematics
- Math 132 Technical Algebra I + ASC 89 Companion Lab
- Math 135 Applied Mathematics
- Math 136 Technical Trigonometry

*ACT Mathematics sub score of 17 – 18, student may be placed in Math 132 Technical Algebra I or Math 134 Technical Algebra II.

*ACT Mathematics sub score of 18 – 19, student may enroll in Math 102 Intermediate Algebra.

*ACT Mathematics sub score of 20 – 36, student may enroll in any math required for their Career and Technical Program. (Check with program advisor)

General Education Transfer (GERTA)

Advisors may view the North Dakota General Education Transfer Agreement at the following site: www.ndscs.nodak.edu/takingclasses/gerta.jsp

General Education Transfer Table – Advisors can access the NDUS General Education Transfer Table at the following site: www.ndscs.nodak.edu/takingclasses/transfertable.jsp. This table is also printed in the back of every semester course catalog.

Student Data Sheet

Name: _____ NAID#: _____

Email Address: _____

Home Address: _____

Street Address/RR Box

City State Zip

Phone: (____) _____

School Address: _____

Street/RR Box/Dorm

City State Zip

Phone: (____) _____

Contact Person:

Name	Phone Number
Street Address	City Zip

Education:

	Name/City/State	Dates Attended
High School	_____	_____
	_____	_____
College	_____	_____
	_____	_____

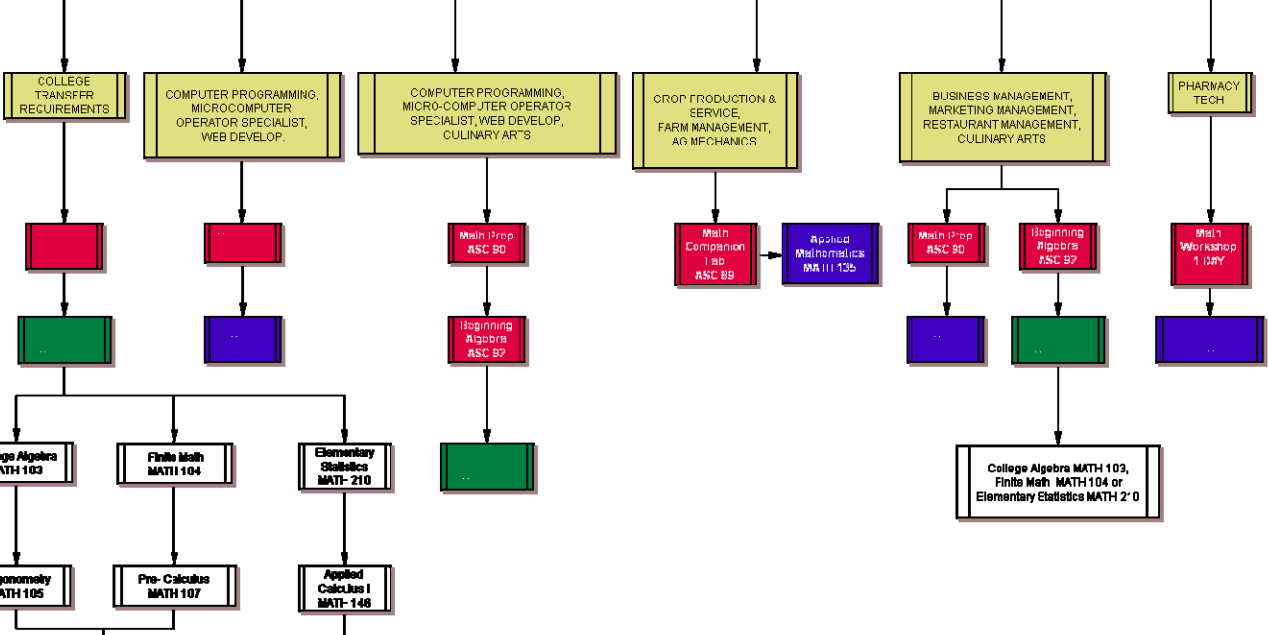
Work Experience:

Employer	Name & Address (City/State)	Type of Work	Dates
_____	_____	_____	_____ to _____
_____	_____	_____	_____ to _____
_____	_____	_____	_____ to _____



Preparatory Course Sequence MAT I

Art, Science & Business Division

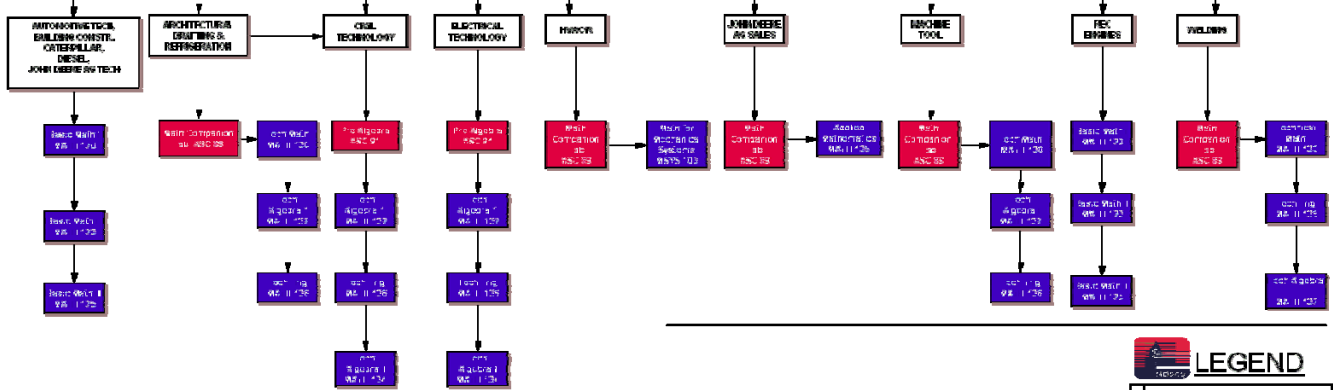


LEGEND

- PROGRAM OF STUDY (Yellow box)
- (Red box)
- (Blue box)
- (Green box)
- COLLEGE LEVEL COURSE (White box with black border)

Preparatory Course Sequence MAT II

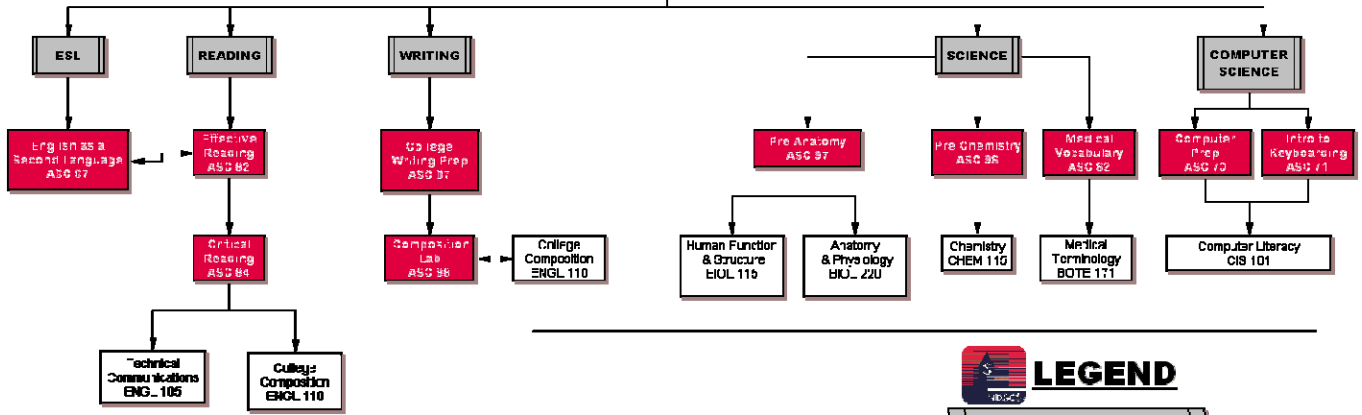
Technologies & Services Division



LEGEND

- PROGRAM OF STUDY (White box with black border)
- (Red box)
- (Blue box)

Preparatory Course Sequence for English & Science



SUBJECT AREA

ASG COURSE

COLLEGE LEVEL COURSES